



Northumberland Church of England Academy Trust

Child Protection and Safeguarding Policy

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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Policy Owner	CEO
Statutory Requirement	Yes
Linked to:	Allegations of abuse against staff Anti-bullying Attendance and Punctuality Behaviour Complaints Health and safety Preventing Radicalisation & Tackling Extremism School Child Protection and Safeguarding policy annexe School Online Safety policy Whistleblowing

Document History		
Version	Date of review	Summary of key changes
1	September 2020	Complete rewrite of policy in light of updated Trust structure.
1b	January 2021	Covid-19 Appendix updated in light of school closures.
1c	April 2021	Covid-19 Appendix updated in light of school reopening.
2	September 2021	<ol style="list-style-type: none"> 1. Policy re-write. 2. Change of title to "Child Protection and Safeguarding Policy. 3. Covid-19 Appendix suspended but will be reactivated in the event of further school closures.
2b	6th April 2022	3 additional sections inserted which summarise some existing procedures in order to ensure that the policy reflects DfE best practice (reference pages 4, 6 and 8)

Summary

Safeguarding and the welfare of children and young people within Northumberland Church of England Academy Trust (NCEAT) 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 Designated Safeguarding Lead or a senior member of staff
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, report via Safeguard or directly to the Designated 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, mention anyone else who was present, then enter on Safeguard or sign a paper copy and give your record to the designated safeguarding lead, who will contact children's social care if appropriate.

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

Statement of intent

TheTrust 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/Headteachers and Designated 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, ESFA 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
- Ensure all staff have read Part One of "Keeping Children Safe in Education" (KCSIE).

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.

1 Our strong safeguarding culture

1.1 Why it is important

1.1.1 Safeguarding within NCEA Trust is everyone's responsibility and it is the duty of the Trust to safeguard and promote the welfare of children. This is our core safeguarding principle.

1.1.2 In adhering to this principle we focus on providing a safe and welcoming environment for all of our children regardless of age, ability, culture, race, language, religion, gender identity or sexual identity. All of our children have equal rights to support and protection.

1.1.3 One of the cornerstones of our safeguarding culture is this policy and the procedures contained within it. This policy applies to all staff, volunteers and governors, all of whom are trained upon its contents and on their safeguarding duties. We update this policy at least annually to reflect changes to law and guidance and best practice.

1.1.4 This policy should be read alongside our other safeguarding policies, which are set out in the Appendices.

1.2 What it means for our pupils

1.2.1 We work with our local safeguarding partners to promote the welfare of children and protect them from harm. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans which provide additional support to the child.

1.2.2 All of our staff have an equal responsibility to act on any suspicion or disclosure that may indicate that a child is at risk of harm. Any pupils or staff involved in child protection or safeguarding issues will receive appropriate support.

1.2.3 Our strong safeguarding culture ensures that we treat all pupils with respect and involve them in decisions that affect them. We encourage positive, respectful and safe behaviour among pupils and we set a good example by conducting ourselves appropriately.

1.2.4 Identifying safeguarding and child protection concerns often begin with recognising changes in pupils' behaviour and knowing that these changes may be signs of abuse, neglect or exploitation. Challenging behaviour may be an indicator of abuse.

2 Safeguarding legislation and guidance

The following safeguarding legislation and guidance has been considered when drafting this policy:

- Keeping Children Safe in Education (2021)
- Working Together to Safeguarding Children (2018)
- What to do if you're worried a child is being abused (2015)
- The Teacher Standards 2012
- The Safeguarding Vulnerable Groups Act 2006
- Section 157 of the Education Act 2002

- Sharing nudes and semi-nudes: advice for education settings working with children and young people (2020)
- The Education (Independent School Standards) Regulations 2014

3 Roles and responsibilities

Each of our Schools has an appointed senior Designated Safeguarding Lead and equally trained Deputy/deputies, contact details and specific arrangements can be found within the appendix to this document.

Northumberland Church of England Academy Trust also obtains additional safeguarding support through a Service Level Agreement with Clennell Education Solutions.

More information and a copy of this policy is available on our website ncea.org

3.1. The Designated Safeguarding Lead (DSL):

3.1.1 The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety) in their school.

3.1.2 Designated Safeguarding Lead training must be renewed every 2 years as a minimum”.

3.1.3 The DSL duties include:

- ensuring child protection policies are known, understood and used appropriately by staff
- working with the Trust DSL network and Clennell Education Solutions to ensure that the child protection policies are reviewed annually and that the procedures are reviewed regularly
- acting as a source of support, advice and expertise for all staff on child protection and safeguarding matters
- acting as a point of contact with the three safeguarding partners
- making and managing referrals to children’s social care, the police, or other agencies
- taking part in strategy discussions and inter-agency meetings
- In discussion with the Clennell Education Solutions, liaising with the “case manager” and the designated officer(s) at the local authority if allegations are made against staff
- making staff aware of training courses and the latest local safeguarding arrangements available through the local safeguarding partner arrangements
- transferring the child protection file to a child’s new school

3.2 The deputy Designated Safeguarding Lead(s):

3.2.1 All of our Trust schools Deputy DSL(s) is/are trained to the same level as the DSL and support(s) the DSL with safeguarding matters on a day to day basis. The ultimate lead responsibility within the school for child protection remains with the DSL.

