

QUEEN ELIZABETH HIGH SCHOOL & HEXHAM MIDDLE SCHOOL HARD FEDERATION GOVERNING BODY

CHILD PROTECTION POLICY

INTRODUCTION

Queen Elizabeth High School and Hexham Middle School fully recognise the responsibility they hold to have arrangements about safeguarding and promoting the welfare of children and young people.

RATIONALE

Queen Elizabeth High School and Hexham Middle School believe that pupils and students have a fundamental right to be protected from harm and that they cannot learn unless they feel secure. We also believe that all staff working in school have a right to personal support and guidance concerning the protection of pupils and students.

There are four main elements to our policy:

- 1. PREVENTION** through the teaching and pastoral support offered to pupils and students and the creation and maintenance of a whole school protective ethos.
- 2. PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse.
- 3. SUPPORT TO PUPILS and STUDENTS** who may have been abused.
- 4. SAFER RECRUITMENT AND MANAGING ALLEGATIONS AGAINST STAFF**

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, midday supervisors, secretaries as well as teachers can be the first point of disclosure for a child.

1. PREVENTION

- 1.1. We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. We will therefore raise awareness of child protection issues and equip children and young people with the skills to keep them safe. We have a strong commitment to inclusion. QEHS have mentors and staff in The Base; whilst at HMS teaching assistants and teachers with pastoral responsibility are available. There is also a Learning and support base at HMS. Such staffing is to support the emotional wellbeing of children and young people.
- 1.2. The school will therefore:
 - 1.2.1. establish and maintain an environment and positive ethos where children and young people feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
 - 1.2.2. ensure children and young people know that there are adults in the school whom they can approach if they are worried or in difficulty; at QEHS the co-located pastoral team, which comprises Pastoral Leaders, Mentors and Senior Deputy Headteacher, who is the designated person for Child Protection, are highlighted to students as the key people in school who support and listen to them. In addition, they have a tutor who they see daily. At HMS, the Form Teacher, Head of Key stage and Deputy Headteacher.

- 1.2.3. include in the curriculum, activities and opportunities for PSHE which equip children and young people with the skills they need to stay safe from abuse and to know to whom to turn for help;
- 1.2.4. include, in the curriculum, material which will help children and young people develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills, the latter being part of the PSHE programme at QEHS.

2. PROCEDURES

- 2.1. We will follow the procedures set out in Inter-agency Procedures produced by the Northumberland Safeguarding Children Board, (NSCB) [Northumberland Safeguarding Children Board website](#) and in [‘Working Together’ 2015](#)
- 2.2. Dealing with child protection referrals in QEHS and HMS – specific procedures for staff responding to a concern

- 2.2.1. Any concerns about the safety of children/young people should be reported to the designated safeguarding Lead (Diane Harris at QEHS or Amanda Frankish at HMS) or Deputy Safeguarding Lead (Emmerson Brown at QEHS, Paul Freeman Myers at HMS)

If you have a concern:

ALWAYS

Share your concerns asap with the Designated Safeguarding Lead (DSL) or in their absence the Deputy DSL or another senior member of staff/Pastoral Leader. Share your concerns accurately, fact not opinion, what is seen, heard or told, who is present. Use forms CP1 and CP2 as appropriate. Make sure that these are fully completed, detailed, dated and signed (the forms are available on the shared area or from the DSLs). Use the child's own words even if they use words you would normally never use.

NEVER

Discuss concerns with the parents/carers without taking advice from the DSL.

- 2.2.2. Following a discussion with you the DSL will make a decision whether or not to refer to children's social care (Tel 01434 603582). The DSL will inform you of the action taken. However; if you are unhappy with the response from the DSL be persistent until you are satisfied, ask for the reasons for the proposed actions and refer to another senior member of staff if you feel necessary.
- 2.2.3. The DSL will then file all the paperwork ensuring every Child Protection case has an individual file stored securely with regards to your interaction with the child or young person.

Dos	Don'ts
✓ If you can't communicate with the child, find someone who can as soon as possible	X Promise confidentiality
✓ Reassure the child they are not to blame and have done the right thing in telling	X Be judgmental or show disbelief, anger, disgust
✓ React calmly – keep responses short, simple and gentle	X Ask direct questions or probe
✓ Be aware of non-verbal messages	X Become unnecessarily involved
✓ Listen carefully	X Over-dramatise or minimise
✓ Inform child what will happen next – be honest	X Criticise the alleged perpetrator
✓ Take their word – they rarely lie	X Tell the child they should have told sooner
✓ Promise support	X End the conversation abruptly or stop a child who is freely recalling events

2.3. The school will (in accordance with the Education Act 2002 and [Keeping Children Safe in Education \(2015\)](#)):

- 2.3.1. ensure it has a designated senior member of staff (Diane Harris, Senior Deputy Headteacher, QEHS; Amanda Frankish, Deputy Headteacher, HMS) who has undertaken appropriate training. The training should be updated every two years. There are contingency arrangements should the designated member of staff not be available. When the designated person is not in school then Emerson Brown, Pastoral Leader, (QEHS)/Paul Freeman Myers (Head of KS3) (HMS) will assume this role.
- 2.3.2. recognise the importance of the role of the designated person and arrange support and training. Multi-agency training is also undertaken by the designated person and other key members of staff.

QEHS and HMS have CP training registers which ensures timely refresher training for all staff on a three yearly basis. CP training forms part of the new staff induction programme.

A useful reference: The Child Protection and Safeguarding Handbook for Schools.
(copy held by Di Harris, QEHS; and Amanda Frankish, HMS)

- 2.3.3. ensure every member of staff (including temporary and supply staff and volunteers, and on-site contracted services) and every governor knows:
 - the name of the designated person and her/his role
 - that they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the NSCB procedures
 - where the school's Child Protection Procedures and the NSCB procedures are located. At QEHS and HMS, the CP policy is on the school websites. A hard copy is available in the staffroom and Hydro office at QEHS; at HMS a hard copy is available in the main office. Staff can access NSCB procedures using the following link: [Northumberland Safeguarding Children Board website](#). The specific NSCB procedures are also on shared pastoral documents for use by key staff at QEHS and HMS.
 - ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on our website and in the parents' guide;
- 2.3.4. provide training for all staff from the point of their induction, and updated every three years at a minimum, so that they know:
 - their personal responsibility,
 - the NSCB procedures,
 - the need to be vigilant in identifying signs of abuse
 - how to support and to respond to a child or young person who tells of abuse

All staff are provided with a link to '[Keeping Children Safe in Education: Information for all School and College Staff](#)' (July 2015). Staff are asked to read Part One and send a read receipt indicating they have read and understood the document. In addition they are provided with a link to the document '[What to do if you are worried a child is being abused](#)' (March 2015). Again a read/understood receipt is requested and recorded. At

QEHS, Diane Harris, designated person, and HMS, Amanda Frankish, Designated person, provides update training at least annually on a rolling programme for all staff. HMS staff are welcome to attend. Staff are also directed to Local Authority training or on-line training as an alternative.

