



Northumberland Church of England Academy Trust

Safeguarding and Child Protection



Policy Preface

Northumberland Church of England Academy Trust is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of our Trust life.

As a Church of England Academy Trust, we aim to build communities clearly based on the Christian values of love, forgiveness and reconciliation, integrity and the unique value of each individual. We aim to build self-esteem, model conflict resolution, protect the weak and are committed to justice and compassion. Mutual respect and trust are central within the Academy Trust.

This policy, and its associated procedures and protocols, is based on these key principles.

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Summary

Safeguarding and the welfare of children and young people is everyone's responsibility and at the core of what we do. While working at and or visiting any of the Trust schools you have a duty of care towards the children and young people. This means that at all times you should act in a way that is consistent with their safety and welfare.

If at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the School Safeguarding Lead, a senior member of staff or Sandra Brown Safeguarding and Compliance Director for the Trust, who can be contacted via email at safeguarding@ncea.org.uk

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

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behaviour that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and report on Safeguard or directly to the Safeguarding Lead. It is important to understand that this may be the beginning of a legal process and that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse or raises concern with you, it is important to follow these guidelines:

- rather than directly questioning the child, just listen and be supportive
- never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/safeguarding lead, who will contact children's social care if appropriate.

More information can be found on the Trust website www.ncea.org.uk/safeguarding

If you have a concern about a child out of school hours, contact Children's Service's duty team on 01670 536400 or in an emergency contact the Police on 999

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40. Statement of intent

NCEA Trust will

- Monitor the quality of safeguarding practices and their impact on outcomes for children across our schools and provide regular reports to the Chief Executive Officer, Executive team and Trustees.
- Work with the Principals and Safeguarding Leads of our schools to ensure that the performance of vulnerable children is effectively monitored and that appropriate support is made available to those children who are at risk of achieving poor outcomes because they are the subject of an EHA (Early Help Assessment) or there is Children's Social Care intervention
- Report on the outcomes of vulnerable children who are in need, subject to Child Protection plans or who are Looked After.
- Liaise and work with with local authority lead professionals of the safeguarding partnerships, Ofsted, EFA and other agencies as required
- Produce an annual Safeguarding action and reporting plan for each school
- Commission external challenge and support where appropriate to ensure schools meet their statutory responsibilities in respect of safeguarding and promoting the welfare of children

All NCEAT schools

Are committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole Trust preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the trustee board, the CEO and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

41. Definitions

- 1.1 The terms “**children**” and “**child**” refer to anyone under the age of 18.
- 1.2 For the purposes of this policy, “safeguarding and protecting the welfare of children” is defined as:
- Protecting pupils from maltreatment.
 - Preventing the impairment of pupils’ mental and physical health or development.
 - Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
 - Taking action to enable all pupils to have the best outcomes.
- 1.3 For the purposes of this policy, the term “**harmful sexual behaviour**” includes, but is not limited to, the following actions:
- Using sexually explicit words and phrases
 - Inappropriate touching
 - Sexual violence or threats
 - Full penetrative sex with other children or adults
- 1.4 In accordance with the DfE’s guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’ (2018), and for the purposes of this policy, the term “**sexual harassment**” is used within this policy to describe any unwanted conduct of a sexual nature, both online or offline, which violates a child’s dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment.
- 1.5 For the purpose of this policy, the term “**sexual violence**” encompasses the definitions provided in the Sexual Offences Act 2003, including those pertaining to rape, assault by penetration and sexual assault.
- 1.6 For the purposes of this policy, “**upskirting**” refers to the act of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks (with or without clothing). Despite the name, anyone (including both pupils and teachers), and any gender, can be a victim of upskirting.
- 1.7 The term “**teaching role**” is defined as planning and preparing lessons and courses for pupils; delivering lessons to pupils; assessing the development, progress and attainment of pupils; and reporting on the development, progress and attainment of pupils. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the CEO to provide such direction and supervision.
- 1.8 For the purpose of this policy, “**peer-on-peer**” abuse is defined as abuse between children. This can include, but is not limited to the following:
- Abuse within intimate partner relationships
 - Bullying (including cyberbullying)
 - Sexual violence and sexual harassment
 - Physical abuse and physical harm
 - Sexting
 - Initiation/hazing-type violence and rituals

42. Legal framework

1.9 This policy has been created with due regard to all relevant legislation including, but not limited to, the following:

Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- The General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- **[NCEAT schools providing education to pupils under the age of eight only]** The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019

Statutory guidance

- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2020) 'Keeping children safe in education'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Sexual violence and sexual harassment between children in NCEAT NCEAT schools and colleges'

1.10 Other relevant NCEAT school policies include:

- **Child Sexual Exploitation (CSE) Policy**
- **Children Missing Education Policy**
- **Extremism and Anti-Radicalisation Policy**
- **Allegations of Abuse Against Staff Policy**
- **Behavioural Policy**
- **Staff Code of Conduct**
- **Data Protection Policy**
- **Whistleblowing Policy**
- **Anti-Bullying Policy**
- **Exclusion Policy**
- **Online Safety Policy**
- **Guest Speaker Policy**
- **Personal Electronic Devices Policy**

- **Data and E-Security Breach Prevention and Management Plan**

43. Roles and responsibilities

1.11 The Trust has a duty to:

- Ensure that all NCEAT schools comply with their duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the NCEAT schools are effective and comply with the law at all times.
- Guarantee that NCEAT schools contribute to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that NCEAT school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the NCEAT school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.
- Ensure that a member of the Trustee board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the CEO or another trustee.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT in each school to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the trustee board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at NCEAT school, e.g. if they are LGBTQ+.
- Ensure that all NCEAT schools have clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.

- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as e-bulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual NCEAT school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from any NCEAT school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

1.12 The Principal of the school has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the Trust board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

1.13 The school DSL's have a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and the child death review partner.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) [guidance](#).
- Liaise with the Safeguarding and Compliance Director to inform them of serious safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessments where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the HUB if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the NCEAT school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals on Safeguard.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the Safeguarding and Compliance Director to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the NCEAT school may make referrals

for suspected cases of abuse or neglect, as well as the role the NCEAT school plays in these referrals.

- Ensure the best educational outcomes by identifying at-risk pupils to the NCEAT school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible via electronic means, such as on the phone or using video conferencing software.
- Hold the details of the Safeguarding and Compliance Director for the Trust and liaise with them as necessary.

1.14 The Looked after Children (LAC) designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

1.15 Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children's services, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to Children's services and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.

- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.
- Hold the contact details for the Trust Safeguarding and Compliance Director

2. Inter-agency working

- 2.1 All NCEAT schools will contribute to inter-agency working as part of its statutory duty.
- 2.2 All NCEAT schools are aware of and will follow the local safeguarding arrangements.
- 2.3 All NCEAT schools will work with Children's services, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support.
- 2.4 Where a need for early help is identified, the school will follow LA guidelines and make appropriate referrals.
- 2.5 All NCEAT schools recognise the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- 2.6 Considering 4.3, staff members are aware that whilst the GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- 2.7 Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.
- 2.8 If staff members are in doubt about sharing information, they will speak to the Safeguarding and Compliance Director or the school DSL.
- 2.9 All NCEAT schools also recognise the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

3. Abuse and neglect

- 3.1 All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and multiple issues often overlap one another.
- 3.2 All staff, especially the DSL and their deputies, will be aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial harms).
- 3.3 All staff members will be aware of the indicators of abuse and the appropriate action to take following a pupil being identified as at potential risk of abuse or neglect.
- 3.4 When identifying pupils at risk of potential harm, staff members will look out for a number of indicators including, but not limited to, the following:
 - Injuries in unusual places, such as bite marks on the neck, that are also inconsistent with their age

- Lack of concentration and acting withdrawn
 - Knowledge ahead of their age, e.g. sexual knowledge.
 - Use of explicit language
 - Fear of abandonment
 - Depression and low self-esteem
- 3.5 All members of staff will be aware of the indicators of peer-on-peer abuse, such as those in relation to bullying, gender-based violence, sexual assaults and sexting.
- 3.6 All staff will be aware of the necessary procedures to follow to prevent peer-on-peer abuse, as outlined in [section 30](#) of this policy.
- 3.7 All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- 3.8 Staff members will be aware of the effects of a pupil witnessing an incident of abuse, such as witnessing domestic violence at home.

4. Types of abuse and neglect

- 4.1 **Abuse:** A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.
- 4.2 **Physical abuse:** A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.
- 4.3 **Emotional abuse:** A form of abuse that involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.
- 4.4 **Sexual abuse:** A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.
- 4.5 **Neglect:** A form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

5. FGM

- 5.1 For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.
- 5.2 FGM is considered a form of abuse in the UK and is illegal.

- 5.3 All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.
- 5.4 Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.
- NB.** The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.
- 5.5 There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.
- 5.6 Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.
- 5.7 Indicators that may show a heightened risk of FGM include the following:
- The socio-economic position of the family and their level of integration into UK society
 - Any girl with a mother or sister who has been subjected to FGM
 - Any girl withdrawn from PSHE
- 5.8 Indicators that may show FGM could take place soon include the following:
- When a female family elder is visiting from a country of origin
 - A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
 - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- 5.9 Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.
- 5.10 Indicators that FGM may have already taken place include the following:
- Difficulty walking, sitting or standing
 - Spending longer than normal in the bathroom or toilet
 - Spending long periods of time away from a classroom during the day with bladder or menstrual problems
 - Prolonged or repeated absences from school followed by withdrawal or depression
 - Reluctance to undergo normal medical examinations
 - Asking for help, but not being explicit about the problem due to embarrassment or fear
- 5.11 Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless

the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's services as appropriate.