3.3 Our schools safeguarding governor and safeguarding trustee:

3.3.1 The role of the school safeguarding governor is to provide support and challenge to the DSL and the leadership of the school on how they manage safeguarding so that the safety and wellbeing of the children can continuously improve. The role includes:

- understanding the requirements of the Governance Handbook and Keeping Children Safe in Education 2021
- supporting and challenging the DSL on the standards of safeguarding at the school/Trust
- confirming that consistent and compliant safeguarding practice takes place across the school/Trust
- reporting to the board of trustees about the standard of safeguarding in the school/Trust

3.3.2 The DSL and the safeguarding governor meet on a regular basis to discuss safeguarding issues and to agree steps to continuously improve safeguarding practices in the school/Trust.

3.3.3 Each schools Designated Safeguard Lead will produce a report for the Safeguarding governor who will share this with the Safeguarding Trustee and CEO for information and or action

4 Children who may be particularly vulnerable

4.1 Some children are at greater risk of abuse. This increased risk can be caused by many factors including social exclusion, isolation, discrimination and prejudice. To ensure that all of our pupils receive equal protection, we give special consideration to children who:

- are vulnerable because of their race, ethnicity, religion, disability, gender identity or sexuality
- are vulnerable to being bullied, or engaging in bullying
- are at risk of sexual exploitation, forced marriage, female genital mutilation, or being drawn into extremism
- live in chaotic or unsupportive home situations
- live transient lifestyles or live away from home or in temporary accommodation
- are affected by parental substance abuse, domestic violence or parental mental health needs
- do not have English as a first language

5 Children with special educational needs and disabilities

5.1 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children, which can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- 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.

5.2 All of our staff are trained to be aware of and identify these additional barriers to ensure this group of children are appropriately safeguarded.

6 Children missing education

6.1 Children missing education, particularly repeatedly, can be an indicator of abuse and neglect, including sexual abuse or exploitation, child criminal exploitation, mental health problems, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Our staff are alert to these risks.

6.2 We closely monitor attendance, absence and exclusions and our DSL will take appropriate action including notifying the local authority, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

6.3 As far as reasonably possible, NCEAT schools must hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum.

6.4 Further information on procedures for Children Missing Education can be found in the DfE's School Attendance Guidance and in 'Children Missing Education' statutory guidance for local authorities in addition to each trust school's attendance policy and procedures.

7 Mental health

7.1 Schools have an important role to play in supporting the mental health and wellbeing of their pupils.

7.2 All staff are aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff are also aware that where children have suffered adverse childhood experiences those experiences can impact on their mental health, behaviour and education.

7.3 Where staff are concerned that a child's mental health is also a safeguarding concern, they will discuss it with the DSL or a deputy.

8 Peer on peer abuse

8.1 Peer on peer abuse – children harming or hurting other children - is unacceptable and will be taken seriously; Schools will take a **zero tolerance** approach, it will not be passed off as 'banter' or 'part of growing up'. It is more likely that boys will be perpetrators of peer on peer abuse and girls victims, but allegations will be dealt with in the same manner, regardless of whether they are made by boys or girls.

8.2 All staff should be clear about the school's policy and procedures for addressing peer on peer abuse.

8.3 Peer on peer abuse can take many forms, including:

- physical abuse such as hitting, biting, kicking or hair pulling
- sexual violence and harassment such as rape and sexual assault or sexual comments and inappropriate sexual language, remarks or jokes
- upskirting, which involves taking a picture under a person's clothing without their knowledge for the purposes of sexual gratification or to cause humiliation, distress or alarm
- sexting including pressuring others to share sexual content

- teenage relationship abuse - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner
- initiation/hazing – used to induct newcomers into sports team or school groups by subjecting them to potentially humiliating or abusing trials with the aim of creating a bond

8.4 Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched/assaulted or boys being subject to initiation/hazing type violence.

8.5 Minimising risk

8.5.1 We take the following steps to minimise or prevent the risk of peer on peer abuse:

- Promoting an open and honest environment where children feel safe and confident to share their concerns and worries
- Using assemblies to outline acceptable and unacceptable behaviour
- Using RSE and PSHE to educate and reinforce our messages through stories, role play, current affairs and other suitable activities
- Ensuring that the school is well supervised, especially in areas where children might be vulnerable.

8.6 Procedures for students to confidently report any abuse

- All children know who they can report an incident to
- Worry wall reporting platform
- Assemblies / Tutor time signposting students to key actions / people
- Posters around school

8.7 Investigating allegations

8.7.1 All allegations of peer on peer abuse will be dealt with on an individual basis, using the following principles:

- All information to be recorded on the electronic recording system - Safeguard. If this is not possible directly to the DSL or DDSL using a paper copy of the cause for concern record.
- All children involved (victim and alleged perpetrator) in school will be spoken to separately by the DSL/DDSL
- Where the incident also involves a child at a different establishment the DSL/DDSL will ensure effective liaison and information sharing
- All children involved (victim and alleged perpetrator) will be appropriately supported throughout the process
- The DSL/DDSL will balance the child's wishes against their duty to protect the child and other children
- The school will work with our local safeguarding partners where appropriate
- The DSL/DDSL may need to go against the victim's wishes and make a referral to children's social care or the police. This will be handled sensitively, the reasons explained to the victim and appropriate support made available
- Parents will be informed of the incident and how their child will be dealt with and supported (unless this would put a child at greater risk)

8.7.2 Where allegations of a sexual nature are made, the school will follow the statutory guidance set out in both Part 5 of Keeping Children Safe in Education 2021 and 'Sexual violence and sexual harassment between children in schools and colleges', September 2021

8.8 Supporting those involved

- Support will be tailored on a case-by-case basis
- All children involved will be supported by an allocated member of staff
- The needs and wishes of the victim will be taken into account, along with protecting the child.
- Wherever possible, the victim and witnesses will be able to continue their normal routine.
- The victim will never be made to feel they are the problem for making a report or made to feel ashamed for making a report
- All reasonable steps will be taken to protect the anonymity of any children involved in any report of sexual violence or sexual harassment
- Adequate measures will be put in place to protect the children involved and keep them safe
- A risk assessment will be made and a safety plan put in place when required
- Early help, children's social care and other agencies will support where appropriate

8.9 Serious violence

8.9.1 All staff are made aware of indicators that children are at risk from or are involved with serious violent crime. These include increased absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts could also indicate that children have been approached by or are involved with individuals associated with criminal gangs.