- 2.3.5. undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this.
- 2.3.6. notify the local children's social care team if:
 - it should have to exclude a pupil or student who is subject to a Child Protection Plan (whether fixed term or permanently)
 - if there is an unexplained absence of a pupil or student who is subject to a Child Protection Plan of more than two days duration from school (or one day following a weekend); (or as agreed as part of any child protection or core group plan)
- 2.3.7. work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial child protection conferences, core groups and child protection review conferences;
- 2.3.8. keep clear detailed written records of concerns about children and young people (noting the date, event and action taken), even where there is no need to refer the matter to the locality team immediately;
- 2.3.9. ensure all records are kept secure and in locked locations;
- 2.3.10. ensure that all staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and young people and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed [whistle blowing policies](#). At QEHS and HMS visitor badges contain information about child protection procedures for immediate reference should an issue arise.
- 2.3.11. ensure supply teachers and visitors e.g. visiting speakers, to the school are made aware of child protection procedures via the school's receptionist as appropriate on arrival. They will be told to report concerns to reception or teacher organising the visit who will pass on the concerns **immediately** to Diane Harris (QEHS); Amanda Frankish (HMS).

3. SUPPORTING THE STUDENT AT RISK

- 3.1. We recognise that children/young people who are abused or witness violence may find it difficult to develop a sense of self-worth and may not see the world as a safe place or see adults as people they can trust. They may feel helplessness, humiliation and some sense of self-blame. We are aware some young people may self harm and we follow the NSCB self harm pathways document advice for support.
- 3.2. The schools may be the only stable, secure and predictable element in the lives of children/young people at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
 - 3.2.1. We recognise that some children/young people actually adopt abusive behaviours and that these young people must be referred on for appropriate support and intervention and will need to support them in accordance with his/her agreed child protection plan. Outside agencies used include the Locality Inclusion Support Team (LIST) which includes the work of the Education Welfare Service, Behaviour Support and the Educational

- 3.3. The school will endeavour to support the pupil/student through:
- 3.3.1. the content of the curriculum to encourage self-esteem and self motivation (see section 2)
 - 3.3.2. the school ethos which (i) promotes a positive, supportive and secure environment (ii) gives students a sense of being valued (see section 2)
 - 3.3.3. the school's behaviour policy is aimed at supporting vulnerable students in the school. All staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child/young person but does not damage the pupil's/student's sense of self worth. The school will endeavour to ensure that the pupil/student knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse that has occurred. [see Behaviour Policy]
 - 3.3.4. liaison with other services which support the pupil/student such as targeted support services, CYPS, the Locality Inclusion Support Team (LIST) which includes the Educational Psychology Service, Behaviour Support and the Education Welfare Service; local Children's Social Care teams, school health etc. There are regular multi-agency meetings in both schools to ensure a consistent, co-ordinated approach.
 - 3.3.5. a commitment to develop productive and supportive relationships.
 - 3.3.6. recognition that children/young people living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.
 - 3.3.7. vigilantly monitoring children's/young people's welfare, keeping records and notifying the local Children's Services social care team **as soon as there is a concern.**
 - 3.3.8. transferring information of a pupil/student subject to a Child Protection Plan to a new school immediately should that child leave the school. This will be done under separate cover to any main file and receipts received confirming the transfer.

4. ENSURING SUITABILITY OF ADULTS WORKING WITH CHILDREN

- 4.1. **Compliance with the [Disclosure and Barring Service 2012](#)** (previously Vetting and Barring Scheme 2009)
- 4.2. The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.3. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils/students and parents.
- 4.4. The school will ensure that staff and volunteers are aware that sexual relationships with pupils/students aged under 18 are unlawful and will be referred to the Police and LADO for investigation (Sexual Offences Act 2003). Staff should also refer to the [Code of Conduct](#) which emphasises staff are in a 'position of trust'.

- 4.5. The school will promote an e-safety policy and when appropriate seek guidance and support from the Local Authority e-safety officer (John Devlin).
- 4.6. The school will promote responsible use of social networking sites by education staff. Please refer to [Northumberland Safeguarding Board E-SAFETY – SOCIAL MEDIA](#) (Safer Working Practices for Adults) and the staff [Code of Conduct](#).
- 4.7. For advice on dealing with indecent or potentially illegal images of students please see Appendix G

It should be noted that if we as a school have any concerns about an existing staff members suitability to work with children or learners we will carry out all relevant checks as if the person were a new member of staff (following Ofsted Safeguarding Guidance)

OTHER RELEVANT POLICIES

4.8. Physical Intervention

- 4.8.1. Our policy on physical intervention by staff is set out in a separate document, is reviewed annually by the governing body, and is influenced by the DfE publication '[Use of reasonable force 2013](#)'. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal force necessary to prevent injury to another person.
- 4.8.2. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

As set out in the Behaviour Policy – Section 14 – The Use of Reasonable Force and in the Use of Reasonable Force Policy

4.9. Anti-Bullying

Our policy on anti-bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

4.10. Racist Incidents

Our policy on racist incidents is set out in a separate document (Equality Policy Statement) and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

4.11. Health & Safety

Our Health & Safety policy is set out in a separate document, and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children/young people both within the school environment and when away from the school when undertaking school trips and visits.

4.12. Children with additional needs

We recognise that statistically children/young people with behavioural difficulties and disabilities are vulnerable to abuse. This is something we recognise and endeavour to provide support via the staff who get to know these pupils/students well. School staff who deal with children/young people with profound and multiple disabilities, cerebral palsy, sensory

impairment and or emotional and behaviour difficulties are particularly sensitive to signs of abuse.

4.13. Confidentiality and information sharing

- 4.13.1. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, staff will seek advice from a senior manager or outside agency as required. We follow information sharing protocols – see Information Sharing Guidance and we follow the seven golden rules for information sharing <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- 4.13.2. The Executive Headteacher or designated person will disclose any information about a pupil/student to other members of staff on a need to know basis only.
- 4.13.3. **All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children/young people.**
- 4.13.4. All staff must be aware that they cannot promise a child/young person or an adult to keep secrets/confidences/disclosures. (see QEHS Confidentiality Policy and Information Sharing Guidance)

5. GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES

- 5.1. The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children/young people.
- 5.2. It will:
 - 5.2.1. designate a governor – Jonathan Holmes - for child protection who will oversee the schools' child protection policy and practice and champion child protection issues. He will also be the lead contact for Ofsted for Safeguarding Issues.
 - 5.2.2. ensure an annual report is made to the governing body, on child protection matters to include changes affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum;
 - 5.2.3. ensure that this policy is annually updated and reviewed
- 5.3. If the governing body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for child protection as written in this policy shall apply.
- 5.4. Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding young people and child protection and there are arrangements to liaise with the school on these matters where appropriate.
- 5.5. If another organisation uses the school premises as part of a letting arrangement then the school will require copies of that organisation's child protection procedures before the letting commences.