- 5.12 FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.
- 5.13 All forms of HBA are forms of abuse and will be treated and escalated as such.
- 5.14 Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

6. Forced marriage

- 6.1 For the purpose of this policy, a **"forced marriage"** is defined as a marriage that is 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 the marriage. Forced marriage is classed as a crime in the UK.
- 6.2 As part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:
 - Becoming anxious, depressed and emotionally withdrawn with low self-esteem
 - Showing signs of mental health disorders and behaviours such as self-harm or anorexia
 - Displaying a sudden decline in their educational performance, aspirations or motivation
 - Regularly being absent from school
 - Displaying a decline in punctuality
 - An obvious family history of older siblings leaving education early and marrying early
- 6.3 If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CHILDREN'S SERVICES, the police or the Forced Marriage Unit.

7. Child sexual exploitation (CSE)

- 7.1 For the purpose of this policy, **"child sexual exploitation"** is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:
 - In exchange for something the victim needs or wants
 - For the financial advantage or increased status of the perpetrator or facilitator
- 7.2 CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.
- 7.3 All NCEAT schools have adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Identifying cases

7.4 All staff members will be aware of and look for the key indicators of CSE; these are as follows:

- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

Other indicators outlined in [10.3](#) may also be signs that a child is a victim of CSE

Referring cases

7.5 Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

Support

7.6 The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

8. Child criminal exploitation (CCE)

8.1 For the purpose of this policy, “**child criminal exploitation**” is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

8.2 CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

Identifying cases

8.3 Staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing NCEAT school or education or not taking part

9. Mental health

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

9.2 Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

9.3 Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

9.4 Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

9.5 The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

10. Homelessness

10.1 The DSL and deputy(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

10.2 Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

10.3 Referrals to the Local Housing Authority do not replace referrals to Children’s Services where a child is being harmed or at risk of harm.

10.4 For 16- and 17-year-olds, homelessness may not be family-based and referrals will be made as necessary where concerns are raised.

11. County lines

11.1 For the purpose of this policy, “**County lines**” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

11.2 Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs.

11.3 Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

11.4 The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

11.5 Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

12. Serious violence

12.1 Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to, the following:

- Increased absence from school
- A change in friendships
- New relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm
- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions

12.2 Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violent crime. These risk factors include, but are not limited to, the following:

- A history of committing offences
- Substance abuse
- Anti-social behaviour
- Truancy
- Peers involved in crime and/or anti-social behaviour

12.3 Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

13. Pupils with family members in prison

13.1 Pupils with a family member in prison will be offered pastoral support as necessary.

13.2 They will receive a copy of '[Are you a young person with a family member in prison](#)' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

14. Pupils required to give evidence in court

14.1 Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

14.2 Pupils in our Primary schools will also be provided with the booklet '[Going to Court](#)' from HM Courts and Tribunals Service (HMCTS) where appropriate and allowed the opportunity to discuss questions and concerns.

14.3 Pupils in our Secondary schools will be provided with the booklet '[Going to Court and being a witness](#)' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

15. Contextual safeguarding

15.1 Safeguarding incidents can occur outside of our schools and can be associated with outside factors. All of our school staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

- 15.2 Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.
- 15.3 The school will provide as much contextual information as possible when making referrals to CHILDREN'S SERVICES.

16. Preventing radicalisation

- 16.1 For the purpose of this policy, we have used the following definitions:
- **"Radicalisation"** refers to the process by which a person comes to support terrorism and extremist ideologies
 - **"Extremism"** refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law
 - **"Terrorism"** refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.
- 16.2 Protecting children from the risk of radicalisation is part of the NCEA trust wider safeguarding duties.
- 16.3 NCEAT schools will actively assess the risk of pupils being drawn into terrorism.
- 16.4 Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.
- 16.5 Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The DSL will work with the Safeguarding and Compliance Director and local safeguarding arrangements as appropriate.
- 16.6 Staff in school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.
- 16.7 Any concerns over radicalisation will be discussed with a child's parents via the DSL, unless the school has reason to believe that the child would be placed at risk as a result.

- Training

- 16.8 The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

- Risk indicators of vulnerable pupils

- 16.9 Indicators of an identity crisis include the following:
- Distancing themselves from their cultural/religious heritage
 - Uncomfortable with their place in society
- 16.10 Indicators of a personal crisis include the following:
- Family tensions
 - A sense of isolation
 - Low self-esteem

- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

16.11 Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

16.12 Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

- **Making a judgement**

16.13 When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?

- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

16.14 Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

16.15 Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, must report these to the DSL.

16.16 The DSL will liaise with the Safeguarding and Compliance Director who will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

16.17 Safeguarding children is a key role for both the Trust and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

16.18 In cases where the one of NCEA trust schools believes a pupil is potentially at serious risk of being radicalised, the Principal, Director of Safeguarding and Compliance or the DSL will contact the Channel programme.

16.19 All staff will be supported in this process.

16.20 The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

- 16.21 The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.
- 16.22 The delivery of the Channel programme may often overlap with the implementation of the LA's or NCEA Trusts wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from Children's services, or where the individual is already known to services.
- 16.23 The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

- Extremist speakers

Our schools will prevent speakers who may promote extremist views from using any of the NCEA trust school premises, we are a Church of England trust and any guest speakers invited must express views which go against our ethos or promote any extreme or anti-democratic views.

16.24

- Building children's resilience

16.25 NCEAT schools will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

- Resources

16.26 All NCEAT schools will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

17. A child missing from education

- 17.1 A child going missing from any NCEAT school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

- 17.2 Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy.
- 17.3 The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- 17.4 Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 17.5 The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 17.6 All Trust schools will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur.
- 17.7 Two emergency contact details will be held for each pupil where possible.
- 17.8 Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.
- 17.9 If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent with whom the pupil will live
 - The new address
 - The date from when the pupil will live at that address
- 17.10 If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 17.11 Where a pupil moves to a new school, all NCEAT schools will use a secure internet system (Safeguard and SIMS) to securely transfer pupils' data.
- 17.12 To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
 - Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by a medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory NCEAT school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.

- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 17.13 The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 17.14 If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent with whom the pupil lives
 - At least one telephone number of the parent with whom the pupil lives
 - The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new NCEAT school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 17.15 The school will work with the LA to establish methods of making returns for pupils back into the school.
- 17.16 The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.
- 17.17 The school will also highlight any other necessary contextual information including safeguarding concerns

18. Pupils with SEND

- 18.1 All NCEAT schools recognise that pupils with SEND can face additional safeguarding challenges and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- 18.2 Staff will be aware of the following:
- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 18.3 When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.
- 18.4 When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school SENDCO, as well as the pupil's family where appropriate, to ensure that the pupil's needs are effectively met.

19. Alternative provision

- 19.1 All NCEAT schools will remain responsible for a pupil's welfare during their time at an alternative provider.
- 19.2 When placing a pupil with an alternative provider, the NCEAT referring school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

20. Work experience

- 20.1 When a pupil is sent on work experience, the NCEAT school will ensure that the provider has appropriate safeguarding policies and procedures in place.
- 20.2 Where the NCEAT school has pupils conduct work experience at the within the trust, an enhanced DBS check will be obtained if the pupil is over the age of 16.

21. Homestay exchange visits

- NCEAT school-arranged homestays in UK

- 21.1 In the event of any NCEAT school arranging a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay.
- 21.2 In such cases, the school is the regulated activity provider; therefore, NCEAT HR will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.
- 21.3 Where criminal record information is disclosed, the NCEAT HR and Safeguarding and Compliance Director will consider, alongside all other information, whether the adult is a suitable host.
- 21.4 In addition to the responsible adults, the NCEAT HR will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

- NCEAT school-arranged homestays abroad

- 21.5 The NCEAT school will liaise with partner schools to discuss and agree the arrangements in place for the visit.
- 21.6 The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK.
- 21.7 The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange.
- 21.8 Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

- Privately arranged homestays

- 21.9 Where a parent or pupil arranges their own homestay, this is a private arrangement and the NCEAT schools are not the regulated activity provider.

22. Private fostering

22.1 Where any NCEAT school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

23. Concerns about a pupil

23.1 If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy and entering the information on Safeguard.

23.2 All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in [section 31](#) of this policy.

23.3 Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL with the matter.

23.4 If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

23.5 The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer.

23.6 Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.

23.7 If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

23.8 If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.

23.9 All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded in writing by the DSL and kept securely in a locked cabinet or electronically on Safeguard.

23.10 If a pupil is in immediate danger, a referral will be made to Children's Services and/or the police immediately.

23.11 If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

23.12 Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.

23.13 When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed.

23.14 An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

24. Early help

24.1 Early help means providing support as soon as a problem emerges, at any point in a child's life.

- 24.2 Any pupil may benefit from early help, but in particular staff will be alert to the potential need for early help for pupils who:
- Have SEND (whether or not they have a statutory EHC plan).
 - Are young carers.
 - Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
 - Are frequently missing/going missing from care or from home.
 - Misuse drugs or alcohol.
 - Are at risk of modern slavery, trafficking or exploitation.
 - Are in a family circumstance presenting challenges such as substance abuse, adult mental health problems or domestic abuse.
 - Are returned home to their family from care.
 - Show early signs of abuse and/or neglect.
 - Are at risk of being radicalised or exploited.
 - Are privately fostered.
- 24.3 Early help will also be used to address non-violent harmful sexual behaviour to prevent escalation.
- 24.4 All staff will be made aware of the local early help process and understand their role in it, including how to make a HUB referral.
- 24.5 The DSL will take the lead where early help is appropriate.

