

Safeguarding and Child Protection Policy

2024-2025



Policy Location:	Written:	Review Due:	Person Responsible:
School Website Staff handbook Available to all visitors	September 2024	August 2025	Paula Townsend

Date reviewed: September 2024

Signed by:

 Headteacher

Date: 14th October 24

 Chair of Governors

Date: 14th October 2024

Date ratified by the Governing Board:

Designated Safeguarding Lead: Mrs Paula Townsend

This policy is available on the school website and is referenced in our staff handbook as well as being available electronically, it is also made available to all visitors.

I	Standards for Effective Child Protection Practice in Schools- OFSTED
J	Dealing with Allegations Against People Who Work with Children
K	School Safeguarding poster
L	Mental Health Pathways and Signposting
M	Attendance Responsibilities
N	Residential Special School Policy and Procedures
O	KCSiE 2024- Summary of Changes
P	NCASP Priorities & training recommendations
Q	Contextual Safeguarding Links- Victims Offenders List (VOL)
R	Offensive Weapon and Knife Carrying- School protocol (inc searching and screening)
S	Northumberland Family Hubs- information and support
T	Frequently asked questions- Quick Reminder
U	Key Contacts

Whitley Memorial Primary School fully recognises its responsibility for safeguarding and promoting the welfare of children. This policy has been developed from policy, processes and protocol as stated in these national documents:

- Working together to safeguard children- December 2023
https://assets.publishing.service.gov.uk/media/65cb4349a7ded0000c79e4e1/Working_together_to_safeguard_children_2023_-_statutory_guidance.pdf
- KCSiE 2024
https://assets.publishing.service.gov.uk/media/6650a1967b792ffff71a83e8/Keeping_children_safe_in_education_2024.pdf
- Use of Reasonable Force
https://assets.publishing.service.gov.uk/media/5a819959ed915d74e6233224/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
- Mobile Phones in Schools
https://assets.publishing.service.gov.uk/media/65cf5f2a4239310011b7b916/Mobile_phones_in_schools_guidance.pdf
- School Attendance Responsibilities
https://assets.publishing.service.gov.uk/media/6274ecb2d3bf7f5e3916fb5f/Summary_table_of_responsibilities_for_school_attendance.pdf

This policy is one of a series in the school's safeguarding portfolio which includes:

- *Staff Handbook/Staff behaviour/code of conduct*
- *Relationship/Supporting Self-regulation/Behaviour Policy*
- *Intimate/personal care and toileting policy*
- *Anti-bullying policy*
- *Digital Safety Policy*
- *Whistleblowing policy*
- *SEND Information Report **
- *Safer Recruitment inc. School Central Record*
- *Managing allegations policy*
- *Staff discipline, grievance and disciplinary**
- *School attendance policy*
- *Relationships & Sex education Policy**
- *Complaints procedure**

- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm
- Pupils and staff involved in child protection issues will receive appropriate support

This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review to ensure our practice and procedures are the most effective they can be.

Roles and responsibilities

The named designated safeguarding lead (DSL) is: Mrs Paula Townsend Deputy Head

The deputy designated safeguarding leads are: Mrs Claire Gray Headteacher, Mrs Stephanie Roome Deputy Head, Mrs Charleen Robertson SLT, Mrs Victoria Hansen SLT

The nominated child protection governor is: Chris Peart

Contact details for NCC: One Call 01670 536400 School's Safeguarding Team Tues to Wed 07731007896 or use individual team members contact details

Our responsibilities

As a school we will promote a culture of safeguarding through effective training, briefings, policy and practice as well as collaborative multiagency working. Staff working directly with children will all have read Part 1 and Annex B of KCSiE annually. Those who do not work directly with children will have read Part 1 OR Annex A annually.

All staff

Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of harm (inside/outside or the home, at school and online), are available to listen to, reassure and keep pupils safe. All staff will understand the procedures for reporting concerns.

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

Designated Safeguarding Lead Responsibilities (further to Annex C: KCSiE 2024 pg 170)

The DSL is a member of the senior leadership team (SLT). They take the lead responsibility for child protection and wider safeguarding in school. The DSL:

- **has the time, training, resources and support to:**
 - ✓ act as a source of support and expertise to the school community
 - ✓ encourage a culture of listening to children and taking account of their wishes and feelings

Advice can also be sought from One Call 01670 536400 or from the Schools' Safeguarding Team

The governing body:

Ensures that:

- there is a whole-school approach to safeguarding and an active culture of keeping children safe- onsite, offsite and online
- this policy is at the forefront of, and underpins the strategic and operational running of the school
- this policy is evaluated, complies with the law and holds the school to account for the implementation
- an appointed member of the governing body monitors the effectiveness of the school's policy and procedures
- all staff, inc. the governing body, reads KCSiE and undertake relevant training in line with safeguarding partners requirements

Specifically:

- The DSL has appropriate time, funding, training, resources and support to fulfil the role
- The DSL has the lead authority for safeguarding, including online
- The school has effective filtering and monitoring systems in place
- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low level concerns) about staff, supply staff, volunteers and contractors
- The policy highlights and considers the additional measures required to those who are most vulnerable- SEND, LGBTQ+, children with a social worker, children missing education
- The governing body reviews the effectiveness of the curriculum in teaching children how to keep themselves safe.