9 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)

9.1 Both CCE and CSE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. This power imbalance can be due to a range of factors, including:

- Age
- Gender
- Sexual identity
- Cognitive ability
- Physical strength
- Status
- Access to economic or other resources

9.2 The abuse can be perpetrated by individuals or groups, males or females, and children or adults. They can be one-off occurrences or a series of incidents over time and may or may not involve force or violence. Exploitation can be physical and take place online.

9.3 CCE Indicators can include children who:

- appear with unexplained gifts or new possessions
- associate with other young people involved in exploitation
- suffer from changes in emotional well-being
- misuse drugs or alcohol
- go missing for periods of time or regular return home late
- regularly miss school or education or do not take part in education

9.4 CSE Indicators can include those stated above on 9.3 and can also include children who:

- have older boyfriends
- suffer sexually transmitted infections or become pregnant

9.5 We include the risks of criminal and sexual exploitation in our PSHE and RSE curriculum. It is often the case that the child does not recognise the coercive nature of the exploitative relationship and does not recognise themselves as a victim.

9.6 Victims of criminal and sexual exploitation can be boys or girls and it can have an adverse impact on a child's physical and emotional health.

9.7 All staff are aware of the indicators that children are at risk of or are experiencing CCE or CSE. All concerns are reported immediately to the DSL. Staff must always act on any concerns that a child is suffering from or is at risk of criminal or sexual exploitation.

10 County Lines

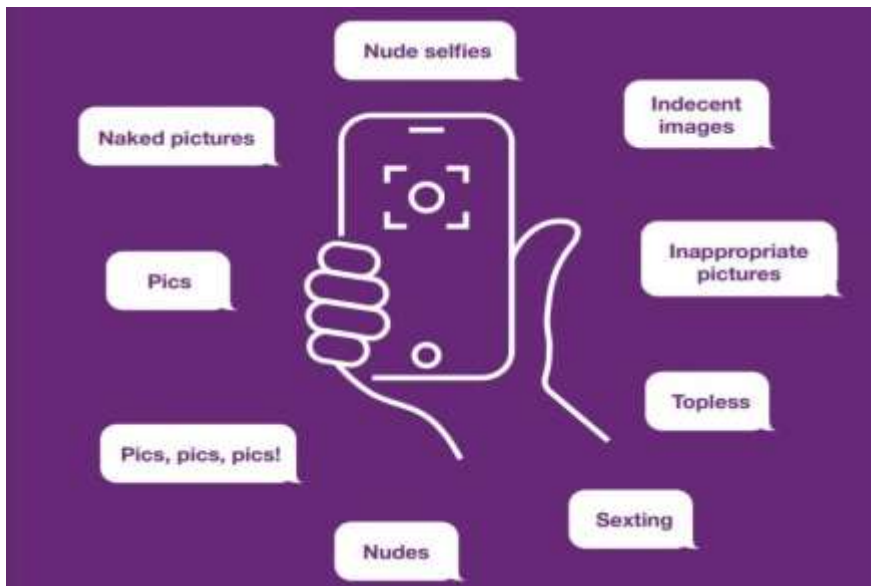
10.1 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs around the country using dedicated mobile phone lines. Children and vulnerable adults are exploited to move drugs or money, with offenders often using coercion, intimidation, violence and weapons to ensure compliance of victims.

10.2 County lines exploitation can occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child. This power imbalance can be due to the same range of factors set out at paragraph 9.1 of this policy.

10.3 Children can be targeted and recruited into county lines in a number of locations, including schools and colleges. Indicators of county lines include those indicators set out at 9.3 of this policy, with the main indicator being missing episodes from home and/or school.

10.4 All staff are aware of indicators that children are at risk from or experiencing criminal exploitation. The main indicator is increased absence during which time the child may have been trafficked for the purpose of transporting drugs or money.

11 Consensual and non-consensual sharing of nude and semi nude images and/or videos



11.1 This advice uses the term ‘sharing nudes and semi-nudes’ to mean the sending or posting of nude or semi-nude images, videos or live streams by children under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple’s AirDrop which works offline. The term ‘nudes’ is used as it is most commonly recognised by children and more appropriately covers all types of image sharing incidents.

11.2 The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by children who are in relationships, as well as between those who are not in a relationship. It is also possible for a child in a consensual relationship to be coerced into sharing an image with their partner.

11.3 Incidents may also occur where:

- Children find nudes and semi-nudes online and share them claiming to be from a peer
- Children digitally manipulate an image of a child into an existing nude online
- Images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

11.4 The sharing of nudes and semi-nudes can happen publicly online, in 1:1 messaging or via group chats and closed social media accounts. Nude or semi-nude images, videos or live streams may include more than one child.

11.5 Creating and sharing nudes and semi-nudes of under-18s (including those created and shared with consent) is illegal which makes responding to incidents involving children complex. There are also a range of risks which need careful management from those working in education settings.

11.6 Many professionals may refer to ‘nudes and semi-nudes’ as:

- Youth produced sexual imagery or ‘youth involved’ sexual imagery indecent imagery. This is the legal term used to define nude or semi-nude images and videos of children under the age of 18.
- ‘Sexting’. Many adults may use this term, however some children interpret sexting as ‘writing and sharing explicit messages with people they know’ rather than sharing images.
- Image-based sexual abuse. This term may be used when referring to the non-consensual sharing of nudes and semi-nudes..