25. Managing referrals

- 25.1 The reporting and referral process outlined in [Appendix B](#) will be followed accordingly.
- 25.2 All staff members, in particular the DSL, will be aware of the LA's arrangements in place for managing referrals. The DSL will provide staff members with clarity and support where needed.
- 25.3 When making a referral to external agencies, information will be shared in line with confidentiality requirements and will only be shared where necessary to do so.
- 25.4 The DSL will work alongside external agencies, maintaining continuous liaison, including multi-agency liaison where appropriate, in order to ensure the wellbeing of the pupils involved.
- 25.5 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.
- 25.6 Where a pupil has been harmed or is in immediate danger or at risk of harm, the referrer will be notified of the action that will be taken within one working day of a referral being made. **Where this information is not forthcoming, the referrer will contact the assigned social worker for more information.**
- 25.7 The school will not wait for the start or outcome of an investigation before protecting the victim and other pupils: this applies to criminal investigations as well as those made by Children's services

- 25.8 Where it is decided that a statutory investigation is not appropriate, the school will discuss with the Safeguarding and Compliance Director and consider referring the incident again if it is believed that the pupil is at risk of harm.
- 25.9 Where it is decided that a statutory investigation is not appropriate and the school agrees with this decision, the school will consider the use of other support mechanisms, such as early help and pastoral support.
- 25.10 At all stages of the reporting and referral process, the pupil will be informed of the decisions made, actions taken and reasons for doing so.
- 25.11 Discussions of concerns with parents will only take place where this would not put the pupil or others at potential risk of harm.
- 25.12 The school will work closely with parents to ensure that the pupil, as well as their family, understands that the arrangements in place, such as in-school interventions, are effectively supported and know where they can access additional support.

26. Concerns about staff members and safeguarding practices

- 26.1 If a staff member has concerns about another member of staff (including supply staff and volunteers), it will be raised with the Principal who will discuss this with the Safeguarding and Compliance Director.
- 26.2 If the concern is with regards to the Principal or CEO, it will be referred to the chair of Trustees.
- 26.3 Any concerns regarding the safeguarding practices at any NCEAT school will be raised with the Director of Safeguarding and Compliance, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 26.4 If a staff member feels unable to raise an issue in this way, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 26.5 Any allegations of abuse made against staff members, including those that meet the harms test, will be dealt with in accordance with the NCEA trust Allegations of Abuse Against Staff Policy.
- 26.6 For the purpose of this policy, the “harms test” refers to a situation where a person would pose a risk of harm if they continued to work in regular or close contact with pupils in their present position, or in any capacity.

27. Dealing with allegations of abuse against staff

- 27.1 All allegations against staff, supply staff and volunteers, will be dealt with in line with the NCEA trust Allegations of Abuse Against Staff Policy – a copy of which will be provided to, and understood by, all staff.
- 27.2 All NCEAT schools will ensure all allegations against staff, including those who are not employees of the NCEAT school, are dealt with appropriately and that the school liaises with the relevant parties.
- 27.3 When using an agency to access supply staff, the NCEAT school will inform them of its processes for managing allegations, including any updates to the relevant policies, and liaise with the agency’s human resources manager/provider where necessary.

- 27.4 When an allegation is made, discussion with the Safeguarding and Compliance and Local Authority will take place before any investigation is carried out to gather enough evidence to establish whether it has a foundation, and the NCEAT school will ensure there is sufficient information to meet the [DBS referral criteria](#).
- 27.5 On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the NCEA trust will refer the case to the DBS as soon as possible.
- 27.6 If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to Children's services.
- 27.7 The NCEA trust will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

28. Allegations of abuse against other pupils (peer-on-peer abuse)

- Sexual harassment

- 28.1 Sexual harassment refers to unwanted conduct of a sexual nature that occurs online or offline. Sexual harassment violates a pupil's dignity and makes them feel intimidated, degraded or humiliated, and can create a hostile, sexualised or offensive environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence.
- 28.2 Sexual harassment includes:
- Sexual comments.
 - Sexual "jokes" and taunting.
 - Physical behaviour, such as deliberately brushing against another pupil.
 - Online sexual harassment, including non-consensual sharing of images and videos and consensual sharing of sexual images and videos (often known as sexting), inappropriate comments on social media, exploitation, coercion and threats – online sexual harassment may be isolated or part of a wider pattern.

Sexual violence

- 28.3 Sexual violence refers to the three following offences:
- **Rape:** A person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Assault by Penetration:** A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
 - **Sexual Assault:** A person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
 - Harmful sexual behaviours

28.4 The term “**harmful sexual behaviour**” is used to describe behaviour that is problematic, abusive and violent, and that may cause developmental damage. Harmful sexual behaviour may include:

- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.
- Full penetrative sex with other children or adults.
- Sexual interest in adults or children of very different ages to their own.
- Forceful or aggressive sexual behaviour.
- Compulsive habits.
- Sexual behaviour affecting progress and achievement.
- Using sexually explicit words and phrases.
- Inappropriate touching.
- Sexual violence or threats.

28.5 Sexual behaviour can also be harmful if one of the children is much older (especially where there is two years or more difference, or where one child is pre-pubescent and the other is not) and where the child may have SEND.

- **A preventative approach**

28.6 In order to prevent peer-on-peer abuse and address the wider societal factors that can influence behaviour, the school will educate pupils about abuse, its forms and the importance of discussing any concerns and respecting others through the curriculum, assemblies and PSHE lessons.

28.7 The school will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, RSE and group sessions. Such content will be age and stage of development specific, and tackle issues such as the following:

- Healthy relationships
- Respectful behaviour
- Gender roles, stereotyping and equality
- Body confidence and self-esteem
- Prejudiced behaviour
- That sexual violence and sexual harassment is always wrong
- Addressing cultures of sexual harassment

28.8 Pupils will be allowed an open forum to talk about concerns and sexual behaviour. They are taught how to raise concerns and make a report, including concerns about their friends or peers, and how a report will be handled

- **Awareness**

28.9 All staff will be aware that pupils of any age and sex are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.

28.10 All staff will be aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, and boys being subjected to hazing/initiation type of violence which aims to cause physical, emotional or psychological harm.

- 28.11 All staff will be made aware of the heightened vulnerability of pupils with SEND, who are three times more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.
- 28.12 LGBTQ+ children can be targeted by their peers. In some cases, children who are perceived to be LGBTQ+, whether they are or not, can be just as vulnerable to abuse as LGBTQ+ children.
- 28.13 The NCEAT School's response to boy-on-boy and girl-on-girl sexual violence and sexual harassment will be equally as robust as it is for incidents between children of the opposite sex.
- 28.14 Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers.
- **Support available if a child has been harmed, is in immediate danger or at risk of harm**
- 28.15 If a child has been harmed, is in immediate danger or is at risk of harm, a referral will be made to Children's services.
- 28.16 Within one working day, a social worker will respond to the referrer to explain the action that will be taken.
- **Support available if early help, section 17 and/or section 47 statutory assessments are appropriate**
- 28.17 If early help, section 17 and/or section 47 statutory assessments (assessments under the Children Act 1989) are appropriate, school staff may be required to support external agencies. The DSL and deputies will support staff as required.
- **Support available if a crime may have been committed**
- 28.18 Rape, assault by penetration and sexual assaults are crimes. Where a report includes such an act, the police will be notified, often as a natural progression of making a referral, the DSL will be aware of the local process for referrals to both CHILDREN'S SERVICES and the police.
- 28.19 Whilst the age of criminal responsibility is 10 years of age, if the alleged perpetrator is under 10, the principle of referring to the police remains. In these cases, the police will take a welfare approach rather than a criminal justice approach.
- All NCEAT schools have a close relationship with the local police force and the DSL will liaise closely with the local police presence.
 - **Support available if reports include online behaviour**
- 28.20 Online concerns can be especially complicated. The trust recognises that there is potential for an online incident to extend further than the local community and for a victim, or the alleged perpetrator, to become marginalised and excluded both online and offline. There is also strong potential for repeat victimisation if the content continues to exist.
- 28.21 If the incident involves sexual images or videos held online, the [Internet Watch Foundation](#) will be consulted to have the material removed.

28.22 Staff will not view or forward illegal images of a child. If they are made aware of such an image, they will contact the DSL.

- **Managing disclosures**

28.23 Victims will always be taken seriously, reassured, supported and kept safe. Victims will never be made to feel like they are causing a problem or made to feel ashamed.

28.24 If a friend of a victim makes a report or a member of staff overhears a conversation, staff will take action – they will never assume that someone else will deal with it. The basic principles remain the same as when a victim reports an incident; however, staff will consider why the victim has not chosen to make a report themselves and the discussion will be handled sensitively. If staff are in any doubt, they will speak to the DSL.

28.25 Where an alleged incident took place away from the school or online but involved pupils from the school, the school's duty to safeguard pupils remains the same.

