

**HADRIAN LEARNING TRUST**  
**QUEEN ELIZABETH HIGH SCHOOL AND HEXHAM MIDDLE SCHOOL**

**SAFEGUARDING AND CHILD PROTECTION POLICY**

**UPDATED SEPTEMBER 2018**

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**SAFEGUARDING AND CHILD PROTECTION POLICY**

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**SAFEGUARDING AND CHILD PROTECTION POLICY**

**Child Protection - Key personnel**

**The designated safeguarding lead (DSL) for child protection at each school is:**

**QEHS:** - Richard Zabrocki

Contact details: email: [admin@gehs.net](mailto:admin@gehs.net); tel: 01434 610300

**HMS:** Amanda Frankish

Contact details: email: [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk); tel: 01434 602533

**The deputy designated safeguarding leads are:**

**QEHS:** Emerson Brown

**HMS:** Paul Freeman-Myers

**The designated persons for LAC are:**

**QEHS:** Richard Zabrocki

**HMS:** Amanda Frankish

**E-safety co-ordinators are**

**QEHS:** Dave Todd

**HMS:** Amanda Frankish

**The nominated child protection trustee for both schools is:** Kate Chaplin

Contact details:

**QEHS:** email: [admin@gehs.net](mailto:admin@gehs.net); tel: 01434 610300

**HMS:** email: [admin@hexhammiddle.org.uk](mailto:admin@hexhammiddle.org.uk); tel: 01434 602533

**The Executive Headteacher is:** Graeme Atkins

**The QEHS Head of School is:** James Andriot

## **1. Policy statement and principles**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students/pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support and protection.

The procedures contained in this policy apply to all staff, volunteers, visitors and Trustees and are consistent with those of the Local Safeguarding Children Board i.e. the Northumberland Safer Children's Board (NSCB).

Each school's safeguarding arrangements are inspected by Ofsted under the judgements for pastoral development, behaviour and welfare, and leadership and management.

This policy is available on each school's website and is available from the main school offices in hard copy format.

## 1.1 Policy principles

- Safeguarding our pupils and students and promoting their welfare is of paramount importance.
- A safely recruited, well-trained workforce that takes its safeguarding responsibilities seriously is an essential component of an effective safeguarding culture.
- Active oversight by the Trust Board via the monitoring and reporting back undertaken by the nominated Trustee and Executive Headteacher, will continue to ensure that each school's safeguarding arrangements are as they should be.
- This policy will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Students/pupils and staff involved in child protection issues will receive appropriate support.

## 1.2 Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities.
- To ensure consistent outstanding practice.
- To demonstrate each schools' commitment to child protection, to students/pupils, parents and other partners.
- To contribute to the schools' wider safeguarding responsibilities.

### **Key terminology**

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Safeguarding legislation and guidance

- Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. This applies to all schools, including academies.
- The **Teacher Standards 2012** state that teachers, including head teachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- The statutory guidance, **Working Together to Safeguarding Children 2015**, covers the legislative requirements and expectations on individual services (including schools and colleges) to

safeguard and promote the welfare of children. It also provides the framework for LSCBs to monitor the effectiveness of local services, including safeguarding arrangements in schools.

- The statutory guidance, **Keeping Children Safe in Education 2018**, is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units. 'School' includes maintained nursery schools. 'College' means further education colleges and sixth form colleges as established under the Further and Higher Education Act 1992. And relates to their responsibilities to children under the age of 18 (but excludes 16-19 academies and free schools, which are required to comply with relevant safeguarding legislation by virtue of their funding agreement). All staff must read and indicate they have understood (and sign to confirm this) Part One and Annex A of this guidance and staff can find a copy in the shared area. Annual, ongoing updates will ensure staff are able to discharge their safeguarding duties effectively
- **What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action and can be found in the shared area.

Due to their day-to-day contact with students/pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all school staff are alert to the signs of abuse and understand the procedures for reporting their concerns. The school will always act on identified concerns.