11.7 Responding to an incident

- The incident should be referred to the DSL (or deputy) as soon as possible.
- The DSL will hold an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding or leadership team who deal with safeguarding concerns.
- There will be subsequent interviews with the children involved (if appropriate).
- Parents and carers will be informed at an early stage and involved in the process in order to best support the child unless there is good reason to believe that involving them would put the child at risk of harm.
- A referral will be made to children’s social care and/or the police immediately if there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.

A disclosure may not be a single event and the child may share further information at a later stage.

Any direct disclosure by a child should be taken seriously. A child who discloses they are the subject of an incident of sharing nudes and semi-nudes is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

11.8 Initial review meeting

11.8.1 The initial review meeting will consider the initial evidence and aim to establish:

- Whether there is an immediate risk to any child
- If a referral should 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 child – **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 as 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 children involved which would influence risk assessment
- If there is a need to contact another education, setting or individual
- Whether to contact parents or carers of the children involved - in most cases they should be involved

11.8.2 An immediate referral to police and/or children’s social care through the MASH or equivalent will be made if at this initial stage:

- The incident involves an adult.

- There is reason to believe that a child has been coerced, blackmailed or groomed, or there are concerns about their capacity to consent (for example, owing to special educational needs).
- What you know about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent.
- The images involve sexual acts and any child in the images or videos is under 13.
- You have reason to believe a child is at immediate risk of harm owing to the sharing of nudes and semi-nudes, for example, they are presenting as suicidal or self-harming.

If none of the above apply, the DSL may decide to respond to the incident without involving the police or children's social care. They can still choose to escalate the incident at any time if further information/concerns are disclosed at a later date.

The decision to respond to the incident without involving the police or children's social care will only be made in cases where the DSL is confident that they have enough information to assess the risks to any child involved and the risks can be managed within the school's support and disciplinary framework and, if appropriate, their local network of support.

11.9 Assessing the risks

11.9.1 The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL (or equivalent) should conduct a further review (including an interview with any child involved) to establish the facts and assess the risks.

11.9.2 When assessing the risks and determining whether a referral is needed, the following should be also considered:

- Why was the nude or semi-nude shared? Was it consensual or was the child put under pressure or coerced?
- Has the nude or semi-nude been shared beyond its intended recipient? Was it shared without the consent of the child who produced the image?
- Has the nude or semi-nude been shared on social media or anywhere else online? If so, what steps have been taken to contain the spread?
- How old are any of the children involved?
- Did the child send the nude or semi-nude to more than one person?
- Do you have any concerns about the child's vulnerability?
- Are there additional concerns if the parents or carers are informed?

11.9.3 The DSL will decide whether a child is at risk of harm, in which case a referral will be appropriate, whether additional information or support is needed from other agencies or whether the education setting can manage the incident and support any child or young person directly. The DSL will always use their professional judgement in conjunction with that of their colleagues to assess incidents.

11.10 Supporting the child involved

11.10.1 The DSL or another member of staff (who the child feels more comfortable talking to) will discuss future actions and support with the child. This discussion will take into account the views of the child as well as balancing what are considered to be appropriate actions for responding to the incident.

11.10. The purpose of the discussion is to:

- Identify, **without viewing wherever possible**, what the image contains and whether anyone else has been involved.
- Find out whether the image has been shared between two people or shared further. This may be speculative information as images or videos may have been shared more widely than the child or young person is aware of.
- Discuss what actions and support might be needed, including preventing further distribution.

11.11 When discussing the sharing of nudes and semi-nudes, the DSL/member of staff will:

- Reassure the child that they are not alone, and the school will do everything that they can to help and support them. They should also be reassured that they will be kept informed throughout the process.
- Recognise the pressures that children can be under to take part in sharing an image and, if relevant, support their parents and carers to understand the wider issues and motivations around this.
- Remain solution-focused and avoid any victim-blaming questions such as 'why have you done this?' as this may prevent the child from talking about what has happened. For example, they will use questions such as 'describe what happened' or 'explain to me who was involved'.
- Help the child to understand what has happened by discussing the wider pressures that they may face and the motivations of the person that sent on the image(s).
- Discuss issues of consent and trust within healthy relationships. Explain that it is not ok for someone to make them feel uncomfortable, to pressure them into doing things that they do not want to do, or to show them things that they are unhappy about. Let them know that they can speak to the DSL or equivalent if this ever happens.
- Explain the law on the sharing of nudes and semi-nudes. It is important to highlight that the law is in place to protect children and young people rather than criminalise them and should be explained in such a way that avoids alarming or distressing them.
- Signpost to the IWF (Internet Watch Foundation) and [Childline's Report Remove tool](#). Report Remove helps children and young people to report an image shared online, to see if it is possible to get the image removed. This must be done as soon as possible in order to minimise the number of people that have seen the picture.

11.12 Informing parents and carers

Parents or carers will be informed and involved in the process at an early stage unless informing them will put a child or young person at risk of harm. Any decision not to inform the parents or carers will be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when they should be informed.

11.13 Supporting parents and carers

Children and young people can be involved in an incident in several different ways. They may lose control of their own image, receive an image of someone else or share an image of another person. In any of these situations, parents and carers may find it difficult to know how to deal with the knowledge that their child has been involved in an incident and may display differing emotions.

Whatever their feelings, it is important that we listen to their concerns and take them seriously. We will also help to reassure parents and carers by explaining that it is normal for young people to be curious about sex.