28.26 All staff will be trained to handle disclosures. Effective safeguarding practice includes:

- Never promising confidentiality at the initial stage.
- Only sharing the report with those necessary for its progression.
- Explaining to the victim what the next steps will be and who the report will be passed to.
- Recognising that the person the child chose to disclose the information to is in a position of trust.
- Being clear about boundaries and how the report will be progressed.
- Not asking leading questions and only prompting the child with open questions.
- Waiting until the end of the disclosure to immediately write a thorough summary. If notes must be taken during the disclosure, it is important to still remain engaged and not appear distracted.
- Only recording the facts as the child presents them – not the opinions of the note taker.
- Where the report includes an online element, being aware of searching, screening and confiscation advice and [UKCCIS sexting advice](#).
- Wherever possible, managing disclosures with two staff members present (preferably with the DSL or a deputy as one of the staff members).
- Informing the DSL or deputy as soon as possible after the disclosure if they could not be involved in the disclosure.

28.27 The DSL will be informed of any allegations of abuse against pupils with SEND. They will record the incident in writing and, working with the SENCO, decide what course of action is necessary, with the best interests of the pupil in mind at all times.

- **Confidentiality**

28.28 The school will only engage staff and agencies required to support the victim and/or be involved in any investigation. If a victim asks the school not to tell anyone about the disclosure, staff within school cannot make this promise. Even without the victim's consent, the information may still be lawfully shared if it is in the public interest and protects children from harm.

28.29 The DSL will consider the following when making confidentiality decisions:

- Parents will be informed unless it will place the victim at greater risk.
- If a child is at risk of harm, is in immediate danger or has been harmed, appropriate referrals will be made.
- Rape, assault by penetration and sexual assaults are crimes – reports containing any such crimes will be passed to the police.

28.30 The DSL will weigh the victim's wishes against their duty to protect the victim and others. If a referral is made against the victim's wishes, it will be done so extremely carefully and the reasons for referral will be explained to the victim. Appropriate specialist support will always be offered.

- **Anonymity**

28.31 There are legal requirements for anonymity where a case is progressing through the criminal justice system. The school will do all it can to protect the anonymity of children involved in any report of sexual violence or sexual harassment. It will carefully consider, based on the nature of the report, which staff will be informed and what support will be in place for the children involved.

28.32 When deciding on the steps to take, school will consider the role of social media in potentially exposing victims' identities and facilitating the spread of rumours.

- **Risk assessment**

28.33 The DSL or a deputy will make an immediate risk and needs assessment any time there is a report of sexual violence. For reports of sexual harassment, a risk assessment will be considered on a case-by-case basis. Risk assessments are not intended to replace the detailed assessments of experts, and for incidents of sexual violence it is likely that a professional risk assessment by a social worker or sexual violence specialist will be required.

28.34 Risk assessments will consider:

- The victim.
- The alleged perpetrator.
- Other children at the school, especially any actions that are appropriate to protect them.

28.35 Risk assessments will be recorded (either on paper or electronically) and kept under review in accordance with the school's Data Protection Policy.

- **Taking action following a disclosure**

28.36 The DSL or a deputy will decide the school's initial response, taking into consideration:

- The victim's wishes.
- The nature of the incident.
- The ages and developmental stages of the children involved.
- Any power imbalance between the children.
- Whether the incident is a one-off or part of a pattern.
- Any ongoing risks.
- Any related issues and the wider context, such as whether there are wider environmental factors in a child's life that threaten their safety and/or welfare.
- The best interests of the child.

- That sexual violence and sexual harassment are always unacceptable and will not be tolerated.

28.37 Immediate consideration will be given as to how to support the victim, alleged perpetrator and any other children involved.

28.38 For reports of rape and assault by penetration, whilst the school establishes the facts, the alleged perpetrator will be removed from any classes shared with the victim. The school will consider how to keep the victim and alleged perpetrator apart on school premises, and on transport where applicable. These actions will not be seen as a judgement of guilt on the alleged perpetrator.

28.39 For reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and the suitability of shared classes, premises and transport will be considered immediately.

28.40 In all cases, the initial report will be carefully evaluated and the wishes of the victim, nature of the allegations and requirement to protect all children will be taken into consideration.

- Managing the report

28.41 The decision of when to inform the alleged perpetrator of a report will be made on a case-by-case basis. If a report is being referred to Children's services or the police, the NCEAT school will speak to the relevant agency to discuss informing the alleged perpetrator.

28.42 There are four likely outcomes when managing reports of sexual violence or sexual harassment:

- Managing internally
- Providing early help
- Referring to Children's Services
- Referring to the HUB
- Reporting to the police

28.43 Whatever outcome is chosen, it will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated. All concerns, discussion, decisions and reasons behind decisions will be recorded either on paper or electronically on Safeguard.

28.44 The following situations are statutorily clear and do not allow for contrary decisions:

- A child under the age of 13 can never consent to sexual activity.
- The age of consent is 16.
- Sexual intercourse without consent is rape.
- Rape, assault by penetration and sexual assault are defined in law.
- Creating and sharing sexual photos and videos of children under 18 is illegal – including children making and sending images and videos of themselves.

- Managing internally

28.45 In some cases, e.g. one-off incidents, the school may decide to handle the incident internally through behaviour and bullying policies and by providing pastoral support.

- Providing early help

28.46 The school may decide that statutory interventions are not required, but that pupils may benefit from early help – providing support as soon as a problem emerges. This approach can be particularly useful in addressing non-violent harmful sexual behaviour and may prevent the escalation of sexual violence.

- **Referral to Children’s services**

28.47 If a child has been harmed, is at risk of harm or is in immediate danger, the school will make a referral. Parents will be informed unless there is a compelling reason not to do so (if referral will place the victim at risk).

28.48 The school will not wait for the outcome of an investigation before protecting the victim and other children.

28.49 The DSL will work closely with Children’s services to ensure that the school’s actions do not jeopardise any investigation. Any related risk assessment will be used to inform all decisions.

28.50 If it is decided that a statutory investigation is not appropriate, the school will consider referring the incident again if they believe the child to be in immediate danger or at risk of harm.

28.51 If the school agrees with the decision made by, they will consider the use of other support mechanisms such as early help, pastoral support and specialist support.

- **Reporting to the police**

28.52 Reports of rape, assault by penetration or sexual assault will be passed on to the police – even if the alleged perpetrator is under 10 years of age. Generally, this will be in parallel with referral to Children’s services. The DSL and deputies will follow the local process for referral.

28.53 Parents will be informed unless there is a compelling reason not to do so. Where parents are not informed, it is essential for the school to support the child with any decision they take, in unison with Children’s services and any appropriate specialist agencies.

28.54 The DSL and Director of Safeguarding and Compliance will agree what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. They will also discuss the best way to protect the victim and their anonymity.

28.55 The DSL will be aware of local arrangements and specialist units that investigate child abuse.

28.56 In some cases, it may become clear that the police will not take further action, for whatever reason. In these circumstances, the school will continue to engage with specialist support for the victim as required.

- **Bail conditions**

28.57 Police bail is only used in exceptional circumstances. It is unlikely that a child will be placed on police bail if alternative measures can be used to mitigate risks.

28.58 The school will work with the police to support the victim, alleged perpetrator and other children (especially witnesses) during criminal investigations. The school will seek advice from the police to ensure they meet their safeguarding responsibilities.

28.59 The term ‘released under investigation’ (RUI) is used to describe alleged perpetrators released in circumstances that do not warrant the application of bail.

28.60 Where bail is deemed necessary, the school will work with Children’s services and the police to safeguard children – ensuring that the victim can continue in their normal routine and continue to receive a suitable education.

28.61 Managing delays in the criminal justice system

28.62 The school will not wait for the outcome (or even the start) of criminal proceedings before protecting the victim, alleged perpetrator and other children. The associated risk assessment will be used to inform any decisions made.

28.63 The DSL will work closely with the police to ensure the school does not jeopardise any criminal proceedings, and to obtain help and support as necessary.

- **The end of the criminal process**

28.64 Risk assessments will be updated if the alleged perpetrator receives a caution or is convicted. If the perpetrator remains in the same school as the victim, the school will set out clear expectations regarding the perpetrator, including their behaviour and any restrictions deemed reasonable and proportionate with regards to the perpetrator’s timetable.

28.65 The school will ensure that the victim and perpetrator remain protected from bullying and harassment (including online).

28.66 Where an alleged perpetrator is found not guilty or a case is classed as requiring “no further action”, the school will offer support to the victim and alleged perpetrator for as long as is necessary. The victim is likely to be traumatised and the fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. The school will discuss decisions with the victim and offer support.

28.67 The alleged perpetrator is also likely to require ongoing support, as they have also been through a difficult and upsetting experience.

- Ongoing support for the victim

28.68 Any decisions regarding safeguarding and supporting the victim will be made with the following considerations in mind:

- The terminology the school uses to describe the victim
- The age and developmental stage of the victim
- The needs and wishes of the victim
- Whether the victim wishes to continue in their normal routine
- The victim will not be made to feel ashamed about making a report
- What a proportionate response looks like

28.69 Victims may not disclose the whole picture immediately and they may be more comfortable talking about the incident on a piecemeal basis; therefore, a dialogue will be kept open and the victim can choose to appoint a designated trusted adult.

28.70 Victims may struggle in a normal classroom environment. Whilst it is important not to isolate the victim, the victim may wish to be withdrawn from lessons and activities at times. This will only happen when the victim wants it to, not because it makes it easier to manage the situation.