In addition- the school being used by other services and providers:

- Assurances should be sought that the provider has appropriate safeguarding and child protection policies and procedures in place
- Ensure the school has relevant arrangements to liaise with the provider following any concerns, as well as ensuring the school understands their responsibility to follow any concerns up that happen on the premises
- Ensure the condition of use/lease of the school/setting is conditional that all safeguarding requirements are met

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher.

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

The S175 audit must be completed annually and reviewed termly. This must be shared with the governing body.

The head teacher:

Confidentiality

- * Timely information sharing is essential to effective safeguarding
- * Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- * The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- * If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk
- * Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- * If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
- * There's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- * The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- * The DSL should consider that:
- * Parents or carers should normally be informed (unless this would put the victim at greater risk)
- * The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- * Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains
- * Regarding anonymity, all staff will:
- * Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- * Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- * Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities
- * The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- * If staff are in any doubt about sharing information, they should speak to the DSL (or deputy DSLs)

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

Contextual Safeguarding

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

Impact of abuse

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

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

Responding and Procedures

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm or is in immediate danger. **Anyone can make a referral.**

Tell the DSL as soon as possible if you make a referral directly.

- Contact police 999 or Onecall 01670 536400
- Complete a Multi-Agency Referral Form (MARF) using the following link: [Multi Agency Referral Form](#)

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out should speak to the DSL and follow our local safeguarding procedures.

[Female Genital Mutilation \(trixononline.co.uk\)](http://trixononline.co.uk)

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care through Onecall 01670 536400. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help assessment

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

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

Early Help Support Request forms can be found here:

[Northumberland County Council - Supporting families](#)

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

We also recognise the gendered nature of child-on-child abuse. However, all child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- › Is serious, and potentially a criminal offence
- › Could put pupils in the school at risk
- › Is violent
- › Involves pupils being forced to use drugs or alcohol
- › Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including the sharing of nudes and semi-nudes)

Procedures for dealing with allegations of child-on-child abuse

If a pupil makes an allegation of abuse against another pupil:

- › You must record the allegation and tell the DSL, but do not investigate it
- › The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- › The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s)
- › The DSL will contact the Children and Young People's health services (CYPS), if appropriate

If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator. We will ask the police if we have any questions about the investigation.

Creating a supportive environment in school and minimising the risk of child-on-child abuse

We recognise the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

To achieve this, we will:

- › Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- › Be vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- › Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- › Ensure pupils are able to easily and confidently report abuse using our reporting systems
- › Ensure staff reassure victims that they are being taken seriously

Sharing of nudes and semi-nudes ('sexting')

This approach is based on [guidance from the UK Council for Internet Safety](#) for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- › View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- › Delete the imagery or ask the pupil to delete it
- › Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- › Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- › Say or do anything to blame or shame any children involved

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff - this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- › Whether there is an immediate risk to pupil(s)
- › If a referral needs to be made to the police and/or children's social care
- › If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- › What further information is required to decide on the best response
- › Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- › Whether immediate action should be taken to delete or remove images or videos from devices or online services
- › Any relevant facts about the pupils involved which would influence risk assessment
- › If there is a need to contact another school, college, setting or individual
- › Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- › The incident involves an adult

- › Specific requests or pressure to provide (or forward) such images
- › The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

To achieve this, we will:

- › Put systems in place for pupils to confidently report abuse
- › Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils
- › Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback

Notifying parents or carers

Where appropriate, we will discuss any concerns about a child with the child's parents or carers. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents or carers about any such concerns following consultation with the DSL.

If we believe that notifying the parents or carers would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents or carers of all the children involved. We will think carefully about what information we provide about the other child involved, and when. We will work with the police and/or local authority children's social care to make sure our approach to information sharing is consistent.

The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):

- › Meet with the victim's parents or carers, with the victim, to discuss what's being put in place to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed
- › Meet with the alleged perpetrator's parents or carers to discuss support for them, and what's being put in place that will impact them, e.g. moving them out of classes with the victim, and the reason(s) behind any decision(s)

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

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

Whistle blowing- if you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy is available on the StaffShare drive and detailed in the Staff Handbook. Staff can raise concerns (in person or by email) or allegations, initially in confidence and for a sensitive enquiry to take place.

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

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

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

At Whitley Memorial Primary School we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors.

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

The headteacher has to decide whether the threshold for harm has been met.

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

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

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2024) and the school's Staff Recruitment procedures, policy and checklist.

- At least one member of each recruitment panel will have attended safer recruitment training.
- The school obtains written confirmation from supply agencies or third-party organisations that agency staff or other individuals who may work in the school have been appropriately checked.
- Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.
- The school maintains a single central record of recruitment checks undertaken.

School Central Record (SCR)

As a school we maintain a digital record of all our checks to ensure staff, governors and those in regulated activity are safe (as much as possible) to work within our setting. This information is only kept during the terms of employment or activity within the school.

The SCR is audited termly by the Headteacher/DSL to ensure the accuracy of information held.

Regulated Activity

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in Keeping Children Safe in Education (2024) Annex E.