### 3. Key leadership and management roles and responsibilities

#### 3.1 The Designated Safeguarding Lead (DSL)

The role of the Designated Safeguarding Lead is outlined in [Annex B of Keeping Children Safe in Education 2018](#). The Designated Safeguarding Lead:

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, with updates every two years;
- acts as a source of support and expertise to the school community ;
- encourages a culture of listening to children and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs and young carers;
- has a working knowledge of NSCB procedures  
<http://northumberlandscb.proceduresonline.com/chapters/contents.html>;
- makes staff aware of NSCB training courses (all available through Learning Together <http://ncc.learningpool.com/>) and the latest policies and procedures on safeguarding;
- has an understanding of locally agreed processes for providing early help and intervention  
<http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentforms>;
- keeps detailed written records of all concerns, ensuring that such records are stored securely but kept separate from, the pupil's general file;
- refers cases of suspected abuse to children's social care or police as appropriate;
- notifies children's social care if a child with a child protection plan has unexplained absences;
- ensures that when a pupil leaves the school, their child protection file is passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. The pupil's social worker is also informed;

- attends and/or contributes to child protection conferences;
- coordinates the school's contribution to child protection plans;
- develops effective links with relevant statutory and voluntary agencies including the NSCB
- ensures that all staff sign to indicate that they have read and understood the child protection policy and staff code of conduct;
- ensures that the child protection policy and procedures are regularly reviewed and updated annually, working with Trustees regarding this;
- liaises with the nominated Trustee, Executive Headteacher and Head of School as appropriate;
- ensures that all staff and volunteers are appropriately trained;
- ensures that a record of staff attendance at child protection and safeguarding training is maintained;
- makes the child protection policy available publicly, on the school's website or by other means;
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made;

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

### **3.2 The deputy designated person(s):**

Is/are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the ongoing safety and protection of students/pupils. In the event of the long-term absence of the designated person, the deputy will assume all of the functions above.

### **3.3 The Executive Headteacher:**

- ensures that the Safeguarding and child protection policy and procedures are implemented and followed by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of students/pupils and attendance at strategy discussions and other necessary meetings;
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that students/pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online;
- ensures appropriate liaison with the LADO where an allegation is made against a member of staff;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

### **3.4 The Trust Board:**

The Trust Board adheres to its responsibilities specified in [Part Two of Keeping Children Safe in Education 2018](#). It ensures that each school:

- appoints a DSL for child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- ensures that the DSL role is explicit in the role holder's job description;
- has a child protection policy and procedures;
- has a staff code of conduct, which is made available publicly on the schools' websites;
- has procedures for dealing with allegations of abuse made against members of staff including allegations made against the head teacher and allegations against other children;
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations;
- ensures a training strategy that ensures all staff, including the head teacher, receive information about the schools' safeguarding arrangements, staff code of conduct and the role of the DSL on

induction, and appropriate child protection training, which is regularly updated in line with any requirements of the LSCB. The DSL receives face to face refresher training at two-yearly intervals with annual updates;

- ensures that all staff, including temporary staff and volunteers are provided with the schools' child protection policy and staff Code of Conduct;
- ensures that the school contributes to early help arrangements and inter agency working and plans;
- provides a coordinated offer of early help when additional needs of children are identified;
- considers how students/pupils may be taught about safeguarding, including online as part of a broad and balanced curriculum;
- ensures that the child's wishes are taken into account when determining action to be taken or services to be provided.

The Trust Board will nominate a Trustee (typically the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the head teacher.

It is the responsibility of the Trust Board to ensure that the schools' safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the local authority, the NSCB and national guidance.

An annual audit will be submitted, as required, to the local authority, including an action plan. Any identified weaknesses will be rectified without delay.

## **4. Staff - good practice guidelines and code of conduct**

To meet and maintain our responsibilities towards students/pupils we have agreed standards of good practice and a [code of conduct](#) for all staff.

### **4.1 Good practice**

This includes:

- treating all students/pupils with respect;
- setting a good example by conducting ourselves appropriately;
- involving students/pupils in decisions that affect them;
- encouraging positive, respectful and safe behaviour among students/pupils
- being a good listener;
- being alert to changes in students/pupils' behaviour and to signs of abuse, neglect and exploitation;
- recognising that challenging behaviour may be an indicator of abuse;
- reading and understanding the schools' child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact, sexual exploitation, extremism, e-safety and information-sharing;
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid;
- maintaining appropriate standards of conversation and interaction with and between; students/pupils and avoiding the use of sexualised or derogatory language;
- being aware that the personal and family circumstances and lifestyles of some students/pupils lead to an increased risk of abuse;
- applying the use of reasonable force only as a last resort and in compliance with school, national and NSCB procedures;
- referring all concerns about a pupil's safety and welfare to the DSL, or, if necessary directly to police or children's social care;
- following the schools' rules with regard to relationships with students/pupils and communication with students/pupils, including on social media.