Missing from Education

To view Northumberland County Council's policy on reducing the risk of children going missing from education please see Appendix F.

A monthly return of concerns and students n part timetables is made to the local authority. In addition if there are concerns within the month the designated person makes direct contact with the local authority.

Promoting E-safety in Northumberland Schools

Our e-safety policy is set out in a separate document. It reflects the serious consideration we give to the protection of our pupils/students within the school environment and how we raise their awareness regarding e-safety risks. Comprehensive information about e-safety is available on Northumberland County Councils [safeguarding area](#) in the section “Helping children stay safe online”.

Our designated members of staff with responsibility for Child Protection issues are:

Queen Elizabeth High School

- Diane Harris, Senior Deputy Headteacher
- Emerson Brown, Pastoral Leader

Hexham Middle School

- Amanda Frankish, Deputy Headteacher
- Paul Freeman Myers, Head of Key Stage 3

E-Safety

Our E-Safety Co-ordinator across the Federation is Peter Elliott, Assistant Headteacher.

Safer Recruitment and Selection on-line training

One member of the selection panel for staff appointments must have completed either the on-line or face-to-face safer recruitment training.

Safer Recruitment and Selection training completed via course run by NCC at Choppington Welfare on 20 October 2014

Andrew Byers, Head of School, QEHS

Judith Minto, Head of School, HMS

Di Harris, Senior Deputy Headteacher, QEHS

James Andriot, Deputy Headteacher, QEHS (training completed June 2015)

Named Child Sexual Exploitation (CSE) trained persons:

Di Harris, Senior Deputy Headteacher, QEHS

Amanda Frankish, Deputy Headteacher, HMS

APPENDICES

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Appendix A

1) PREVENTION – QUEEN ELIZABETH HIGH SCHOOL

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

Our school aim to provide an environment in which:

- Students are treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between students and between students and staff, instead of relying on a long list of rules we seek to achieve an atmosphere of mutual respect where working together and consideration for others is paramount.
- Within the school environment we aim to ensure students feel happy and secure and feel their views and opinions are valued. Students are encouraged to talk and know they will be listened to.

Our school manages this by:

- Ensuring the pastoral system works effectively; and encouraging Pastoral Leaders, mentors and tutors to develop positive relationships with students in their care, the aim being to be available for support and to listen whenever a student needs it.
- Ensuring CPD of all staff in the various aspects of their work.
- Having active year and school councils where students are encouraged to put forward their views and opinions.
- Undertaking student attitude surveys.
- Use of Young People's Health Project.
- Use of the School Health Advisors
- Use of peer mentor schemes.
- Fostering positive relationships with parents, working in partnership with them.

We provide support and guidance to students so that they have access to a range of appropriate adults who they feel confident to approach if they are experiencing difficulties. Each year group has a Pastoral Leader there are two learning mentors for Years 9, 10 and 11 and a sixth form learning mentor

In their planners, students have information about bullying and who can help if needed. A specific section is devoted to these issues. This is considered by students together with their tutors. Our PSHE programme also allows students to discuss issues - e.g., children's rights, bullying, e-safety, child sexual exploitation, radicalisation. We also have mentors, school health advisors and a Young People's Health Project where students can seek help should they need it. All students are made aware of this support via discussion with tutors, in assemblies, via their planners, the PSHE programme, posters around school etc.

We develop partnerships/positive working relationships with parents/carers so that they have an understanding of the school's statutory responsibility to ensure the welfare and safety of all students, which includes referrals to local Children's Social Care teams in suspected child abuse cases.

We provide details of our responsibilities and actions we take in our parents' guide. Parents are made aware that our designated members of staff with responsibility for child protection issues are available at all parents' evenings.

We have positive multi-agency links to ensure effective and appropriate referrals.

We have close working relationships with:

- Children's Social Care – social workers
- School Health Advisor
- Children and Young People's Service (Chad House) CYPS
- Education Welfare Service
- Educational Psychologist
- Locality Inclusion Support Team (LIST) e.g. inclusion support workers, behaviour support teachers/workers
- Northumberland Adolescent Service
- Police
- Young People's Health Project.

Multi-agency meetings take place regularly to ensure a coherent system operates and appropriate intervention and referrals are made. Further meetings of a multi-disciplinary nature e.g. Early Help Assessment meetings take place as appropriate regarding students of concern and school representatives are always present at social care case conferences.

Training has taken place on numerous issues, e.g. in self harm, behaviour management, and solution focused work, anti bullying etc. We also use the services as a source of advice and can contact e.g. colleagues at CYPS/Children's Social Care, health services if we feel we need support.

A number of our staff have attended counselling courses and this good practice has been shared in school.

We ensure that our curriculum provides opportunities to students to help them to express feelings, be assertive, raise self-esteem, be safe, develop an awareness of potential risks to health and well being, and understand that they have an entitlement to say 'no' on occasions which make them feel uncomfortable. Students develop the skills they need to stay safe from abuse and to know to whom to turn to for help, and also develop realistic attitudes to the responsibilities of adult life. Within the curriculum, specifically in the PSHE programme, and in other lessons - e.g. drama, English, RE - students are provided with such opportunities. Life skills days focusing on various issues including sex and relationships education also take place annually.

All staff, teaching and support staff and other helpers and volunteers, receive guidance and/or training in child protection issues in order to ensure their vigilance in recognising abuse and appropriate procedures for dealing with it. All staff are provided with a leaflet for their planner annually to remind them of their responsibilities regarding CP. All new staff, NQTs and student teachers follow an induction programme. Child protection training is part of the programme. Refresher training is then provided on a three yearly basis.

2) PREVENTION – Hexham Middle School

We believe that helping our pupils to have high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. Creating an environment where pupils feel safe and valued also helps prevention.

Our school aim to provide an environment in which:

- Pupils are treated as individuals with particular needs and aspirations.
- We aim to develop positive relationships between pupils and between pupils and staff, we aim to achieve an atmosphere of mutual respect where working together and consideration for others underpins all we do.

- Within the school environment we aim to ensure pupils feel happy and secure and feel their views and opinions are valued. Staff know pupils at Hexham Middle School and they are encouraged to talk and know they will be listened to. Staff always make time for pupils in need.