Volunteers

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

Supervised volunteers

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

Contractors

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

Site security

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

- › **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- › **Commerce** - risks such as online gambling, inappropriate advertising, phishing and/or financial scams

To meet our aims and address the risks above, we will:

- › Teach our pupils about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology
 - Keeping personal information private
 - How to recognise unacceptable behaviour online
 - How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim
- › Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year
- › Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them, so they know how to raise concerns about online safety
- › Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology
- › Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- › Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- › Carry out an annual review of our approach to online safety
- › Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively
- › Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Whitley Memorial recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

children with the skills to keep them safe, this will include activities to improve their resilience. Children are taught to recognise when they are at risk and how to get help when they need it.

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, and are listened to, can learn, develop and feel valued.
- ensure children know that there are familiar and trusted adults in the school whom they can approach if they are worried or in difficulty.
- include in the curriculum, activities and opportunities for PSHE (Personal, Social, Health and Education) which equip children with the skills they need to stay safe from abuse, develop resilience and that they know to whom to turn for help.
- Be a listening school, and all children feel comfortable and are encouraged to speak to a member of staff when they are worried about any issues
- Support for those involved in a child protection issue.

Curriculum- teaching children to be safe

We, as a school, recognise that for some children that abuse can be completely normalised - especially if this has continued for a period of time. We aim to support our children in knowing what 'OK' and 'Not OK' is. Alongside our curriculum we also ensure staff are listening and that our children know that staff have the time to listen and support them.

The type of topics the curriculum covers:

- healthy and respectful relationships- including boundaries and consent
- being equal- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- laws relating to abuse and unhealthy relationships
- Children are taught to recognise when they are at risk and how to get help when they need it.
- Online and Offline safety
- Being safe in the community
- Knowing who can help

APPENDIX A DSL Share Drive and other important links

To access DSL area of the Virtual School SharePoint copy the link into your search bar - <https://northumberland365.sharepoint.com/sites/DSLInSchoolsAPs/>

Contact Justine Clephane if you are unable to access

Northumberland Procedures Manual - [Local Resources \(trixononline.co.uk\)](http://trixononline.co.uk)

Be Connected Padlet - <https://padlet.com/nies1/be-connected-lx9us64xc7vv5az7>

Indicators of abuse

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

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

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

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

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

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

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

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

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

The school procedures reflect the latest DfE guidance

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

The LA guidance is available on the Virtual School web page

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

Children with Special Educational Needs and Disabilities

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

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

Bullying

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the policy/procedures on joining the school and the subject of bullying is addressed at regular intervals in RHSE education. If the bullying is particularly serious, or procedures implemented to address the bullying

Forced Marriage

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

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

[Forced Marriage \(trixonline.co.uk\)](http://trixonline.co.uk)

Legal Marriage

It is also worth noting that The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2024 means that 16- and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Radicalisation and Extremism

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

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

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

Prevent - Safeguarding Children and Young People against Radicalisation and Violent Extremism (proceduresonline.com)

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

Private fostering arrangements

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

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

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

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2024)

Appendix F - School Paperwork for recording concerns

Further information about using CPOMS can be found in the staff handbook or asking any of the DSLs in school.



CPOMS Protocol

This addendum to our safeguarding policy is to ensure our record keeping and reporting procedures are **accurate, factual and succinct**. This ensures that we can more effectively ascertain what actions are required with the information shared.

Logging an incident->

- ✓ Please only complete on your own name- I can merge separate incidents/viewpoints into one now
- ✓ Where possible use bullet points in the incident box
- ✓ Only select the main category- please don't tick all that apply unless the incident started as one and became another
- ✓ Please ensure you set the date/time of the incident- not when the form was completed
- ✓ Assign- please don't complete this
- ✓ Files- you can attach any photos or evidence
- ✓ Alert- ensure all SLT are alerted as any of us could pick it up

If the incident is urgent or a child/adult is in immediate risk of harm please tell a DSL before completing the CPOMS. Where a disclosure of harm is shared this will also need immediate DSL notification.