In all situations, parents or carers will be:

- Given information about the sharing of nudes and semi-nudes, what they can expect to happen next, and who will be their link person within the school.
- Given support to deal with their own feelings of upset and concern including signposting to further resources that can help them to understand the sharing of nudes and semi-nudes or support services they can contact, where appropriate.
- Given support on how to speak to their child about the incident.
- Advised on the law around the sharing of nudes and semi-nudes.
- Kept updated about any actions that have been taken or any support that their child is accessing, unless the child involved has specifically asked for this not to happen and is judged to be old enough to make that informed decision.
- Informed about sources of support for their child, in case they are feeling anxious or depressed about what has happened. This could include speaking to a Childline counsellor [online](#) or on 0800 11 11, in house counselling services where available, or a GP. If they are concerned that their child is suicidal, they should contact 999.
- Directed to [NCA-CEOP](#) if the child discloses any further details to them that may suggest they are being groomed or sexually exploited.

11.14 Searching devices, viewing and deleting nudes and semi nudes

11.14.1 Staff and parents or carers must not intentionally view any nudes and semi-nudes unless there is a good and clear reason to do so as outlined below.

11.14.2 Responses to incidents will be based on what DSLs have been told about the content of the imagery.

11.14.3 The decision to view any imagery will be based on the professional judgement of the DSL. Imagery will never be viewed if the act of viewing will cause significant distress or harm to any child or young person involved.

11.14.3 If a decision is made to view imagery, the DSL would need to be satisfied that viewing is:

- The only way to make a decision about whether to involve other agencies is because it is not possible to establish the facts from any child involved.
- Necessary to report it to a website, app or suitable reporting agency (such as the IWF) to have it taken down, or to support the child or parent or carer in making a report.

- Unavoidable because a child has presented it directly to a staff member or nudes or semi-nudes have been found on an education setting's device or network.

11.14.4 If it is necessary to view the imagery, then the DSL will:

- Never copy, print, share, store or save them; this is illegal. If this has already happened, we will contact the local police for advice and to explain the circumstances.
- Discuss the decision with the headteacher or a member of the senior leadership team.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the headteacher or a member of the senior leadership team.
- Ensure viewing takes place with another member of staff present in the room, ideally the headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible, make sure viewing takes place on the school premises, ideally in the headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that they are viewed by a staff member of the same sex as the child or young person in the images
- Record how and why the decision was made to view the imagery in the safeguarding or child protection records, including who was present, why the nudes or semi-nudes were viewed and any subsequent actions. This will be signed and dated.
- If any devices need to be taken and passed onto the police, the device(s) will be confiscated and the police will be called. The device will be disconnected from Wi-Fi and data, and turned off immediately to avoid imagery being removed from the device remotely through a cloud storage service. The device will be placed in a secure place, in a locked cupboard until the police are able to come and collect it.

11.14.5 If nudes or semi-nudes have been viewed by a member of staff, either following a disclosure from a child or young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems), the DSL will make sure that the staff member is provided with appropriate support. Viewing nudes and semi-nudes can be distressing for both children and adults and appropriate emotional support may be required.

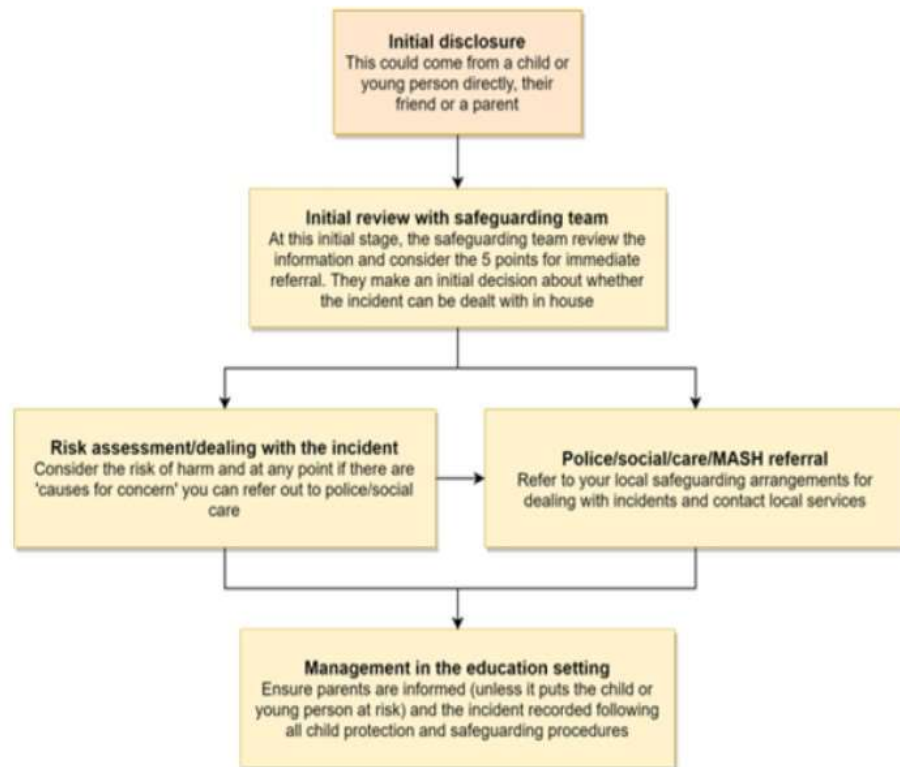
11.14.6 In most cases, children and young people will be asked to delete the imagery and to confirm that they have deleted them. They will be given a deadline for deletion across all devices, online storage or social media sites. They will be reminded that possession of nudes and semi-nudes is illegal. They will be informed that if they refuse or it is later discovered they did not delete the imagery, they are continuing to commit a criminal offence and the police may become involved.