Our school manages this by:

- Ensuring the pastoral system works effectively; and encouraging all staff from the office staff, tutors, subject staff, Heads of Key Stage and support staff to develop positive relationships with pupils in their care, the aim being to be available for support and to listen whenever a pupil needs it.
- Ensuring CPD of all staff in the various aspects of their work.
- Undertaking pupil surveys/ pupil panels
- Use of Young People's Health Project.
- Use of the School Health Advisors
- Use of mentoring schemes
- Fostering positive relationships with parents, working in partnership with them.

We provide support and guidance to pupils so that they have access to a range of appropriate adults who they feel confident to approach if they are experiencing difficulties.

Our PSHE programme also allows pupils to discuss issues - e.g., children's rights, bullying, e-safety, radicalisation

We develop partnerships/positive working relationships with parents/carers so that they have an understanding of the school's statutory responsibility to ensure the welfare and safety of all pupils, which includes referrals to local Children's Social Care teams in suspected child abuse cases.

We provide details of our responsibilities and actions we take in our parents' guide. Parents are made aware that our designated members of staff with responsibility for child protection issues are available at all parents' evenings.

We have positive multi-agency links to ensure effective and appropriate referrals.

We have close working relationships with:

- Children's Social Care – social workers
- School Health Advisor
- Children and Young People's Service (Chad House) CYPS
- Education Welfare Service
- Educational Psychologist
- Locality Inclusion Support Team (LIST) e.g. inclusion support workers, behaviour support teachers/workers
- Police

Multi-agency meetings take place regularly to ensure a coherent system operates and appropriate intervention and referrals are made. Further meetings of a multi-disciplinary nature e.g. Early Help Assessment meetings take place as appropriate regarding students of concern and school representatives are always present at social care case conferences.

Training has taken place on numerous issues, e.g. in self harm, behaviour management, and solution focused work, anti bullying, PREVENT, CSE etc. We also use the services as a source of advice and can contact e.g. colleagues at CYPS/Children's Social Care, health services if we feel we need support.

We ensure that our curriculum provides opportunities to pupils to help them to express feelings, be assertive, raise self-esteem, be safe, develop an awareness of potential risks to health and well being, and understand that they have an entitlement to say 'no' on occasions which make them feel uncomfortable. Pupils develop the skills they need to stay safe from abuse and to know to whom to turn to for help. Within the curriculum, specifically in the PSHE programme, and in other lessons - e.g. drama, English, RE - students are provided with such opportunities.

All staff, teaching and support staff and other helpers and volunteers, receive guidance and/or training in child protection issues in order to ensure their vigilance in recognising abuse and appropriate procedures for dealing with it. All staff are provided with a leaflet for their planner annually to remind them of their responsibilities regarding CP. All new staff, NQTs and student teachers follow an induction programme. Child protection training is part of the programme. Refresher training is then provided on a three yearly basis.

Appendix B

CATEGORIES OF ABUSE

The following categories of abuse are recognised for the purposes of a child protection plan. All staff should be aware of these categories and report any concerns to the designated person.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: 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.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs

Additional Forms of Abuse:

Child Sexual Exploitation: Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of Female Genital Mutilation (FGM), or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines , and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on 9 Regulation 12(1) of the Education (Pupil Registration) (England) Regulations 2006 12

FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

When mandatory reporting commences in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers¹⁰, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty will commence in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate.

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹¹. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard¹² to the need to prevent people from being drawn into terrorism”¹³. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally. The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. Channel School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

The designated person will ensure that all staff, through training and discussion, are familiar with the above categories including signs and symptoms for recognising possible abuse.

Staff are provided with a copy of/link to the document [‘What to do if you are worried a child is being abused’](#) (March 2015) as a reference document.

Easy to follow steps:

- Report any suspicious injury or suspect dialogue **no matter how small** to the designated person.
- In cases of disclosure **never** mention to parents what a student has disclosed before reporting to the designated person who in turn will contact Children's Social Care.
- **Never** investigate further or take action beyond that agreed in the procedures established by the Northumberland Safeguarding Children Board (NSCB).

Contacts

Advice Area	School Contact(s)
Discussion about a CP or child welfare referral	Through school to children's social care teams:  childrens social care locality teams - Oct 21
Advice on the operation of CP/Safeguarding Procedures , how to refer and where	Steve Day – Safeguarding Standards Manager & Principal Social Worker – 01670 624037 Or Independent Reviewing Officers 01670 623965
Lead roles in relation to responding to allegations against staff (including those not employed by school)	Chris O'Reilly – Local Authority Designated Officer (LADO) to deal with allegations against people who work with children (click on link to open info sheet and flow chart) – 01670 623979 Lynsey Willis (01670 623603) or Ian Harbottle (01670 623605) re school staff Hugh Cadwallader (01670 623126) for centrally employed education staff
CP Allegations relating to school transport	Chris O'Reilly LADO (01670 623979)
Model CP Policy for schools	Jane Walker (01670 622734)
Policy on use of restraint in schools	Chris Farley (01670 624184)
Recruitment and Selection/Vetting and Barring	Lynsey Willis /Ian Harbottle/Hugh Cadwallader
Co-ordination of Training Requirements for Designated staff (CP)	Anne Lambert (01670 623159)
MAPPA – Risk Management re individuals who may pose a risk to children	Patrick Boyle/MAPPA (01670 624035)
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker (01670 622734)
Children Missing from Education	Chris Farley (01670 624184)

Standards for Effective Child Protection Practice in Schools

A school should measure its standards with regard to safeguarding against the expectations of the Ofsted framework for the inspection of schools (section 5) and the arrangements of the Local Safeguarding Children's Board (LSCB).

In best practice, schools:

1. operate safe recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DfE guidance on safer recruitment, including the maintenance of a single central register of all staff (including volunteers) with DBS numbers and training record;
2. have an ethos in which children feel secure, their viewpoints are valued, and they are encouraged to talk and are listened to;
3. provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
4. work with parents to build an understanding of the school's responsibility to ensure the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
5. are vigilant in cases of suspected child abuse, recognising the signs and indicators, have clear procedures whereby teachers report such cases to senior staff and are aware of local procedures so that information is effectively passed on to the relevant professionals;
6. monitor children who have been identified as at risk, keeping, *in a secure place*, clear records of pupils' progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to case conferences and attending case conferences;
7. provide and support child protection training regularly to school staff every three years and in particular to designated teachers every two years to ensure their skills and expertise are up to date;
8. contribute to an inter-agency approach to child protection by developing effective and supportive liaison with other agencies;
9. use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, taking into account sex and relationships guidance.
10. provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the schools approach to bullying;
11. have a clear understanding of the various types of bullying - physical, verbal and indirect, and act promptly and firmly to combat it, making sure that pupils are aware of the schools position on this issue and who they can contact for support;
12. take particular care that pupils with additional needs in mainstream and special schools, who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are supported to express themselves to a member of staff with appropriate communicative skills;

13. have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance [Keeping Children Safe in Education \(2015\)](#):
14. have a written whole school policy, produced, owned and regularly reviewed by schools staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

Appendix E

Frequently Asked Questions

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

Tell the designated member of staff or headteacher.