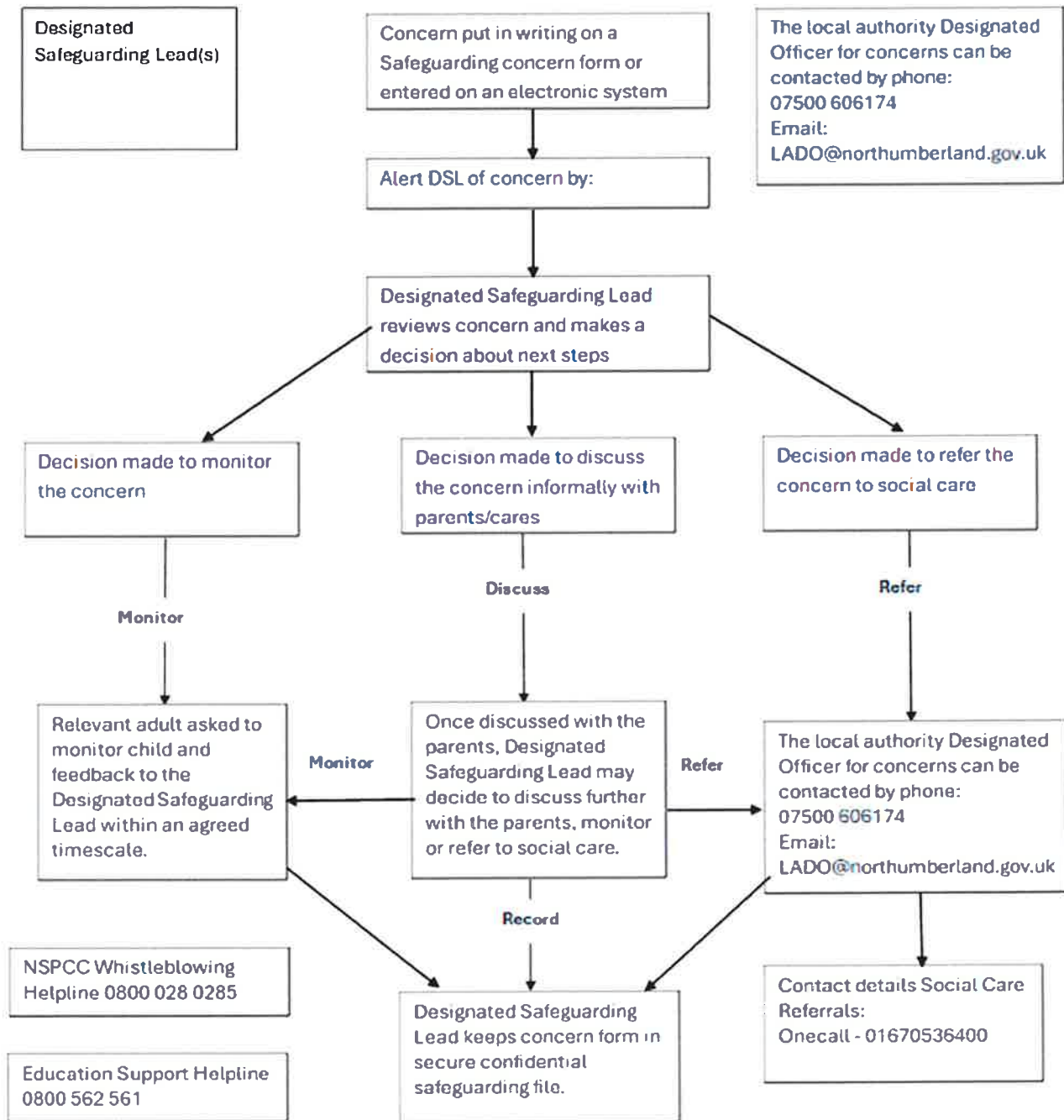
Guidelines for wording/phrasing of incident write up ->

Please note- anything written on CPOMS could be subject to a Freedom of Information request. This means it can be read by pupils, parents, police and wider professionals.

X Opinions X	✓ Facts ✓
Really angry	The pupil shouted, stomped, tipped over
Threatening	The pupil ran/hit/threw/bit
Rude	They said, repeated
Aggressive	They had clenched fists, punched, marked, broke
Abusive	They said ""

Appendix G - Flowchart for following up concerns

FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix I - Standards for effective Child Protection Practice in Schools

A school should measure its standards regarding safeguarding against the expectations of the Ofsted Framework

[Ofsted handbooks and frameworks - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/ofsted-handbooks-and-frameworks)

and the arrangements of the Northumberland Children's and Adults Safeguarding Partnership

<https://www.proceduresonline.com/northumberlandcs/index.html>

OFSTED- How we inspect safeguarding in schools

Posted by: [Lee Owston, National Director Education](#), Posted on: 9 November 2023

In this blog, we'll consider safeguarding through the course of an inspection. We'll explain some of the main activities we undertake and why. You'll find lots of references to [keeping children safe in education \(KCSIE\)](#) too. That's because it sets out the Department for Education's (DfE) expectations, as the regulator, of a school's safeguarding responsibilities.

Keeping children safe is an important part of all our work. As an organisation, we are always reviewing our approaches to inspection to make sure it's as positive and effective as possible.

Schools tell us that discussions about safeguarding can sometimes feel quite pressurised during inspections. Some of the concerns about getting decisions right in this space are natural. It's important to stress that inspectors will be looking at whether schools have made the right decisions to keep children safe, not looking to catch schools out on technicalities. We want the very best for children and protecting them from harm is paramount.

Before we consider the journey of inspection, it's important to be clear what we mean by a 'culture of safeguarding'. We've updated our definition to take account of what we know matters most. We expect all schools to have an open and positive culture around safeguarding that puts pupils' interests first. We have provided further clarification in our handbook at paragraph 367 on what this means. Inspectors will consider the safeguarding culture that has been established in the school when making a judgement. Judgements will rarely rest on single issues. Inspectors will take into account a range of evidence so that they are able to evaluate the effectiveness of safeguarding arrangements.

Before the inspection

We contact schools the day before their inspection to set out the documents and information we'll want to see when we are on site. We also have a longer conversation with the headteacher to talk about the school and plan the inspection.