28.71 The school will provide a physical space for victims to withdraw to.

- 28.72 Victims may require support for a long period of time and the school will be prepared to offer long-term support in liaison with relevant agencies.
- 28.73 Everything possible will be done to prevent the victim from bullying and harassment as a result of any report they have made.
- 28.74 If the victim is unable to remain in the school, alternative provision or a move to another school will be considered – this will only be considered at the request of the victim and following discussion with their parents.
- 28.75 If the victim does move to another school, the DSL will inform the forwarding school of any ongoing support needs and transfer the child protection file via Safeguard.
- Ongoing support for the alleged perpetrator
- 28.76 When considering the support required for an alleged perpetrator, the school will take into account:
- The terminology they use to describe the alleged perpetrator or perpetrator.
 - The balance of safeguarding the victim and providing the alleged perpetrator with education and support.
 - The reasons why the alleged perpetrator may have abused the victim – and the support necessary.
 - Their age and developmental stage.
 - What a proportionate response looks like.
 - Whether the behaviour is a symptom of their own abuse or exposure to abusive practices and/or materials.
- 28.77 When making a decision, advice will be taken from Children’s services, specialist sexual violence services and the police as appropriate.
- 28.78 If the alleged perpetrator moves to another school (for any reason), the DSL will inform the destination school of any ongoing support needs and transfer the child protection file via Safeguard.
- 28.79 The school will work with professionals as required to understand why the abuse took place and provide a high level of support to help the pupil understand and overcome the reasons for their behaviour and reduce the likelihood of them abusing again.
- 28.80 Disciplining the alleged perpetrator
- 28.81 Disciplinary action can be taken whilst investigations are ongoing and the fact that investigations are ongoing does not prevent the school reaching its own conclusion and imposing an appropriate penalty.
- 28.82 The school will make such decisions on a case-by-case basis, with the DSL taking a leading role. The school will take into consideration whether any action would prejudice an investigation and/or subsequent prosecution.
- 28.83 Disciplinary action and support can take place at the same time.
- 28.84 The school will be clear whether action taken is disciplinary, supportive or both.
- 28.85 Shared classes

- 28.86 Where there is a criminal investigation into rape or assault by penetration, the alleged perpetrator will be removed from classes with the victim and potential contact on school premises and transport will be prevented.
- 28.87 Where a criminal investigation into rape or assault by penetration leads to a conviction or caution, in all but the most exceptional circumstances, this will constitute a serious breach of discipline and result in the view that allowing the perpetrator to remain in the school would harm the education or welfare of the victim and potentially other pupils.
- 28.88 Where a criminal investigation into sexual assault leads to a conviction or caution, the school will consider suitable sanctions and permanent exclusion. If the perpetrator will remain at the school, the school will keep the victim and perpetrator in separate classes and manage potential contact on school premises and transport. The nature of the conviction or caution, alongside the wishes of the victim, will inform any discussions made.
- 28.89 Where a report of sexual assault does not lead to a police investigation, this does not mean that the offence did not happen or that the victim has lied. Both the victim and alleged perpetrator will be affected and appropriate support will be provided. Considerations regarding sharing classes and potential contact will be made on a case-by-case basis.
- 28.90 In all cases, the NCEAT school will record its decisions and be able to justify them. The needs and wishes of the victim will always be at the heart of the process.

- **Working with parents and carers**

- 28.91 In most sexual violence cases, the school will work with the parents of both the victim and alleged perpetrator. For cases of sexual harassment, these decisions will be made on a case-by-case basis.
- 28.92 The school will meet the victim's parents with the victim present to discuss the arrangements being put in place to safeguard the victim, and to understand their wishes in terms of support arrangements and the progression of the report.

- **Safeguarding other children**

- 28.93 Children who have witnessed sexual violence, especially rape and assault by penetration, will be provided with support.
- 28.94 It is likely that children will "take sides" following a report, and the school will do everything in its power to protect the victim, alleged perpetrator and witnesses from bullying and harassment.
- 28.95 The school will keep in mind that contact may be made between the victim and alleged perpetrator and that harassment from friends of both parties could take place via social media and do everything in its power to prevent such activity.
- 28.96 As part of the school's risk assessment following a report, transport arrangements will be considered, as it is a potentially vulnerable place for both a victim and alleged perpetrator. The school will consider any additional support that can be put in place.

29. Communication and confidentiality

- 29.1 All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with NCEA trust data protection policies.

- 29.2 Where there is an allegation or incident of sexual abuse or violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents via the Safeguarding and Compliance Director.
- 29.3 Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.
- 29.4 Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis.
- 29.5 During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.
- 29.6 Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime.
- 29.7 Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others.
- 29.8 Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.
- 29.9 Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved.
- 29.10 Discussions with parents will not take place where they could potentially put a pupil at risk of harm.
- 29.11 Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report.
- 29.12 Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, etc., with the reasons behind decisions being explained and the available support discussed.
- 29.13 External agencies will be invited to these discussions where necessary.
- 29.14 Where confidentiality or anonymity has been breached, the NCEA trust will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.
- 29.15 Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

30. Online safety

- 30.1 As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.
- 30.2 Through training, all staff members will be made aware of the following:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online
 - The procedure to follow when they have a concern regarding a pupil's online activity
- 30.3 The NCEA trust will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the Trust's **Data and E-Security Breach Prevention and Management Plan.**
- 30.4 The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the **Personal Electronic Devices Policy.**
- 30.5 The Trust will ensure that the use of filtering and monitoring systems does not cause "over blocking" which lead to unreasonable restrictions as to what pupils may can be taught regarding online teaching.
- 30.6 Further information regarding the school's approach to online safety can be found in the **Online Safety Policy.**
- 30.7 Where pupils need to learn online from home, the Trust and or school will support them to do so safely in line with the Pupil Remote Learning Policy and government [guidance](#).

31. Mobile phone and camera safety

- 31.1 Staff members will not use personal mobile phones or cameras when pupils are present.
- 31.2 Staff may use mobile phones on school premises outside of working hours when no pupils are present.
- 31.3 Staff may use mobile phones in the staffroom during breaks and non-contact time.
- 31.4 Mobile phones will be safely stored and in silent mode whilst pupils are present.
- 31.5 Staff will use their professional judgement in emergency situations.
- 31.6 Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.
- 31.7 Personal mobile devices will not be used to take images or videos of pupils or staff in any circumstances.
- 31.8 The sending of inappropriate messages or images from mobile devices is strictly prohibited.
- 31.9 Staff who do not adhere to this policy will face disciplinary action.
- 31.10 ICT technicians and the e-safety officer will review and authorise any downloadable apps – no apps or programmes will be downloaded without express permission from an ICT technician or the e-safety officer.
- 31.11 The school will adhere to the terms of the E-Safety Policy at all times.
- 31.12 Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the trust Data Protection Policy.
- 31.13 The DPO will oversee the planning of any events where photographs and videos will be taken.

- 31.14 Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the Principal will liaise with the DSL to determine the steps involved.
- 31.15 The school will adhere to its Photography Policy at all times and no photos will be published without permission.
- 31.16 Staff will report any concerns about another staff member's use of mobile phones to the DSL, Principal or Safeguarding and Compliance Director, following the procedures outlined in the Child Protection and Safeguarding Policy and the Allegations of Abuse Against Staff Policy.

Upskirting

- 31.17 Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.
- 31.18 A "specified purpose" is namely:
- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim's genitals, buttocks or underwear).
 - To humiliate, distress or alarm the victim.
- 31.19 "Operating equipment" includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.
- 31.20 Upskirting will not be tolerated by any of the Trust's schools.
- 31.21 Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

32. Sports clubs and extracurricular activities

- 32.1 Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.
- 32.2 Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.
- 32.3 Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to Children's services or the police, if necessary.
- 32.4 All national governing bodies of sport that receive funding from either Sport England or UK Sport, must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

33. Safer recruitment

- 33.1 An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
- Are responsible on a daily basis for the care or supervision of children.
 - Regularly work in any NCEAT school at times when children are on the premises.

- Regularly come into contact with children under 18 years of age.

33.2 The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

Pre-employment checks

33.3 The governing board will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from the most current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [TRA Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the NCEAT school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience, QTS and qualifications as appropriate using Teacher Services.
- Confirming that an individual taking up a management position is not subject to a section 128 direction.

33.4 An enhanced DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

- **Internal candidates**

33.5 References from internal candidates will always be scrutinised before appointment.

- **ITT candidates**

33.6 Where applicants for ITT are salaried by a NCEAT school, the HR department will ensure that enhanced DBS checks with barred list information are carried out.

33.7 Written confirmation will be obtained to ensure that an enhanced DBS certificate and barred list check has been carried out for all fee-funded trainees.

- The NCEAT Hr department will carry out a section 128 check on trustees, because a person subject to one is disqualified from being a trustee.

- **Trustees**

- 33.8 The trust requires enhanced DBS checks on all members, individual charity trustees, and the chair of the board.
- 33.9 Before an individual becomes a trustee, the trust will carry out an enhanced DBS check and confirm their identity.
- 33.10 Where a trustee also engages in any regulated activity, a barred list check will also be requested.
- 33.11 An additional check is required for those in management positions, to ensure that they are not prohibited under section 128 provisions. Where a barred list check has been performed, the section 128 direction will also be shown and will not require a separate check.
- 33.12 If the individual lives or has lived outside of the UK, consideration will be given as to further checks that may be necessary.
- 33.13 The chair of trustees will complete a suitability check with the ESFA as soon as they are appointed.
- 33.14 To process a suitability check, the chair of trustees will provide the EFSA with:
- Information about their identity verified by a recognised professional, using the EFSA's [verification form](#).
 - Information confirming their right to work in the UK.
 - The outcome of an enhanced DBS check.
 - An overseas criminal records check or certificate of good character if they have lived outside of the UK.