If that is not possible, telephone Children's Services (Children's Social Care Locality Team) as quickly as possible. (In an emergency call 999 for the police)

What are my responsibilities for child protection?

To know the name of your designated member of staff for Child Protection and/or Looked After Children and who to contact if they are not available.

***To respond** appropriately to a child.*

***To report** to the Designated Person.*

***To record** your concerns 'Don't do nothing'.*

Can I go to find someone else to listen?

No. You should never stop a child/young person who is freely recalling significant events.

Can I promise to keep a secret?

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

Can I ask the child questions?

No. Nor can you make judgements or say anything about the alleged abuser; it may be construed as contriving responses.

*You **can** ask a child/young person to repeat a statement.*

Do I need to write down what was said?

Yes, as soon as possible, exactly what was said. (Date and signature)

Appendix F

Children who go missing from education



Revised Missing Out
- May 14.doc

Further information on a Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

All schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local Authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State)

Appendix G

Dealing with indecent or potentially illegal images of children



Appendix H

Dealing with allegations against people who work with children

What is a Local Authority Designated Officer or LADO?

The role of the LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2015 (chapter 2).

Appendix H.1 outlines the procedures for managing allegations against people who work with children, for example, those in a position of trust. Part 4 of 'Keeping Children Safe in Education' (2015) is also adhered to.

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.

The LADO 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.

The LADO co-ordinates information-sharing with the right people and will also monitor and track any investigation, with the aim to resolve it as quickly as possible – see flow chart below.

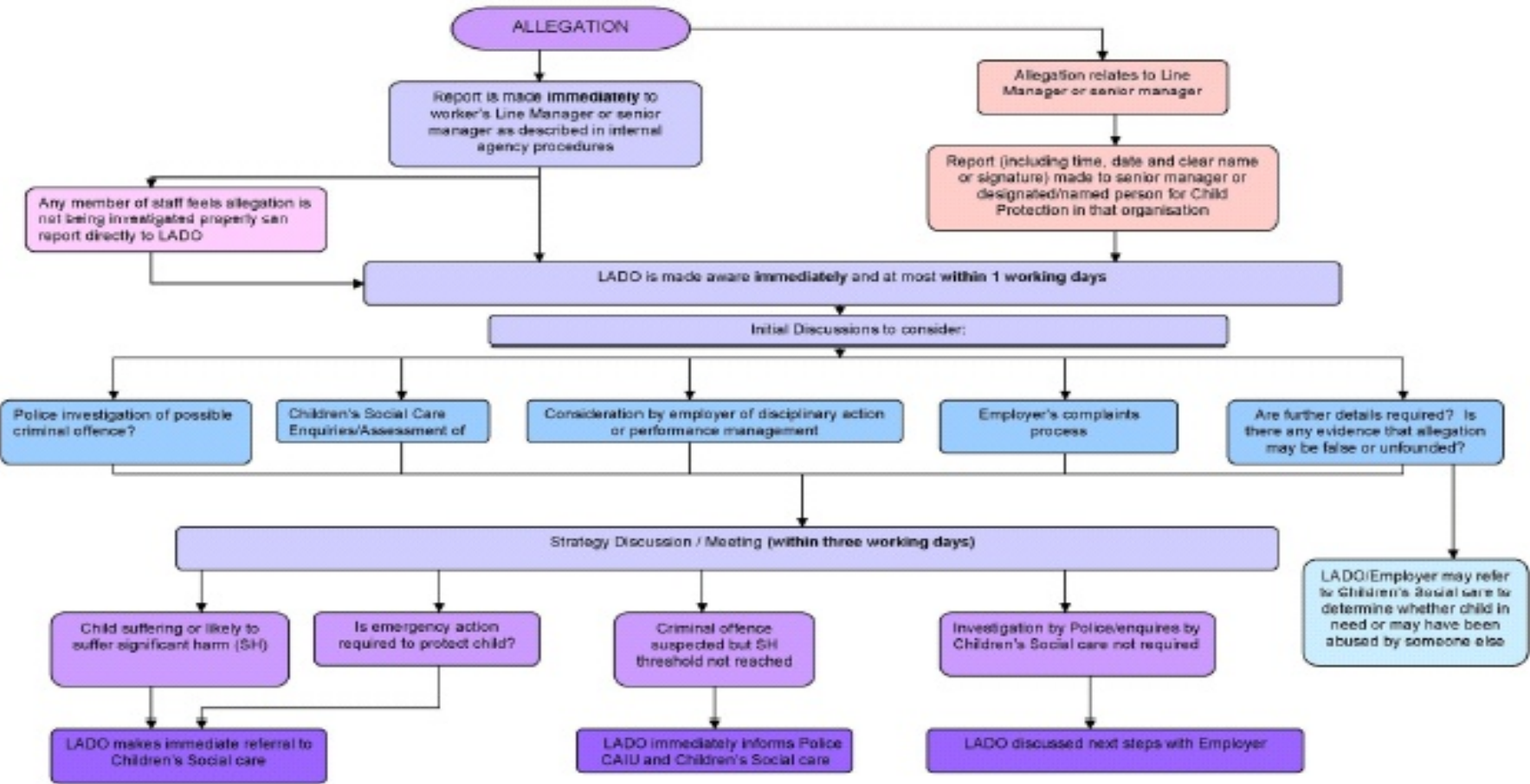
The LADO for Northumberland is **Chris O'Reilly**.

Chris can be contacted by email:

Chris.O'Reilly@northumberland.gcsx.gov.uk

or telephone 01670 623979

Dealing with allegations against people who work with children



Appendix I

Abuse by Children and Young People

We follow the Northumberland Safeguarding Children's Board guidance -

http://northumberlandscb.proceduresonline.com/chapters/p_abuse_child_yp.html

Appendix J

School Child Protection Files – a guide to good practice

Child protection file should include:

- Copy of referral form
- Minutes of strategy meetings
- Any written submission to a child protection conference/child protection plan review
- Minutes of child protection conference/child protection plan reviews
- Log of phone calls/contact with parent/carer and professionals

All safeguarding concerns raised with the Designated Person (whether or not they require referral to Children's Social Care) should be recorded. This should include any action taken by the member of staff raising the concern and also any action taken by the designated person (eg talking to child individually, contacting parents, taking advice from other professionals etc). These records should be kept, as with a child protection file, securely, separate to the child's main school file.