In terms of safeguarding, we ask schools to start by providing some specific information before the inspection - this is outlined in paragraph 107 of the handbook:

- the single central record (SCR)
- a list of referrals made to the local authority
- any referrals made to the local authority designated officer regarding staff or other adults

Meeting with the designated safeguarding lead

Inspectors will meet with the designated safeguarding lead (DSL) to explore the culture of safeguarding more fully. We'll specifically ask the DSL whether there have been any safeguarding incidents or allegations since the last inspection. If there have been, leaders should be able to demonstrate how they have used the guidance in KCSIE to respond appropriately. This is likely to involve information-sharing with the right agencies and people (more about this below).

We'll often sample case files and discuss referrals in this meeting. As part of these discussions, we are assuring ourselves that any concerns are dealt with in a timely way. By that, we mean without any unnecessary delay. Timings will depend on local thresholds and guidance. We'll explore how any referrals are made, what actions are taken and how things are resolved.

We'll also ask about staff training and how leaders make sure that staff have the relevant knowledge and skills to safeguard children effectively. Above all, all staff should be aware of the indicators of abuse and know what to do if they have concerns about a child, no matter how minor those concerns might be. These expectations are set out fully in part 1 of KCSIE.

Information-sharing is a big part of effective safeguarding. Expectations are set out fully in KCSIE and you can find a useful guide to information sharing in [Working together to safeguard children](#). We may discuss information-sharing further on inspection. Examples of the kind of questions we might ask are:

- What arrangements are in place to receive and share records at points of transfer?
- To what extent are you alert to the potential needs and vulnerabilities of the pupils that arrive at your school?
- How do you inform receiving schools of any concerns or support you have provided?

Topics of discussion with the DSL will vary from school to school depending on context. We'll want to know that they understand their pupils' needs and that the school acts on any concerns in a timely and effective way.

The meeting with the DSL is also an opportunity for us to be assured that this is a school that is reflective and receptive to challenge. By that, we mean that staff understand that keeping children safe is an ongoing endeavour and that there are always aspects of work that can be improved. If we spot something that perhaps does not quite look right, we'll want to explore this and make sure the school's systems keep children safe.

Discussions with staff and pupils

Inspectors will take lots of opportunities to talk to a range of stakeholders during different activities. We'll prioritise talking to staff and pupils. From a staff perspective, we'll be keen to know about their training and the actions they should take if they have a concern. We might explore the particular context and how any local issues are factored into training. For example, this might be about support for looked after children or unaccompanied asylum-seeking and refugee children.

When speaking to pupils, we'll want to know that they feel that there are people at the school who they can talk to if they have a concern, and who will act on those concerns. We'll do this in an age-appropriate way.

This blog supports our [wider series of webinars for schools](#). School leaders, staff and governors have asked to hear from us directly. Our webinars and blogs aim to do exactly that.

**Appendix J - Dealing with allegations against people who work with children
Allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers, or contractors**

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

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

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

The headteacher/principal must decide whether the concern is an allegation or low-level concern. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for referral to the Local Authority Designated Officer (LADO) (see below).

Allegations

It is an allegation if the person* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (also includes behaviour outside the school).

(*Person could be anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers, and contractors.)

Allegations should be reported to the LADO 'without delay'.

Before contacting the LADO, schools and colleges should conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation.

LADO's role is not to investigate the allegation, but to ensure that an appropriate investigation is carried out, whether that is by the police, children's social care, the school or college, or a combination of these.

The records' review might identify that there are wider cultural issues within the school or college that enabled the behaviour to occur. This might mean that policies or processes could be revised, or extra training delivered to minimise the risk of it happening again.

What is a Local Authority Designated Officer or LADO?

The role of LADO was initially set out in the HM Government guidance *Working Together to Safeguard Children* 2010 and continues in *Working Together* 2018.

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

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

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

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

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures. **Schools should seek advice from the LADO as soon as an allegation is made.**

The LADO coordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible - the LADO for Northumberland is **Louise Prudhoe**

lado@northumberland.gov.uk

For safeguarding information for professionals, including LADO contact details, please follow this link:

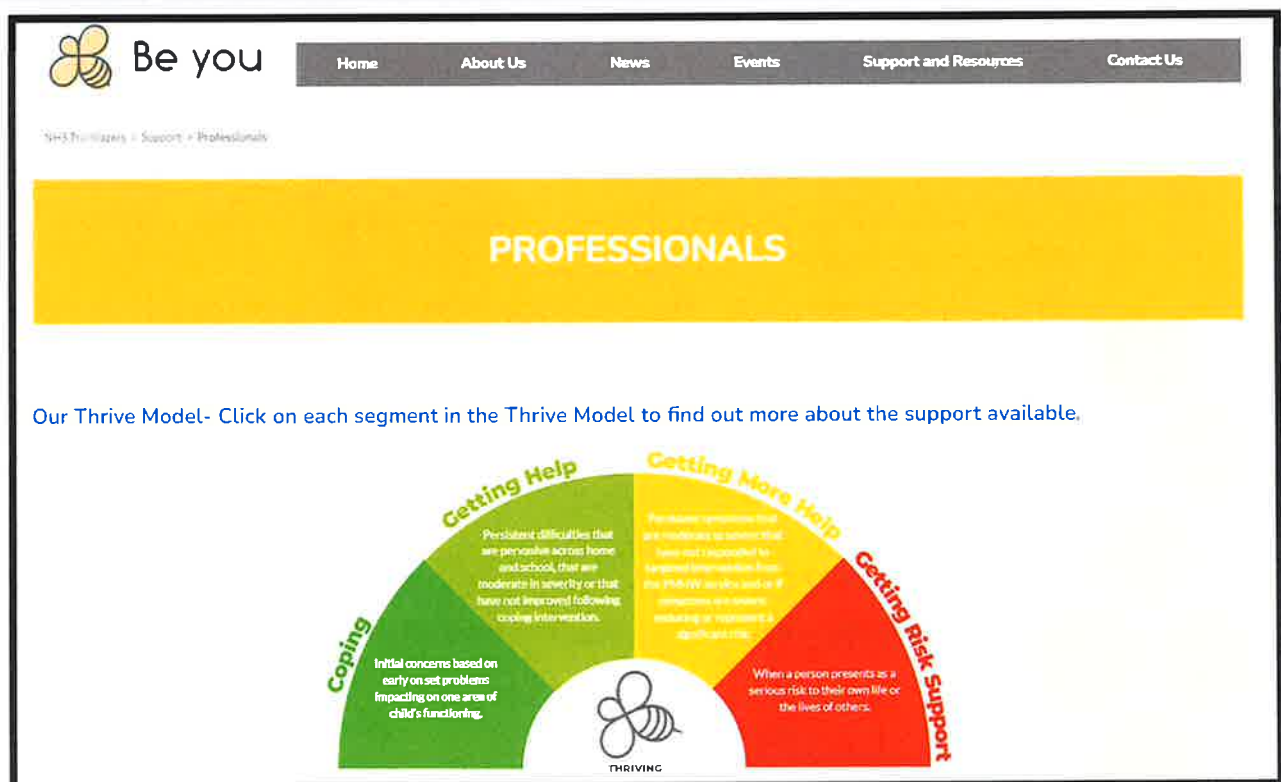
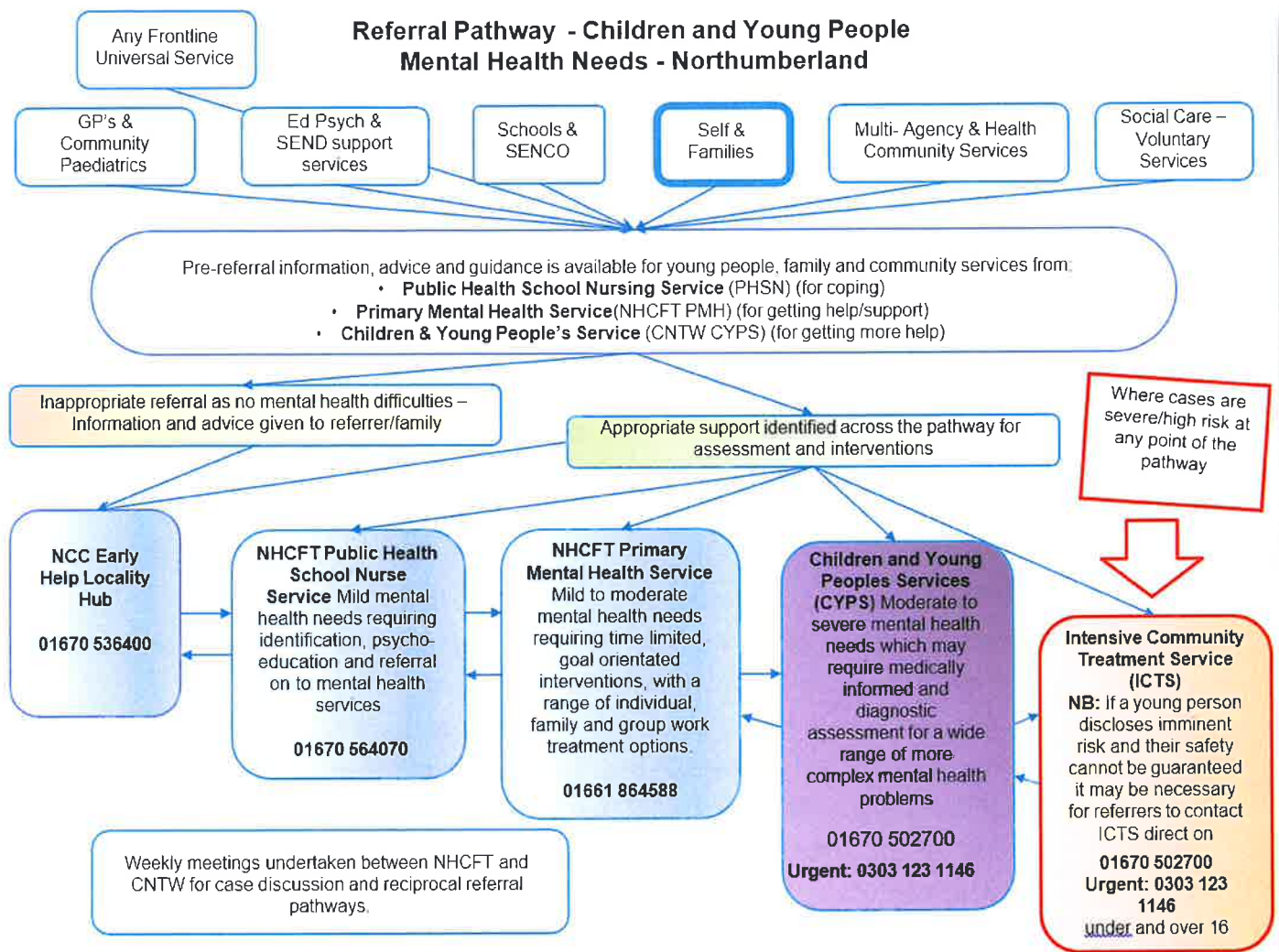
[lado-information-and-flowchart.pdf \(proceduresonline.com\)](#)