11.14.7 All incidents relating to nudes and semi-nudes being shared will be recorded using the school's procedures. Copies of imagery should not be taken.

11.14.8 It is important that children and young people understand the school's policy towards nudes and semi-nudes. The content of this policy and the protocols the school will follow in the event of an incident will be explored as part of teaching and learning. This will reinforce the inappropriate nature of abusive behaviours and reassure children that school will support them if they experience difficulties or have concerns.

For more information: [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people)

The diagram below summarises the approach schools should take when responding to an incident.



12 Online safety

12.1 It is essential that children are safeguarded from potentially harmful and inappropriate online material. As well as educating children about online risks, we have appropriate filtering and monitoring systems in place to limit the risk of children being exposed to inappropriate content, subjected to harmful online interaction with other users and to ensure their own personal online behaviour does not put them at risk. All students sign an acceptable user agreement at the start of the Year.

Please refer to individual school website for their **Online safety Policy** and **Acceptable user agreement**.

13 Domestic Abuse

13.1 Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse, between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. It can include psychological, physical, sexual, financial and emotional abuse.

13.2 Children can witness and be adversely affected by domestic abuse and exposure to it can have a long lasting negative impact on children.

13.3 When police have been called to a domestic abuse incident where children are in the household and experienced that incident, the police will inform the DSL. This ensures that the school has up to date safeguarding information about the child.

13.4 All staff are aware of the impact domestic abuse can have on a child. If any of our staff are concerned that a child has witnessed domestic abuse, they will report their concerns immediately to the DSL.

14 Honour-Based Abuse

14.1 So-called 'honour-based' abuse (HBA) encompasses actions taken to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage and practices such as breast ironing.

14.2 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. Our staff are aware of this dynamic and additional risk factors and we take them into consideration when deciding what safeguarding action to take. If staff are concerned that a child may be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead.

15 Female Genital Mutilation

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

15.2 FGM is carried out on females of any age, from babies to teenagers to women. Our staff are trained to be aware of risk indicators, including concerns expressed by girls about going on a long holiday during the summer break. If staff are concerned that a child may be at risk of FGM or who has suffered FGM, they should speak to the designated safeguarding lead. Teachers are also under legal duty to report to the police where they discover that FGM has been carried out on a child under 18. In such circumstances, teachers will personally report the matter to the police as well as informing the designated safeguarding lead.

16 Forced Marriage

16.1 A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Coercion may include physical, psychological, financial, sexual and emotional pressure or abuse. Forced marriage is illegal.

16.2 Our staff are trained to be aware of risk indicators, which may include being taken abroad and not being allowed to return to the UK.

16.3 Forced marriage is not the same as arranged marriage, which is common in many cultures.

16.4 If staff are concerned that a child may be at risk of forced marriage, they should speak to the designated safeguarding lead.

17 Radicalisation and Extremism

17.1 Extremism is defined 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. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

17.2 Children are vulnerable to extremist ideology and radicalisation. Whilst Islamic fundamentalism is the most widely publicised, extremism and radicalisation can occur in other cultures, religions and beliefs, including the far right and white supremacy. Our staff are trained to identify those at risk of being radicalised or drawn into extremism.

17.4 If staff are concerned that a child may be at risk of radicalisation or being drawn into extremism, they should speak to the designated safeguarding lead.

18 Staff/pupil relationships

18.1 Staff are aware that inappropriate behaviour towards pupils is unacceptable and that it is a criminal offence for them to engage in any sexual activity with a pupil under the age of 18.

18.2 We provide our staff with advice regarding their personal online activity and we have clear rules regarding electronic communications and online contact with pupils. It is considered a serious disciplinary issue if staff breach these rules.

18.3 Our Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

19 Allegations against staff

19.1 If an allegation is made against a member of staff, including supply staff, or a volunteer, our set procedures must be followed. Our Allegations of Abuse Against Staff policy can be accessed via our website and the full procedure for managing such allegations are set out in Part Four of Keeping Children Safe in Education 2021 Section one: Allegations that may meet the harms threshold
Section Two: Concerns that do not meet the harm threshold

19.2 Allegations made against staff who no longer work at a Trust school will be reported to the police.

20 Whistleblowing if you have concerns about a colleague

20.1 It is important that all staff and volunteers feel able to raise concerns about a colleague's practice. All such concerns should be reported to the school Principal/Headteacher, unless the complaint is about the Principal/Headteacher, in which case concern should be reported to the Chair of the Trustees.

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

20.3 The Trust's Whistleblowing Policy allows staff to raise concerns or make anonymous allegations to an independent support service and for an appropriate enquiry to take place.

21 Staff training

21.1 Our staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates on a regular basis to ensure they are up to date and empowered to provide exceptional safeguarding to our pupils.

21.2 New staff, governors, trustees and volunteers receive a briefing during their induction which covers this Child Protection and Safeguarding policy and our staff code of conduct policy, how to report and record concerns and information about our Designated Safeguarding Lead and deputy DSLs.

22 Safer Recruitment

22.1 The Trustees, the HR Director and the CEO ensure we follow recruitment procedures that help to deter, reject or identify people who might harm children. When doing so we check and verify the applicant's identity, qualifications and work history in accordance with Keeping Children Safe in Education 2021 and the local safeguarding partner arrangements.

22.2 All relevant staff (involved in early years settings and/or before or after school care for children under eight) are made aware of the disqualification from childcare guidance and their obligations to disclose to us relevant information that could lead to disqualification.