- **Those who have lived or worked outside of the UK**

- 33.15 For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted, this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

- **Barred list check**

- 33.16 An enhanced DBS check may be requested for anyone working in any NCEAT school that is not in regulated activity but does not have a barred list check.
- 33.17 If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if they have worked in regulated activity in the three months prior to appointment.
- 33.18 Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

- **References**

- 33.19 References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 33.20 References will only be accepted from a senior person and not from a colleague.

- 33.21 References will be sought on all short-listed candidates, including internal ones, before an interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 33.22 References will be obtained prior to interviews taking place and discussed during interviews.
- 33.23 Open testimonials will not be considered.
- 33.24 Information about past disciplinary actions or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 33.25 Information sourced directly from a candidate or online source will be carefully vetted to ensure they originate from a credible source.

- **Volunteers**

- 33.26 No volunteer will be left unsupervised with a pupil or allowed to work in regulated activity until the necessary checks have been obtained.
- 33.27 An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 33.28 Personal care includes helping a child with eating and drinking for reasons of illness, or care in connection with toileting, washing, bathing and dressing for reasons of age, illness or disability.
- 33.29 A supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- 33.30 The NCEA trust HR will obtain an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 33.31 Unless there is cause for concern, the NCEAT school will not request any new DBS certificates with barred list check for existing volunteers that have already been checked.
- 33.32 A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.

Associate members

- 33.33 Associate members (i.e. individuals that are appointed by the governing board to serve on one or more committees) will not be required to obtain enhanced DBS checks.

- **Contractors**

- 33.34 The NCEA trust will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 33.35 Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.
- 33.36 Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

- **Data retention**

- 33.37 DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt.

33.38 A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file. The personnel file will be held for the duration of the employee's employment plus six years.

- **Referral to the DBS**

33.39 The Safeguarding and Compliance Director will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Ongoing suitability

33.40 Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

34. Single central record (SCR)

34.1 The trust holds a central SCR containing information that is easily accessible and recorded in such a way that allows for details for each individual school to be provided separately, and without delay, to all who need to see it, including Ofsted.

34.2 All members of the proprietor body are also recorded on the SCR.

34.3 The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A section 128 check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

34.4 For agency and third-party supply staff, the NCEA trust will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

34.5 If any checks have been conducted for volunteers, this will also be recorded on the SCR.

34.6 If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

-

35. Staff suitability

35.1 All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

35.2 A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

35.3 All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment.

35.4 A disqualified person will not be permitted to continue working within the Trust, unless they apply for and are granted a waiver from Ofsted. The trust will provide support with this process.

36. Training

36.1 Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated throughout the year basis or whenever there is a change in legislation.

36.2 The induction training will cover:

- The Child Protection and Safeguarding Policy
- The Behavioural Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The identity of the DSL and any deputies
- The role of the DSL and deputy DSLs

36.3 All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

36.4 Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep previously LAC safe.
- Child criminal exploitation and the need to refer cases to the National Referral Mechanism.

36.5 Staff will receive opportunities to contribute towards and inform the safeguarding arrangements within the NCEAT schools.

36.6 The school DSL and deputy DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up-to-date with any developments relevant to their role.

36.7 The school DSL and deputy DSL will also undergo Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty and equip them with the knowledge needed to advise staff.

36.8 The school DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

36.9 Online training will also be conducted for all staff members as part of the overall safeguarding approach.

37. Monitoring and review

- 37.1 This policy is reviewed annually by the Safeguarding and Compliance Director and the CEO.
- 37.2 Any changes made to this policy will be communicated to all members of staff.
- 37.3 All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 37.4 The next scheduled review date for this policy is October 2021.

Appendix 1

Safeguarding During the Coronavirus (COVID-19) Outbreak

Appendix to Safeguarding and Child Protection Policy 1 April 2020 and updated September 2020

In response to COVID-19 There have been significant changes within our setting in response to the outbreak. Many young people are now being educated at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the Northumberland Church of England Trust Schools and our staff are wholly committed, the welfare of our children is paramount. Staff know how to report any concerns and embedded reporting procedures are robust.

As Trust schools, we are making some changes following advice from government and local agencies.

Arrangements for children's social care

The following measures were implemented in children's social care with immediate effect following the Prime Minister's announcement on Monday 23rd March 2020. Social care work will now focus on the following priorities:

- Children at risk of significant harm or where safeguarding issues are raised
- Children whose placement is at risk of breakdown (this includes home, care, independent or supported living)

Children's Services staff from areas which do not provide services solely within the priority categories above are, where possible, supporting work in those priority areas.

Staff at NAS (Northumberland Adolescent Services) are providing a range of support to vulnerable young people within the priority groups. Following a national direction, children's centres are now closed and universal youth provision has ceased. While it is crucially important that the LA supports family time for children who are looked after, given the inherent risks in direct face to face contact, this is now being facilitated through the use of technology such as Skype and Facetime.

The temporary ceasing of face to face contact has been supported by our local family court. This change in practice may impact on some young people's emotional wellbeing and schools should be mindful of the changes. The LA and NSSP will make further adjustments and changes to the working arrangements of all staff to ensure priority areas of work are covered.

Schools will be kept up to date with changes through social workers and on a case by case basis. From 24th March all face to face Child Protection Conferences and looked after reviews have been suspended. IROs (Independent reviewing officers) will be using technology to hold virtual meetings using Google Meet or Hangouts. The meetings will be led by the IROs and joining instructions will be sent prior to the conference either by the admin team or the conference Chair. If these fail, the Chair will undertake a call round to gather the views of everyone and the Page 3 of 7 information will be recorded and distributed accordingly.

Reporting arrangements

The Trust reporting arrangements will not change, these are in line with the main policy. The School Designated Safeguarding Leads are:

Bishop's School: Clare Marriott Head of Josephine Butler Campus, clare.marriott@bishops.ncea.org.uk

Castle School: Caroline Vardy, Assistant Principal caroline.vardy@castle.ncea.org.uk

Duke's School: Jeanette Gadsby, Assistant Principal jeanette.gadsby@dukes.ncea.org.uk

Warkworth School: Laura Ritson, Headteacher laura.ritson@warkworth.ncea.org.uk

For any other queries or advice: The Trust Designated Safeguarding Lead is: Sandra Brown Director of Safeguarding and Compliance, sandra.brown@ncea.org.uk tel 07825887134

The Trust's approach ensures that there is a DSL always contactable while the school is open and in the holidays.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads via Safeguard immediately about concerns they have about any child, whether in school or not.

COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority.

The arrangements for contacting children's services are: Reporting your concerns to OneCall in the usual way – 01670 536400 Should a child, in the school's view, be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure.

Escalation Procedures; Identifying Vulnerability Based on staff knowledge of the children and young people in school and their individual vulnerabilities we have identified the most vulnerable children.

We have put in place specific arrangements for children in these groups, categorised as:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker – There is an expectation that children with a social worker must attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP
- Children on the edge of social care involvement or pending allocation of a social worker Page 4 of 7
- Other children the school considers vulnerable.

More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required. Each of these children has an individual plan which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children and recorded on Safeguard.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school

The plans in respect of each child in these groups will state how often they are to be reviewed.

Holiday arrangements

NCEAT is continuing to provide school places for children over the Easter break

Attendance

NCEAT schools are following the attendance guidance issued by the government. Where a child is expected and does not arrive, the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Skype, FaceTime, through a relative etc.) but if necessary arrange a home visit by the school or another appropriate agency.

A risk assessment will be undertaken to consider and manage the implications of COVID-19 alongside other risks perceived to the child.

The risk of COVID-19 does not override the duty on the school to ensure children and young people are safe. The school will also follow the attendance procedure if contact proves impossible with children at home. Staff are aware of increased risk and the pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home. Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns via Safeguard.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer on peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners. Young people will be using the internet more during this period. Trust schools will also use online approaches to deliver training or support. Staff are aware of the signs and signals of cyberbullying and other online risks and apply the same child-centred safeguarding practices as when children were learning at the school.

- The Trust continues to ensure appropriate filters and monitors are in place
- Our Trustee body and Governing Body will review arrangements to ensure they remain appropriate
- The Trust has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Staff have read the 20 safeguarding considerations for live streaming prior to delivering any live-streamed sessions and have been advised against doing this
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Worry Wall Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the

school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:

- o Internet matters - for support for parents and carers to keep their children safe online
- o London Grid for Learning - for support for parents and carers to keep their children safe online
- o Net-aware - for support for parents and carers from the NSPCC
- o Parent info - for support for parents and carers to keep their children safe online
- o Thinkuknow - for advice from the National Crime Agency to stay safe online
- o UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre more information on the Trust website

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team. Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged Adam Hall Independent Reviewing Officer (LADO) Direct Line: 01670 623979 General Line: 01670 624888 Email: - adam.hall01@northumberland.gov.uk

If necessary, the Safeguarding and Compliance Director will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting. Our Safeguarding and child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The Trust team will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by HR of who is working in the school each day.