To make a referral use this form

[LADO Agency Referral Form \(office.com\)](#)

Call: 07500 606174 (Monday to Thursday 08:30-17:00, Friday 08:30-16:30) or 01

Appendix L - Mental Health Pathways and Signposting



Pupils with medical or SEND	<ul style="list-style-type: none"> * Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. * Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. * Consider additional support from wider services and external partners, making timely referrals. * Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
Pupils with a social worker	<ul style="list-style-type: none"> * Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Appendix N - Residential Special School Specific Policy and Procedures

Whilst this Child Protection and Safeguarding policy is adopted by both school and residential provision to ensure continuity and effective practice there are some additional requirements from the National Minimum Standards, see below:

13.4 *Keeping Children Safe in Education sets out that residential special schools have additional factors to consider with regard to safeguarding. As such it will be important that the residential special school's child protection policy (and/or other policies if appropriate) reflects:*

- *the school's policy on sexual relationships between children (and importance of children understanding this policy);*
- *the school's approach to child-on-child abuse, reflecting the unique nature of residential accommodation and the risks associated with children sharing overnight accommodation;*
- *the approach to protecting children where there is a significant gender imbalance in the school; and*
- *the approach to harmful online content and how children's devices are managed in terms of bringing a device into the school, and harmful content that may already be downloaded on to it, and the opportunity to download harmful content via 3, 4 and 5G that will bypass the school's filtering and monitoring systems.*

Sexual Relationships between Children

As a school we recognise some of our pupils are at an age/stage of development where they could be exploring relationships and potential intimacy that could come with this. Throughout the school we teach relationship and sex education (RSE) as part of our PSHE curriculum (separate policy). This promotes healthy and appropriate relationships. We also have a harmful sexual behaviour policy and assessment tool that should be read in conjunction to this addendum.

In school we would challenge any intimacy as being not appropriate for the environment and ensure pupils are aware of this. This would be the same for our residential provision. Due to the careful supervision of students in the residential provision the staff team ensure pupils are aware that no other pupil should be entering their personal space or bedroom/bed space.

- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
- Has a parent or carer in custody (previously it was 'family member in prison'), or is affected by parental offending
- Is frequently missing/goes missing from education, home or care (the word 'education' has been added)

This is in paragraph 18.

You can find more detailed information on early help in the [working together to safeguard children](#) guidance, which includes a more comprehensive list of indicators that a child may need early help.

New wording and changes in terminology

- When referring to 'abuse and neglect', the guidance now also includes 'exploitation' throughout (for example, see the heading at the top of page 11)
- The definition of abuse now also has 'including where they see, hear or experience its effects' in relation to domestic abuse (paragraph 24)
- 'Unexplainable and/or persistent absences from education' has replaced the phrase 'deliberately missing education' when referring to safeguarding issues (paragraph 29)
- 'It is important that **when** staff have any concerns about child-on-child abuse they should speak to their DSL' - this has replaced '... if they have concerns ...' (paragraph 31)
- The definition of child criminal exploitation and child sexual exploitation now says CCE and CSE '**may** involve an exchange for something the victim wants, and/or for the financial advantage or increased status of the perpetrator or facilitator'. Previously the definition didn't include the word 'may' (paragraph 34)

Part 2: the management of safeguarding

The section on children who are lesbian, gay, bisexual or gender questioning has been updated

For now, it **remains under review** until the response to the [gender questioning children consultation](#) and final guidance have been published.

The phrase 'gender questioning' has replaced the word 'trans'.

This section reflects that the Cass review:

- Identified that caution is necessary for children questioning their gender as there are still unknowns around the impact of social transition, and that children may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder and/or attention deficit hyperactivity disorder
- Recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. This should be done as early as possible when supporting pre-pubertal children

KCSIE says your school should take a cautious approach to support a gender questioning child and:

- Consider the broad range of the individual's needs
- Do this in partnership with their parents (except in rare circumstances where involving parents would bring a significant risk of harm to the child)
- Include any clinical advice that is available
- Consider how to address wider vulnerabilities, such as the risk of bullying

It's also important for staff to 'create a culture' where pupils can speak out or share any concerns with staff (previously it was to 'provide a safe space' for pupils to do this).

Once it's published, you should refer to the guidance on gender questioning children when deciding how to proceed.

The section on preventing radicalisation is still under review after the government published a [new definition of extremism](#) on 14 March 2024.