22.3 We ensure that our volunteers are appropriately checked and supervised when in school. We check the identity of all contractors working on site and request DBS checks where required by Keeping Children Safe in Education 2021. Contractors who have not undergone checks will not be allowed to work unsupervised during the school day.

22.4 When using supply staff, we will obtain written confirmation from supply agencies or third party organisations that staff they provide have been appropriately checked and are suitable to work with children. Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained confirming their suitability to work with children.

22.5 The Trust maintains a single central record of recruitment checks undertaken for each of our schools.

23 Site security

Visitors are asked to sign in at the school reception and are given a badge, which confirms they have permission to be on site. If visitors have undergone the appropriate checks, they can be provided with unescorted access to the school site. Visitors who have not undergone the required checks will be escorted at all times.

24 Child protection procedures

24.1 Recognising abuse

24.2 Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

24.3 Keeping Children Safe in Education 2021 refers to four categories of abuse. These are set out at Appendix One along with indicators of abuse.

25 Taking action

Any child could become a victim of abuse. Key points for staff to remember for taking action are:

- in an emergency take the action necessary to help the child, if necessary call 999

- complete a record of concern form and report your concern to the DSL as soon as possible
- share information on a need-to-know basis only and do not discuss the issue with colleagues, friends or family

25.1 If you are concerned about a pupil's welfare

25.2 Staff may suspect that a pupil may be at risk. This may be because the pupil's behaviour has changed, their appearance has changed or physical signs are noticed. In these circumstances, staff will give the pupil the opportunity to talk and ask if they are okay.

25.3 If the pupil does reveal that they are being harmed, or there is a risk to their safety or wellbeing, staff should follow the advice below always reassuring the child that they will be taken seriously, supported and kept safe.

- remain calm and not overreact
- allow them to speak freely
- listen to and take into account(wherever possible) the child's wishes and feelings about the current situation as well as future plans.
- not be afraid of silences
- not ask investigative questions
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'
- not automatically offer physical touch as comfort
- let the pupil know that in order to help them they must pass the information on to the DSL
- tell the pupil what will happen next
- complete the concern form and pass it to the DSL as soon as possible
- report verbally to the DSL even if the child has promised to do it by themselves.

26 Notifying parents

26.1 The school DSL will normally seek to discuss any concerns about a pupil with their parents. If the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from the Trust, children's social care and/or the police before parents are notified.

27 Referral to children's social care

27.1 The DSL will make a referral to children's social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

28 Reporting directly to child protection agencies

28.1 Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care or the police if they are convinced that a direct report is required or if the Designated Safeguarding Lead, the deputies, the head teacher or the chair of governors are not available and a referral is required immediately.

29 Confidentiality and sharing information

29.1 Child protection issues necessitate a high level of confidentiality. Staff should only discuss concerns with the Designated Safeguarding Lead, Principal/Headteacher or Independent Safeguarding Advisor at Clennell Education Solutions.

30 Sharing information

30.1 The DSL will normally obtain consent from the pupil and/or parents to share child protection information. Where there is good reason to do so, the DSL may share information without consent, and will record the reason for deciding to do so.

30.2 Information sharing will take place in a timely and secure manner and only when it is necessary and proportionate to do so and the information to be shared is relevant, adequate and accurate.

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

30.4 The GDPR and the Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to Satswana, who provide the Data Protection Officer service for the Trust.

31 Storing information

31.1 Child protection information will be stored separately from the pupil's school file within the electronic Safeguard system, the pastoral file will be 'tagged' to indicate that separate information is held. This will be stored and handled in line with our Retention and Destruction Schedule.

32 Special Circumstances

32.1 Looked after children

32.1.1 The most common reason for children becoming looked after is as a result of abuse or neglect. All of our schools ensure that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the local authority's virtual head for children in care.

32.2 Children who have a social worker

32.2.1 Children may need a social worker due to safeguarding or welfare needs. Local authorities will share this information with us, and the DSL will hold and use this information to inform decisions about safeguarding and promoting the child's welfare.

32.3 Work Experience

32.3.1 Each 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 statutory guidance.

32.4 Children staying with host families

32.4.1 Each school may make arrangements for pupils to stay with host families, for example during a foreign exchange trip or sports tour. When we do, we follow the guidance set out in the statutory guidance to ensure hosting arrangements are as safe as possible

32.4.2 Schools cannot obtain criminal record information from the Disclosure and Barring Service about adults abroad. Where pupils stay with host families abroad we will agree with the partner schools a shared understanding of the safeguarding arrangements. Our Designated Safeguarding Lead will ensure the arrangements are sufficient to safeguard our pupils and will include ensuring pupils understand who to contact should an emergency occur or a situation arise which makes them feel uncomfortable. We will also make parents aware of these arrangements.

32.4.3 Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable.

32.5 Private fostering arrangements

32.5.1 A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. 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.

32.5.2 When a member of staff becomes aware that a pupil may be in a private fostering arrangement they will tell the DSL and the school will notify the local authority of the circumstances.