New children at the school

Where children join our schools from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call is made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child. The school DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system

Appendix 2

Staff Disqualification Declaration – Primary school staff only

Name of NCEAT school:	
Name of staff member:	Position:

Orders and other restrictions	Yes/No
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
<ul style="list-style-type: none"> Any offence against or involving a child? 	
<ul style="list-style-type: none"> Any violent or sexual offence against an adult? 	
<ul style="list-style-type: none"> Any offence under The Sexual Offences Act 2003? 	
<ul style="list-style-type: none"> Any other relevant offence? 	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	

You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions/convictions, a DBS Certificate may be provided.

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify my line manager and HR immediately of anything that affects my suitability to work within the NCEAT school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:

Print name:

Date:

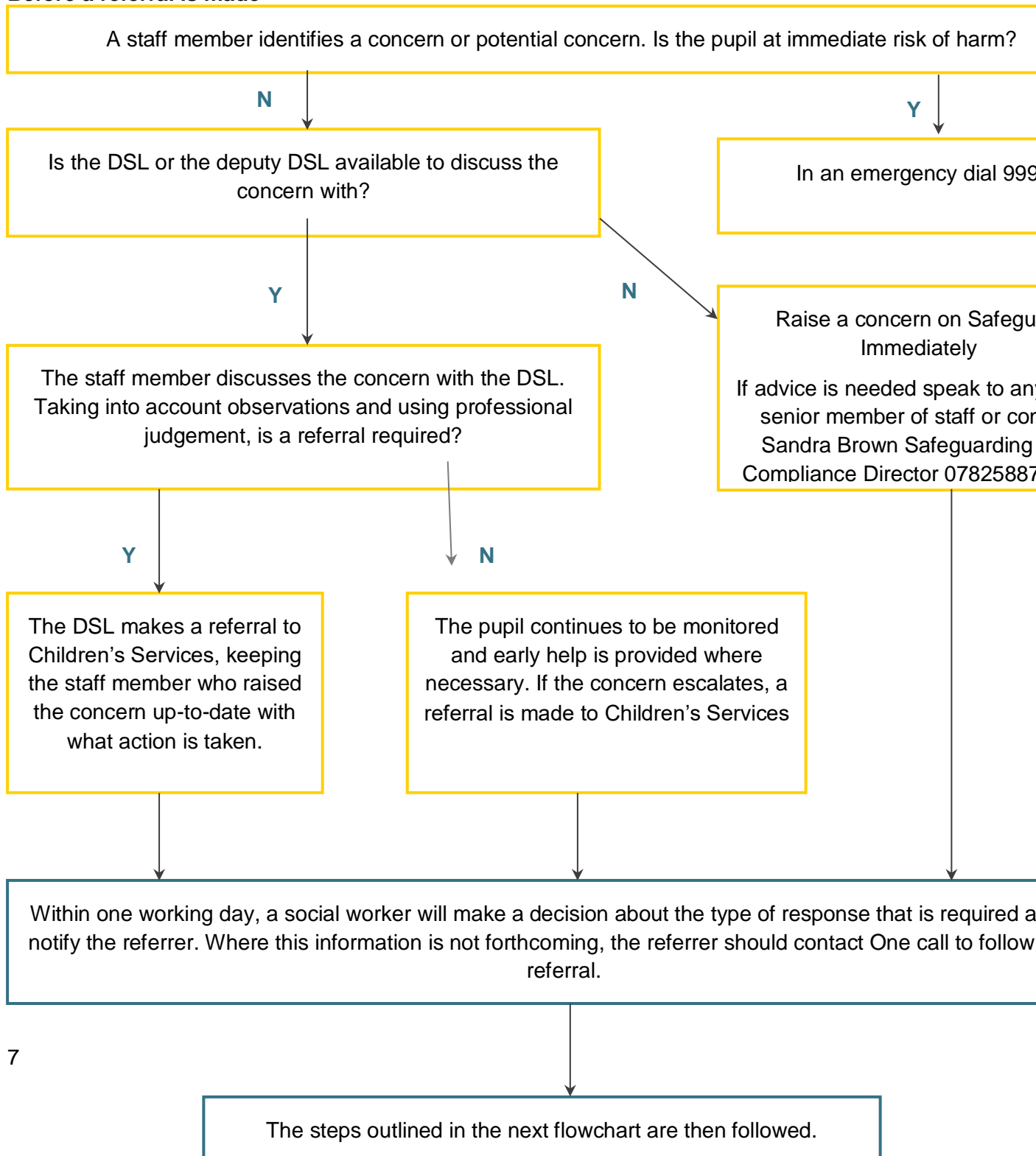
Appendix 3

Safeguarding Reporting Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the NCEAT school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made

Once a referral has been made, a social worker from Children's services will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

44. Contacts and Advice

Expert organisations

- [Barnardo's](#)
- [Lucy Faithfull Foundation](#)
- [NSPCC](#)
- [Rape Crisis](#)
- [University of Bedfordshire: Contextual Safeguarding](#)
- [UK Safer Internet Centre](#)

Support for victims

- [Anti-Bullying Alliance](#)
- [MoJ Victim Support](#)
- [Rape Crisis](#)
- [The Survivor's Trust](#)
- [Victim Support](#)

Toolkits

- [Brook](#)
- [NSPCC](#)
- [Safeguarding Unit, Farrer and Co, and Carlene Firmin, MBE, University of Bedfordshire](#)

Further information on confidentiality and information sharing

- [Gillick Competency Fraser Guidelines](#)
- [Government Information Sharing Advice](#)
- [Information Commissioner's Office: Education](#)
- [NSPCC: Things to Know and Consider](#)

Further information on sexting

- [UK Council for Child Internet Safety: Sexting Advice](#)
- [London Grid for Learning – Collection of Advice](#)

Support for parents

- [Parentzone](#)
- [Parentsafe – London Grid for Learning](#)
- [CEOP Thinkuknow – Challenging Harmful Sexual Attitudes and their Impact](#)
- [CEOP Thinkuknow – Supporting Positive Sexual Behaviour](#)

Appendix 5

Addendum to NCEAT Safeguarding and Child Protection policy Bishop's Primary School.

Designated Safeguarding Lead is Clare Marriott

Deputies are:

Jessica Williamson

Sharon Cole

Caroline Mullen

Amy Thompson

Nina McGrath

Lizzie Jackson

Heather Fawcus

About Bishop's school

Bishop's Primary School is the collective name of the Primary campuses of the Northumberland Church of England Academy Trust.

Within Bishop's Primary School there are five campuses, three Early Years Centres and a Child Minding Agency. Three campuses serve the community of Ashington: [Thomas Bewick](#), [James Knott](#) and [Josephine Butler Primary](#). Newbiggin by-the-Sea is served by the [Grace Darling Campus Infant and Junior campuses](#), and Lynemouth by the [William Leech Campus](#). All the campuses provide a high quality of teaching and learning, tailored to meet the specific needs of our pupils.

Our Christian ethos is fundamental to all aspects of life at Bishop's Primary – where all are valued equally and included. All respected, nurtured, encouraged and enabled to achieve fullness of life.

Bishop's Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

We operate under the principles of the Thrive ® approach and all campuses encouraging a culture of a healthy mind in a healthy body. All children will be encouraged to participate in physical exercise, develop a healthy lifestyle, develop team skills, learn all aspects of healthy competition and take an active role in their community.

All adults working within Bishop's school (including visiting staff, volunteers, contractors and children on placement) are required to report immediately any instances of actual or suspected child abuse, neglect, CSE, FGM, domestic violence, terrorism, peer on peer abuse, upskirting or any other concern that may indicate a child may be at risk, to the Safeguarding lead.

Where there are any doubts as to the seriousness of the concern or advice is required this will be discussed with the NCEA trust Safeguarding and Compliance Director, Mrs Sandra Brown.

In the event of a Local Lockdown or Pupils self-isolating

There have been significant changes within our setting in response to the outbreak. Some young people will need to be educated at home if we have a local lockdown or they are isolating.

Despite the changes, the Northumberland Church of England Trust Schools and our staff are wholly committed, the welfare of our children is paramount. Staff know how to report any concerns and embedded reporting procedures are robust.

As Trust schools, we are making some changes following [advice from government](#) and local agencies.

Arrangements for children's social care:

The following measures will be implemented in children's social care with immediate effect following the notification of a local lockdown or a vulnerable child isolating.

Social care work will now focus on the following priorities:

- Children at risk of significant harm or where safeguarding issues are raised
 - Children whose placement is at risk of breakdown (this includes home, care, independent or supported living)

All face to face Child Protection Conferences and looked after reviews have been suspended. IROs (Independent reviewing officers) will be using technology to hold virtual meetings using Google Meet or Hangouts. The meetings will be led by the IROs and joining instructions will be sent prior to the conference either by the admin team or the conference Chair. If these fail, the Chair will undertake a call round to gather the views of everyone and the information will be recorded and distributed accordingly.

Reporting arrangements

The School reporting arrangements will not change, these are in line with the main policy.