For now, changes include:

- An updated definition of radicalisation, which is defined as 'the process of a person legitimising support for, or use of, terrorist violence'
- 'Susceptible to radicalisation into terrorism' has replaced the wording 'susceptible to an extremist ideology'
- When referring to the Prevent duty, 'the need to prevent people from becoming terrorists or supporting terrorism' has replaced 'the need to prevent people from being drawn into terrorism'
- Some information around possible indicators has been removed. Instead, refer to the DfE's guidance on [managing risk of radicalisation in your education setting](#)

Child criminal exploitation (CCE) and child sexual exploitation (CSE)

There's a small update to the indicators of county lines. Be aware of children who:

- Go missing **from school or home** and are subsequently found in areas away from their own
- Have been the perpetrator or **alleged** perpetrator of serious violence (e.g. knife crime), as well as the victim

Children and the court system

- Separate age-appropriate guides for schools to support children have been published: [5 to 11 year-olds](#) and [12 to 17 year-olds](#)

Annex C: role of the designated safeguarding lead (DSL)

Availability

- Clarification that availability of the DSL in exceptional circumstances could include Skype

Holding and sharing information

- The final bullet point in the section on holding and sharing information has been updated to include that the DSL should keep written records of all concerns, discussions and decisions, including the rationale for those decisions
 - This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program

APPENDIX Q Contextual Safeguarding Links

Northumberland Data

VOL

VOL Meetings for the following locations:

- Alnwick/Coquet
- Ashington/Bedlington
- Berwick
- Blyth/Cramlington/Seaton Valley
- Morpeth
- Tynedale

Police Info



Each school establishment will have its own procedures around scanning and searching students. Whether the school has a policy of searching all students as a condition of entry, an agreement that a specific student is to be searched daily or searching based on specific information, there are some safer techniques that can be considered.

Search wands

There are several brands of wands available. Most operate by emitting a sound when they detect metal. Some can be used on silent and will vibrate rather than making a sound.

If you are using search wands in school please ensure:

- this is communicated to parents/carers;
- there is appropriate information on your school website which clearly sets out when these items might be used; and
- their use is referenced in your behaviour policy.

The wands are a good means of confirming suspicion and they do so in a manner that avoids physical contact between the designated member of staff and pupil.

Communication prior to and during search

Conversation between pupil and teacher/staff should always remain professional. Your intention is to search the young person and it is important to have a calm approach and not surprise the young person.

The following may be a useful reference and provide structure to the search prior, during and after the event.

- Ensure that the **Place** you are going to conduct the search is away from other students, in a safe environment.
- **Communicate** who you are, what position you hold and if the pupil knows you or you them.
- **Explain** to the pupil what the object of the search is and how it is going to be conducted.
- State your **Grounds** for the search; be confident in your powers under the Department of Education guidance reassure them that their dignity and safety is paramount.
- **Search** them.
- **Technique:** There should be two people present during a search. One designated person to search (they should be the same sex as the person being searched) and one witness. The designated person's job is to conduct the search and the witness will engage the student in conversation, watch for any escalation of behaviour and act as a safety officer.
- **Record** the event, what was found/not found and subsequent actions. In your recording system the information should be saved securely.
- **Inform** parents/carers

There is detailed guidance on this power in [Department for Education's \(2022\) Searching, Screening and Confiscation Advice for schools](#).

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

- *Report to the designated safeguarding lead or head teacher. Please remember all reports must be recorded, reporting verbally is not enough*
- *If that is not possible, telephone Children's Services (OneCall 01670 536400) as quickly as possible. (In an emergency call 999 for the police)*

What are my responsibilities for safeguarding and child protection?

- *To know the name of your designated safeguarding lead and who to contact if they are not available*
- *To respond appropriately to a child and ensure the child/young person knows you are taking their concerns seriously*
- *To report to the Designated Safeguarding Lead or directly to Social Care if that is not possible*
- *To record your concerns, using your school's agreed paperwork*
- *Do not do nothing*

Can I go to find someone else to listen?

- *No! You should never stop a child who is freely recalling significant events; however, you may want to have a colleague with you who is recording the child's disclosure while you actively listen, giving them 100% of your attention*

Can I promise to keep a secret?

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

Can I ask the child questions?

- *You should never ask probing questions*
- *However, you can ask a child to repeat a statement or for clarification*
- *Do not make judgements or say anything about the alleged abuser; it may be construed as contriving responses.*
-

Do I need to write down what was said?

- *Yes, as soon as possible, exactly what was said. Use your school's agreed paperwork and make sure you date and sign the record*
- *Make sure you record facts and not opinions*

MARAC - Multi Agency Risk Assessment Conference	Sarah Wintringham, Principal Education Welfare Officer sarah.wintringham@northumberland.gov.uk OR Emma Wilson, Lead Education Officer Emma.Wilson@northumberland.gov.uk
Attendance, children not in school and elective home education	Sarah Wintringham sarah.wintringham@northumberland.gov.uk
Looked After Children	Tara Prescott, Deputy Virtual School Head Teacher Tara.Prescott@northumberland.gov.uk
Early Help	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
CPVA	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 07752782649 Carol Leckie 07584313178