33 KeyStaff

Designated safeguard Leads	
Bishop's Primary School Tel: 01670 844323	Designated Safeguard Lead: Clare Marriott Clare.marriott@bishops.ncea.org.uk Deputy Designated Safeguard Leads: Anthony Wright anthony.wright@bishpos.ncea.org.uk Heidi Barnes Heidi.barnes@bishops.ncea.org.uk
Grace Darling Primary School Tel: 01670 812019	Designated Safeguard Leads: Sharon Cole sharon.cole@bishops.ncea.org.uk Nina McGrath nina.McGrath@bishops.ncea.org.uk Deputy Designated Safeguard Lead: Heather Fawcus Heather.Fawcus@bishops.ncea.org.uk
William Leech Primary School Tel: 01670 860267	Designated Safeguard Lead: Amy Thompson amy.Thompson@Bishops.ncea.org.uk
James Knott Primary School	Designated Safeguard Lead:

<p>Tel: 01670 813219</p>	<p>Caroline Mullen caroline.mullin@bishops.ncea.org.uk Deputy Designated Safeguarding Lead: Elsa Dean Elsa.Dean@bishops.ncea.org.uk</p>
<p>Thomas Bewick Primary School Tel: 01670 812075</p>	<p>Designated Safeguard Lead: Jess Williamson Jessica.williamson@bishops.ncea.org.uk Deputy Designated Lead: John McFarlane John.Mcfarlane@bishops.ncea.org.uk</p>
<p>Warkworth Primary School Tel: 01665 711 369</p>	<p>Designated Safeguard Lead Mrs Laura Ritson Laura.ritson@warkworth.ncea.org.uk Deputy Safeguard Lead: Mrs Pam Coils pam.coils@warkworth.ncea.org.uk</p>
<p>Castle School Tel: 01670 844322</p>	<p>Designated Safeguard Lead: Caroline Vardy Caroline.Vardy@castle.ncea.org.uk Deputy Designated Safeguard Lead Mrs Jo Easton Joanne.easton@castle.ncea.org.uk</p>
<p>Duke's Secondary School Tel: 01670 816111</p>	<p>Designated Safeguard Leads Mrs J Gadsby Jeanette.Gadsby@dukes.ncea.org.uk Mr B Line ben.line@dukes.ncea.org.uk</p> <p>Deputy Designated Safeguard Leads Amanda Young Amanda.Young@dukes.ncea.org.uk Dianne Graham Dianne.Graham@dukes.ncea.org.uk Mrs D Towers Danielle.Towers@dukes.ncea.org.uk</p>

Appendix 1 - Four categories of abuse

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated safeguarding lead. It is the responsibility of staff to report their concerns.

All staff should be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1 Physical abuse

Physical abuse is a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

1.1 Indicators of physical abuse

The following may be indicators of physical abuse:

- have bruises, bleeding, burns, bites, 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
- An injury that is not consistent with the account given
- Symptoms of drug or alcohol intoxication or poisoning
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

2 Emotional abuse

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

2.1 Indicators of emotional abuse

The following may be indicators of emotional abuse:

- The child consistently describes him/herself in negative ways
- Over-reaction to mistakes
- Delayed physical, mental or emotional development
- Inappropriate emotional responses, fantasies
- Self-harm
- drug or solvent abuse
- Running away
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis

3 Sexual abuse

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

3.1 Indicators of sexual abuse

The following may be indicators of sexual abuse:

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Aggressive behaviour including sexual harassment or molestation
- Reluctance to undress for PE or swimming
- Anal or vaginal discharge, soreness or scratching
- Bruises or scratches in the genital area
- Reluctance to go home
- Refusal to communicate
- Depression or withdrawal
- isolation from peer group
- Eating disorders, for example anorexia nervosa and bulimia
- self-harm
- substance abuse
- acquire gifts such as money or a mobile phone from new 'friends'

4 Neglect

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

4.1 Indicators of neglect

The following may be indicators of neglect:

- Constant hunger or stealing, scavenging and/or hoarding food
- Frequent tiredness
- Frequently dirty or unkempt
- Poor attendance or often late
- Poor concentration
- Illnesses or injuries that are left untreated
- Failure to achieve developmental milestones or to develop intellectually or socially
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings
- The child is left at home alone or with inappropriate carers

Appendix 2

Safeguarding During the Coronavirus (COVID-19) Outbreak

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

This Appendix will remain in place for 2021-22 and be reactivated in the event of a further national or localised school closure period for Covid-19.

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 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:

Designated safeguard Leads	
Bishop's Primary School Tel: 01670 844323	Designated Safeguard Lead: Clare Marriott Clare.marriott@bishops.ncea.org.uk Deputy Designated Safeguard Leads: Anthony Wright anthony.wright@bishpos.ncea.org.uk Heidi Barnes Heidi.barnes@bishops.ncea.org.uk
Grace Darling Primary School Tel: 01670 812019	Designated Safeguard Leads: Sharon Cole sharon.cole@bishops.ncea.org.uk Nina McGrath nina.McGrath@bishops.ncea.org.uk Deputy Designated Safeguard Lead: Heather Fawcus Heather.Fawcus@bishops.ncea.org.uk
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James Knott Primary School Tel: 01670 813219	Designated Safeguard Lead: Caroline Mullen caroline.mullin@bishops.ncea.org.uk Deputy Designated Safeguarding Lead: Elsa Dean Elsa.Dean@bishops.ncea.org.uk
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Duke's Secondary School Tel: 01670 816111	Designated Safeguard Leads Mrs J Gadsby Jeanette.Gadsby@dukes.ncea.org.uk Mr B Line ben.line@dukes.ncea.org.uk Deputy Designated Safeguard Leads Amanda Young Amanda.Young@dukes.ncea.org.uk Dianne Graham Dianne.Graham@dukes.ncea.org.uk Mrs D Towers Danielle.Towers@dukes.ncea.org.uk

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
- 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.

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 of 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 Trust Board and Local Governing Bodies 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 Carol Glasper Independent Reviewing Officer (LADO) Direct Line: 01670 623979 General Line: 01670 624888 Email: - Carol.glasper@northumberland.gov.uk

If necessary, the HR 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 142 & 143 of Keeping Children Safe in Education 2021. Details about how to make a referral to the Teaching Regulation Agency can be found on 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 electronic safeguard system