The School Designated Safeguarding Leads are:

Bishop's School: Clare Marriott Head of Josephine Butler
Campus, clare.marriott@bishops.ncea.org.uk

Grace Darling Infant Campus: Nina McGrath, nina.mcgrath@bishops.ncea.org.uk

Grace Darling Junior Campus: Sharon Cole, sharon.cole@bishops.ncea.org.uk

James Knott Campus: Caroline Mullen. Caroline.mullen@bishops.ncea.org.uk

William Leech Campus: Amy Thompson, amy.thompson@bishops.ncea.org.uk

Thomas Bewick Campus: Jess Williamson, jessica.williamson@bishops.ncea.org.uk

Child and family welfare:

In the event of a local lockdown or a child/family self isolating the DSL will do the following:

- For a child open to Children's Services, the social worker must be notified.
- A Risk Assessment must be completed for each child on a Child Protection Plan or EHCP.
- Contact must be made with the family of our vulnerable children*, at least once each week and recorded on the school safeguarding log: Bishop's Safeguarding Log: Lockdown or isolation (Google Shared Drive)
- Parents and Carers must have contact details for the DSL to report concerns or worries.
- The school welfare team will make a Covid Compliant home visit if contact has not been made.
- Vulnerable children who are FSM will be provided with food for lunch, for the period of their absence.
- Parents will be given guidance to ensure online safety for children working at home.

For any other queries or advice:

The Trust Designated Safeguarding Lead is:

Sandra Brown Director of Safeguarding and Compliance, safeguarding@ncea.org.uk

The Trust's approach ensures that there is a DSL always contactable while the school is open.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads via Safeguard immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of a local lockdown on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Reporting your concerns to OneCall in the usual way – 01670 536400

Should a child, in the school's view, be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here: [Escalation Procedures](#)

***Identifying Vulnerability**

Based on staff knowledge of the children and young people in school and their individual vulnerabilities we have identified the most vulnerable children.

We have put in place specific arrangements for children in these groups, categorised as:

- Looked After Children
- Previously Looked After Children
- Children subject to a child protection plan
- Children who have, or have previously had, a social worker
- Children with an EHCP

- Children on the edge of social care involvement or pending allocation of a social worker

Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL.

Staff are aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home. Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns via Safeguard.

Appendix 6

Addendum to NCEAT Safeguarding and Child Protection policy

Castle School

Designated Safeguarding Lead is Caroline Vardy

Deputies are Jo Easton

About Castle school

Castle School caters for the needs of children and young people aged 2-19 years who have severe or profound and multiple learning difficulties and we also have facilities, based on a TEACCH approach, for children with autism together with learning difficulties.

Castle School is part of the Northumberland Church of England Academy Trust and is located within the Josephine Butler Campus sharing the building with the Bishop's Primary School (Josephine Butler Campus) and Duke's Secondary School.

The children and young people receive their education from a dedicated and highly experienced specialist team of teachers and teaching assistants.

All children in Castle School have an EHCP plan and many are open to the Disabled Children's team

Many of our children and young people in Castle School require assistance in managing their personal needs. This may involve help with eating, drinking, dressing, and matters of personal hygiene such as washing and toileting. In some instances more specialised intimate assistance may be needed for children with physical or medical difficulties.

The school is committed to ensuring that all staff undertake their responsibilities in such a way that the rights, dignity and welfare of the children is protected. The school is committed to ensuring that staff undertaking these responsibilities are supported by policy, training and monitoring. All school staff receive child protection training, undertake to help children do as much as possible for themselves and develop each child's ability to achieve independence. Staff receive appropriate specialised training and are provided with facilities and equipment to ensure safety, privacy and dignity. An intimate care plan is drawn up for each child requiring such assistance, and is carefully planned and agreed in consultation with parents and child. Provision is monitored and regularly reviewed to ensure that policy and procedure is adhered to, and that children and staff remain comfortable with the school's arrangements.

Many of our children and young people have complex medical needs and therefore require medication in school. In line with our medication policy all medication to be administered to children attending our school should be prescribed by a registered doctor. Any medication sent into school is required to have a prescription label. When medication arrives in school it is put into a locked cabinet. Medication is checked against the drug administration document and the prescription label on the original medication packaging. Prescribed medicines are administered in line with the precise directions on the medication chart and dispensing label.

A care plan will be available for all children requiring emergency medication.

Responsibility and Immediate action

All adults working within Castle school (including visiting staff, volunteers, contractors and children on placement) are required to report immediately any instances of actual or suspected child abuse, neglect, CSE, FGM, domestic violence, terrorism, peer on peer abuse, upskirting or any other concern that may indicate a child may be at risk, to the Safeguarding lead.

Where there are any doubts as to the seriousness of the concern or advice is required this will be discussed with the NCEA trust Safeguarding and Compliance Director, Mrs Sandra Brown.

Appendix 8

Addendum to NCEAT Safeguarding and Child Protection policy

Duke's School

Designated Safeguarding Leads are
Jeanette Gadsby and Ben Line

Deputies are
Amanda Young
Dianne Graham
Danielle Towers

About Duke's school

Duke's Secondary is part of the Northumberland Church of England Academy Trust serving students aged between 11 to 19, in Ashington, Newbiggin, Lynemouth and the wider community. Duke's is an exciting place to learn and to develop and we put a strong emphasis on being the best you can be. We aim to provide an inclusive and diverse education for our students within a distinctively Christian environment.

The School aims to embed our values by providing a safe place where all can succeed through:

- **An aspirational culture** in which every member of the community desires to be the very best they can be.
- **Ambition** for every child to maximise their potential regardless of background. All learners seen and treated as individuals, with their individual learning needs met daily to ensure all succeed.
- A **curriculum, with literacy and numeracy at its heart**, that stretches, challenges, is relevant and provides opportunities to excel, develop skills for the world of work, and which is meaningful and purposeful.
- **Every member** of our community: parents, children and young people, staff and governors, setting the highest of expectations
- **Teaching** that excels in all areas, leading to the very best academic and vocational outcomes for every child and young person
- **Behaviour** that enables learning at the highest level to occur and which shows mutual respect for all, self-discipline and builds confidence in all.
- A culture of a **healthy mind in a healthy body**. All will be encouraged to participate in physical exercise and to develop a healthy lifestyle, develop team skills, and learn all aspects of healthy competition.
- **A tradition** that is respected and enables innovation, creativity and boldness.

The School's Christian ethos is fundamental to all aspects of School life – where all are valued equally and included. All respected, nurtured, encouraged and enabled to achieve fullness of life.

At Duke's we are committed to safeguarding and promoting the welfare of all of our students. Student wellbeing is at the heart of all we do, helping them thrive and become well rounded individuals. Preventative approaches are implemented through our PSHCE / RSE programme

which provides age appropriate guidance and support, as well as the appointment of a mental health lead practitioner and several THRIVE practitioners who deliver 1:1 and small group work, which encourages our students to follow an emotionally healthy lifestyle.

In line with the main policy, all staff undertake yearly training and regularly CPD to ensure they are equipped to act appropriately to any concerns.

All adults working within Duke's school (including visiting staff, volunteers, contractors and children on placement) are required to report immediately any instances of actual or suspected child abuse, neglect, CSE, FGM, domestic violence, terrorism, peer on peer abuse, upskirting or any other concern that may indicate a child may be at risk, to the Safeguarding lead.

Where there are any doubts as to the seriousness of the concern or advice is required this will be discussed with the NCEA trust Safeguarding and Compliance Director, Mrs Sandra Brown.

Appendix 9

Addendum to NCEAT Safeguarding and Child Protection policy for Warkworth NCEA Primary School.

Designated Safeguarding Lead is Laura Ritson.

The Deputy Safeguarding Lead is Pam Coils.

About NCEA Warkworth Primary

NCEA Warkworth Primary School is a small rural primary and is part of the Northumberland Church of England Academy Trust. At NCEA Warkworth Primary we strive to support the holistic development of each and every child and ensure they flourish as a child of God.

Our deeply Christian vision # Strive together as one (Philippians 1:27) has the Christian values of love and community at its heart and focuses on the importance of developing character education and the mental health and wellbeing of every child. NCEA Warkworth Primary is committed to safeguarding and promoting the welfare of children and we expect all staff and volunteers to share this commitment; safeguarding is everyone's responsibility.

The framework we utilise for mental health and wellbeing is from Beckett University and is a shared community approach to wellbeing, we currently have the Silver Award and are now working towards gold. We also use thematic PSHE and RSE planning which focuses on big questions that are linked to our school rules: love yourself, love each other and love the world. We really do # Strive together as one and aim to make a difference in our local and global community. Pupils also added the # to the vision to remind everyone that our vision is important online too and that they must follow the Church of England's social media guidelines and the SMART targets to keep themselves and others safe.

All adults working within NCEA Warkworth (including visiting staff, volunteers, contractors and children on placement) are required to report immediately any instances of actual or suspected child abuse, neglect, CSE, FGM, domestic violence, terrorism, peer on peer abuse, upskirting or any other concern that may indicate a child may be at risk, to the Safeguarding Lead. Where there are any doubts as to the seriousness of the concern or advice is required this will be discussed with the NCEA trust Safeguarding and Compliance Director, Mrs Sandra Brown.

The Northumberland Church of England Academy
Inspiring achievement
Encouraging compassion

WORRY WALL

Sometimes it may be difficult to let your light shine...
Are you worried about something?
It could be something BIG or something small...
DON'T BOTTLE IT UP!

NEED TO TALK?

Concerned?
E-mail: learnerwelfare@ncea.org.uk
You can also access the Worry Wall via the School Website either on the top tool bar on the "brick wall" or the worry wall green box, as shown:

Worry Wall Poster 4/22/2022