At the point of transfer to another school, child protection records should be transferred directly from DP to DP, separate to the child's main school file. A receipt will be obtained.

The main school file should have a 'flag' which shows that additional information is held by the DP.

Appendix K

CSE Further Information

Where there is a suspicion of CSE, the [NCC CSE risk assessment matrix](#) will be undertaken.

Appendix L

Further references

For further information, advice and guidance please visit the [Safeguarding](#) web area of the Northumberland County Council website.

Appendix M

Guidelines on the Prevent Strategy: Tackling Extremism & Radicalisation Guidelines 2015-2016

1. OUR COMMITMENT TO SAFEGUARDING

Queen Elizabeth High School and Hexham Middle School Hard Federation is fully committed to safeguarding and promoting the welfare of all its students. Every member of staff recognises that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. These guidelines on the implementation of the Prevent Strategy set out our beliefs, strategies and procedures to protect vulnerable individuals from being radicalised or exposed to

extremist views, by identifying who they are and promptly providing them with support, seeking support/ advice from external agencies where needed.

2. LINKS TO OTHER POLICIES

These guidelines are linked to other policies in the Federation:

- Child Protection and Safeguarding – these procedures and guidelines are an integral part of this policy
- Equality Guidelines
- Anti-bullying Policy
- Behaviour Policy
- E-Safety Policy.

The following national guidelines should also be read when working with these guidelines:

- PREVENT Strategy HM Government specifically the Prevent Duty Departmental advice for Schools and Childcare providers June 2015
- Keeping Children Safe in Education DfE 2015
- Working Together to Safeguard Children HM Government 2015.

3. AIMS AND PRINCIPLES

3.1 Queen Elizabeth High School and Hexham Middle School guidelines on the Prevent strategy are intended to provide a framework for dealing with issues relating to vulnerability, radicalisation and exposure to extreme views. We recognise that we are well placed to be able to identify safeguarding issues and these guidelines clearly set out how the school will deal with such incidents and identifies how the curriculum and ethos underpins our actions.

3.2 The objectives are that:

- All governors, teachers, LSAs and support staff will have an understanding of what radicalisation and extremism are and why we need to be vigilant in school.
- All governors, teachers, LSAs and support staff will know what the school guidance is on tackling extremism and radicalisation and will follow the guidance swiftly when issues arise.
- All pupils/students will understand the dangers of radicalisation and exposure to extremist views; building resilience against these and knowing what to do if they experience them.
- All parents/carers and students will know that the school has procedures in place to keep pupils safe from harm and that the school regularly reviews its systems to ensure they are appropriate and effective.

3.3 The main aims of these guidelines are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that we work alongside other professional bodies and agencies to ensure that our students are safe from harm.

4. DEFINITIONS AND INDICATORS – RISK ASSESSMENT

4.1 Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

4.2 Extremism is defined as the holding of extreme political or religious views.

4.3 There are a number of behaviours which may indicate a child/young person is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists including and importantly being in their company online.
- Changing their style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting to derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include:
 - o physical or verbal assault
 - o provocative behaviour
 - o damage to property
 - o derogatory name calling
 - o possession of prejudice-related materials
 - o prejudice related ridicule or name calling
 - o inappropriate forms of address
 - o refusal to co-operate
 - o attempts to recruit to prejudice-related organisations
 - o condoning or supporting violence towards others.

Staff are asked to be constantly vigilant to these indicators.

4.4 We constantly assess the risk of young people being drawn into terrorism, including support from extremist ideas. We follow our existing CP/Safeguarding policy. General Safeguarding Principles apply to keep young people safe from the risk of radicalisation, as set out in the relevant statutory guidance;

- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2015

5. PROCEDURES FOR REFERRALS

5.1 Although serious incidents involving radicalisation have not occurred at Queen Elizabeth High School and Hexham Middle School Hard Federation to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. (See Appendix M.1 – Dealing with referrals)

5.2 We believe that it is possible to intervene to protect people who are vulnerable. **Early intervention is vital** and staff must be aware of the established processes for front line professionals to refer concerns about individuals and/or groups. We must have the confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices based on the most up-to-date guidance and best practise.

5.3 Members of the Senior Leadership Team (SLT) are trained as Designated Safeguarding Lead (DSL) for Child Protection (Diane Harris, Senior Deputy Headteacher at Queen Elizabeth High School and Amanda Frankish Deputy Headteacher at Hexham Middle School) and E-Safety Co-ordinator (Pete Elliot, Assistant Head across the federation) and will deal swiftly with any referrals made by staff or with concerns reported by staff.

5.4 The Head of School (Andy Byers QEHS and Judith Minto HMS), Senior Deputy Headteacher (who is the Designated Safeguarding Lead)/ Deputy Head (who is the Designated Safeguarding Lead) and e-safety Coordinator (Assistant Head) where necessary will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed (see Appendix M.1 – Dealing with referrals)

5.5 As with any child protection referral, staff must be made aware that if they do not agree with a decision not to refer, they can make the referral themselves and will be given the contact details to do this via the policy on the school website.

5.6 Vulnerable Students and any links to specific risks of radicalisation/extremism will be discussed at our half termly multi agency meetings.

6. GOVERNORS, LEADERS AND STAFF

6.1 The Head of School, the DSL (QEHS Diane Harris, HMS Amanda Frankish) and Deputy DSL (QEHS Emerson Brown and at HMS Paul Freeman Myers) and all members of the SLT are aware of how to make referrals relating to extremism and radicalisation. In the unlikely event that no SLT members, none of the DS Leads or the Head of school are available, all staff know the channels by which to make safeguarding referrals via the policy on the school website.

6.2 Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student, or if they need to discuss specific young people whom they consider to be vulnerable to radicalisation or extremist views. Staff will undertake relevant training/briefings.

6.3 The Designated Safeguard Lead will work in conjunction with the Head of School, SLT, Pastoral Team and external agencies to decide the best course of action to address concerns which arise.

6.4 Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Queen Elizabeth High School and Hexham Middle School Hard Federation has procedures for dealing with prejudicial behaviour, as outlined in the Anti Bullying Policy and Equality Guidelines.

7. THE ROLE OF THE CURRICULUM

7.1 Our curriculum is “broad and balanced” it promotes respect, tolerance and diversity. Children/young people are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

7.2 Our PSHE provision is embedded within the curriculum both as a separate subject and across subject areas. British Values are reflected in many of our assemblies and they underpin the ethos of the school. It is recognised that young people with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils/students with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix M.3 – PSHE Curriculum Overview at QEHS and HMS in relation to this issue)

7.3 Pupils/students are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help report abuse if they are upset or concerned about anything they read or see on the internet.

7.4 Across the federation we are committed to promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

8. IT POLICY

All of our computers, including laptops, are monitored and filtered for causes of concern e.g. language usage that may be linked to terrorism/extremism, excessive use etc. Our Assistant Head responsible for e-safety undertakes detailed checks of reports on a weekly basis. Staff receive e-safety training and students have e-safety issues covered in PSHE and in assemblies.

All issues identified are followed up on an individual basis and are referred to the DSL if there are safeguarding concerns.

9. STAFF TRAINING

9.1 Through CPD opportunities in school, we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to radicalisation; are aware of the process of radicalisation and how this might be identified early on and are aware of how we can provide support as a school to ensure that our young people are resilient and able to resist involvement in radical or extreme activities. (See Appendix N – Staff training)

10. WORKING IN PARTNERSHIP

The prevent duty builds on existing local participants. Local Safeguarding Children's Boards (LSCBs) are responsible for coordinating what is done by local agencies for the purpose of safeguarding and promoting the welfare of children in their local area e.g. they guide us via their threshold documents. This will be applied to risk of radicalisation too. We will continue to work in partnership with our LSCB and our local children's services team (copies of the threshold document are held in school by the DSL and in the Pastoral Office, it is also available on the LSCB website).

We will also engage with parents/ families/ carers as they are in a key position to spot signs of radicalisation. We will assist and advise families who raise concerns and signpost them to the appropriate support mechanisms.

11. VISITORS AND THE USE OF SCHOOL PREMISES

11.1 If any member of staff wishes to invite a visitor in the school to work with pupil students in any capacity e.g. to deliver a lesson, talk or work with small groups, they must first complete a visitor request form (see Appendix M.4 – School Visitor Request Form). Only after written agreement from the Head of School can the visitor enter school and then they will be subject to safeguarding checks including DBS checks, where appropriate and photo identification. Children/Young people are NEVER left unsupervised with external visitors, regardless of safeguarding check outcomes. We will ensure that any messages communicated to pupils are consistent with the ethos of the school and do not marginalise any communities, groups or individuals.

11.2 Upon arriving at the school, all visitors including contractors, will read the child protection and safeguarding guidance and be made aware of who the DSLs are and how to report any concerns which they may experience. Every visitor is given this information as part of the signing in procedure. It forms part of the visitor badge.

11.3 If any agreement is made to allow non-school groups or organisations to use the premises, appropriate checks will be made before agreeing the contract. Usage will be monitored and in the event of any behaviour not in-keeping with these guidelines the school will follow its referral process and terminate contracts if appropriate.

12. ADDITIONAL MATERIALS

12.1 See Appendix M.2 for further reading

12.2 See Appendix M.5 Terrorist/Extremist Emblems and Symbols.

Appendix M.5 gives a list of emblems and symbols for staff reference. Staff are asked to report any concerns about student use of these directly to the DSL/Deputy DSL where appropriate. The DSLs will liaise with the e-safety coordinator.

11. Review of these Guidelines

11.1 The Queen Elizabeth High School and Hexham Middle School Hard Federation Guidelines on the Prevent Strategy will be reviewed annually as part of the overall Child Protection and Safeguarding policy review.

Appendix M.1 – Dealing with referrals

We are aware of the potential indicating factors that a child is vulnerable to being radicalised or exposed to extreme views, including peer pressure, influence from other people or the internet, bullying, crime and anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity, prejudicial behaviour and personal or political grievances.

In the event of prejudicial behaviour the following system will be followed:

- All incidents of prejudicial behaviour will be reported directly to the Senior Deputy Headteacher/ Deputy Headteacher who is the Designated Safeguarding Lead (DSL) or the Deputy DSL. In their absence they can be reported to the Assistant Head Pastoral at QEHS and the Head of School at HMS.
 - All incidents will be fully investigated and recorded in line with the Child Protection and Safeguarding Policy and the Anti Bullying/Behaviour Policy as appropriate and records will be kept in line with procedures for any other safeguarding incident.
 - Parents/carers will be contacted and the incident discussed in detail, aiming to identify motivating factors, any changes in circumstances at home, parental views of the incident and to assess whether the incident is serious enough to warrant a further referral. A note of this meeting is kept alongside the initial referral in the student's individual CP file.
 - The DSL in discussion with the Head of School follow-up any referrals for a period of four weeks after the incident to assess whether there is a change in behaviour and/or attitude. A further meeting with parents would be held if there is not a significant positive change in behaviour.
 - If deemed necessary, serious incidents will be discussed and referred to the local young people's social care team.
 - In the event of a referral relating to serious concerns about potential radicalisation or extremism, the school will also contact preventmailbox@northumbria.pnn.police.uk
 - We will also work with the Channel Programme and will refer as appropriate (this programme focuses on providing support at an early stage to people identified as being vulnerable to being drawn into terrorism). Ref: [Channel Duty Guidance HM Government 2015](#)
 - Local contacts will be used:
 - With concerns about staff and links to violent extremism we will contact the **Local Authority Designated Officer (LADO)**.
 - If concerns are about pupils or community members, we will contact: preventmailbox@northumbria.pnn.police.uk
- or one of the following local contacts:
- Michelle Redfern (4514) Community Engagement Officer, Blyth Police Station, Northumberland Area Command, Tel: 101 Ext 61954 Mobile: 07747758181 <http://www.northumbria.police.uk/>
 - Steve Fear, the County Council's Community Intelligence Manager, Stephen.Fear@northumberland.gcsx.gov.uk

Appendix M.2 - Additional materials (Available in from Diane Harris (DSL) and Amanda Frankish (DSL), on school website or by searching online)

School Policies/Guidelines:

- Safeguarding & Child Protection Policy
- Equality Guidelines
- Anti-Bullying Policy
- Behaviour Policy
- E-Safety Policy
- PREVENT Strategy HM Gov including:

- o How social media is used to encourage travel to Syria and Iraq – Briefing Note for schools DfE (July 2015)
- o The Prevent Duty – departmental advice for Schools and Childcare Providers (June 2015)
- o Prevent Guidance for England and Wales - 2015
- Keeping Children Safe in Education DfE 2015
- Working Together to Safeguard Children HM Gov 2015
- What to do if you've concerned a child is being abused (2015)
- Learning Together to be Safe: a Toolkit to Help Schools Contribute to the Prevention of Violent Extremism was published in 2008 by the Department for Children, Schools and Families (DCSF), a predecessor of the Department for Education.

Appendix M.3 – PSHE Curriculum Overview 11

We aim to:

To build a generation of young people who recognise and are able to challenge intolerance and prejudice we need to go beyond academic understanding: we need to support young people develop the self-esteem or confidence that enables them to apply their language, strategies and skills, recognising that confronting and challenging the prejudicial values, language and behaviour perhaps of their family, their peers and their community will be difficult.

The scheme of work is divided up into the following sessions:

- Session 1: Understanding genocide
- Session 2: How are we different, how are we the same?
- Session 3: Us and them: when 'differences' become more important than 'similarities'
- Session 4: Being a critical consumer of information
- Session 5: Being independent or going with the crowd
- Session 6: How to build a cohesive community



Tackling Extremism
and Radicalisation.do

At Hexham Middle School we allow pupils the opportunity to discuss difference and express their views across the curriculum. The list that follows is a flavour of what we do and is not exhaustive. This includes a KS3 weekly debating theme, pupils in KS3 English learning about the attack on the Twin Towers, Year 6 English have discussed the migrant crisis and the risk to the children involved in this situation. Assemblies allow pupils to opportunity to reflect on current issues. We are keen for pupils to express their feelings and fears and in that way we can challenge and reassure where necessary. Our teaching of British Values in terms of being aware of democracy, rule of law, individual liberty and mutual respect underpins all we do.

Visitor Request Form	
Name of staff member:	
Name of visitor:	
Organisation:	
Reason for visit:	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
.....	
Date of visit:	
Time of visit:	
Visit Approved	YES/NO
If you have any safeguarding concerns about the visitor please report these immediately to Diane Harris (Designated Safeguarding Lead), or to Emerson Brown (Deputy DSL) at QEHS Amanda Frankish (Designated Safeguarding Lead), or to Paul Freeman Myers (Deputy DSL) at HMS.	
Signed:	Head of School
Receptionist informed:	Yes/No

Radical Islamist



Al Aqsa Martyr's Brigade (Palestine/Israel)



Al Qaeda in the Mahgreb (N and NW Africa)



Al Qaeda in Iraq



Al – Shaabab (Somalia)



Muslim Brotherhood (Founded in Egypt)



Hezbollah (West Bank, Palestine/Israel)



Hamas – (Gaza Strip, Palestine/Israel)



Qu'ranic phrase, but regularly used by Al Qaeda



Al Qaeda in the Arabian Peninsula (Yemen etc)



Al Nusra Front (Syria)



Lashkar e Taiba – Kashmir conflict (Pakistan/India)

Extreme Right Wing



Celtic Cross, with WPWW label



White Power fist



Spider's web – used by racists who killed for 'the cause'



Nordic runic symbol



White Aryan Resistance



Ku Klux Klan (the tear representing Christ's sacrifice for the White Race)



Swastika – Nazi Germany



Triskele – '3 x 7's'.



that it looks like a Swastika – it is probably meant to.

Variants on Swastika. If your first thought is



Bolts – as used by Nazi Secret Police (SS)



Totenkopf 'Death's Head' symbol. SS branches



Neo-Nazi Christian Identity movement (USA)



National Action group (UK – new right wing group, that are specifically targeting young people at colleges/universities etc). Symbol is almost identical to that used by Hitler's storm-troopers – the S.A



Golden Dawn – Greek Far Right party

Various Acronyms of the Far Right

RAHOWA – Racial HOLY WAR

SWP – Supreme White Power (could also be the Socialist Workers Party.)

ZOG/JOG – Zionist or Jewish Occupied government

WPWW – White Power World Wide

Number Symbols

14 – The 14 Words – “*We must secure the existence of our people and a future for white children*”

88 – ‘Heil Hitler’ – 8th letter of alphabet. Could also refer to an 88 word extract from Hitler’s ‘Mein Kampf’

311 – 3 x 11’s (KKK – Ku Klux Klan)

4/20 – 20th April = Anniversary of Adolf Hitler’s birthday

18 – As in Combat 18. AH letters of alphabet = Adolf Hitler

28 – B&H = Blood and Honour. Oath of Nazi SS, and now Extreme Right Wing music scene.

Extreme Left Wing



Communist Hammer and Sickle, and 5 pointed star (often red or yellow)



Anti-Fascist movement (worldwide). Mix of Left wing/Anarchist



Red Army Faction (Formerly the Baader-Meinhof gang). Operated 1970-1998



Communist Combatant Cells (1980's)

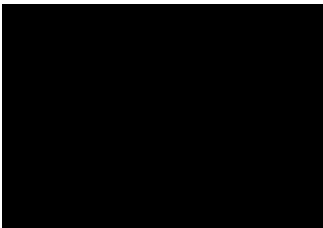


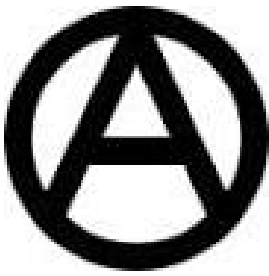
November 17th Movement (Greece)

Anarchism



Tend to be very simple design of black and/or red.





Animal Rights

*It should be noted that the below **animal rights** and **environmental** groups have advocated the use of direct action in support of their causes, which is likely to involve some criminal activity. However, much of their activity, and many of their supporters will be entirely law abiding.*

Some will consider their actions to be extreme, others will not.



Animal Liberation Front



Hunt Saboteurs Association



Stop Huntingdon Animal Cruelty

Environmental



Environmental and Animal Rights



Sea Shepherd Conservation Society



Earth liberation Front /Army

Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
WRAP (Workshop to Raise Awareness of Prevent)	Gill Finch (LA) Equalities Officer/WRAP Lead	All Staff	Updated for all staff during first half of Autumn half term each academic year
PREVENT Training for Managers	Local Authority	DSL/E-safety Lead	Annually for all staff first half of Autumn half term each academic year
Safer Recruitment Training	Local Authority	SLT and some governors	Refreshed on 3 year basis. Certificates held in school staff files and noted on CP policy
Safeguarding and Child Protection Training	Local Authority Ann Lambert	DSL and Deputy DSL, Lead Governors	Refreshed on 2 year basis for DSLs, refreshed fully every three years for all other staff. (DSL delivers Training) Certificates held in staff files
Safeguarding and Child Protection Training – (Dissemination)	DSL Diane Harris Amanda Frankish	All staff, governors, Support Staff	Repeated for all staff during first half of Autumn half term (Sept/ October training day, September CPD) each academic year and ongoing update briefings given in weekly staff meetings
Looked After Children	Local Authority	DP for Looked After Children	Refreshed on 2 year basis when courses are available
On line Training	Available to all staff NCC Learning Platform	All Staff	Staff directed to this training if they miss face to face opportunities in school/arrive mid year. Certificates requested from staff.

Regular updates are also given on key issues e.g. tackling discriminatory language, raising awareness of FGM, forced marriage, CSE.