## **4.2 Staff/pupil relationships**

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students/pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. Further guidance can be found in the [Code of Conduct](#) and [e-safety policy](#)

## **4.3 Abuse of position of trust**

All school staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students/pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The schools' [Code of Conduct](#) sets out our expectations of staff and a read and understood receipt is returned.

## **4.4 Staff training**

It is important that all staff receive training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern.

New staff and trustees will receive a briefing during their induction, which includes the schools' child protection policy and staff Code of Conduct, reporting and recording arrangements, and details for the DSL. All staff, including the head teacher (unless the head teacher is the DSL) and trustees will receive training that is regularly updated and the DSL will receive training updated at least every two years, including training in inter-agency procedures.

Supply staff and other visiting staff will be given relevant safeguarding information, which will be made available to them on their arrival

## **5. Helping children to keep themselves safe**

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 with the skills to keep them safe.

The school will therefore:

- establish and maintain an environment and positive ethos where children feel secure, supported and are encouraged to talk, are listened to, can learn, develop and feel valued;
- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;
- include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse, develop resilience and that they know to whom to turn for help.

## **6. Recognising abuse**

To ensure that our students/pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse may be committed by adult men or women and by other children and young people.

**Details of the definitions of the main categories of abuse are included in Appendix 1.**



## **7. Children who may be particularly vulnerable**

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions or child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur.

To ensure that all of our students/pupils receive equal protection, we will give special consideration to children who are:

- looked after
- disabled or have special educational needs
- young carers
- affected by parental substance misuse, domestic violence or parental mental health needs
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying
- living in temporary accommodation
- live transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- at risk of sexual exploitation
- do not have English as a first language
- at risk of female genital mutilation (FGM)
- at risk of forced marriage
- at risk of being drawn into extremism

This list provides examples of additionally vulnerable groups but is not exhaustive.

### **7.1 Children Missing from Education**

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL will monitor unauthorised absence and 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. Staff must be alert to signs of children at risk of travelling to conflict zones, female genital mutilation and forced marriage. The DfE's guidance on Children Missing Education is available at <https://www.gov.uk/government/publications/children-missing-education>

### **7.2 Children with special educational needs and disabilities**

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

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

### **7.3 Looked after and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe. Appropriate staff have information about a child's looked after legal status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated person for LAC 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.

### **7.4 Children/young people with sexually harmful behaviour**

Children/young people may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use each school's **anti-bullying procedures** where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to the DSL as soon as possible.

### **7.5 Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol, and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to child trafficking.

The school includes the risks of sexual exploitation at an age appropriate level in the PSHE and Relationship and Sex Education curriculum. A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation and all concerns are reported immediately to the DSL.

[http://northumberlandscb.proceduresonline.com/chapters/p\\_safeguarding\\_ex.html](http://northumberlandscb.proceduresonline.com/chapters/p_safeguarding_ex.html)

### **7.6 Honour based violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **7.7 Female Genital Mutilation**

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years imprisonment or a fine, or both.

See Appendix A for further details

[http://northumberlandscb.proceduresonline.com/chapters/p\\_fem\\_gen\\_mut.html](http://northumberlandscb.proceduresonline.com/chapters/p_fem_gen_mut.html)

## 7.8 Forced Marriage

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

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

*See Appendix A for further details*

[http://northumberlandscb.proceduresonline.com/chapters/p\\_force\\_marr.html](http://northumberlandscb.proceduresonline.com/chapters/p_force_marr.html)

## 7.9 Radicalisation and Extremism

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

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

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

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/380595/SMSC\\_Guidance\\_Maintained\\_Schools.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

*See Appendix A for further details*

[http://northumberlandscb.proceduresonline.com/chapters/p\\_safeg\\_viol.html](http://northumberlandscb.proceduresonline.com/chapters/p_safeg_viol.html)

Staff should refer to HLTs guidelines on Prevent Strategy (Appendix A1)

## 7.10 Private fostering arrangements

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. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

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

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

Where a member of staff becomes aware that a pupil may be in a private fostering arrangement they will raise this with the DSL and the school should notify the local authority of the circumstances.

[http://northumberlandscb.proceduresonline.com/chapters/p\\_childrn\\_away.html](http://northumberlandscb.proceduresonline.com/chapters/p_childrn_away.html)

## 7.11 Boarding Schools and Children's Homes

Research has shown that children can be particularly vulnerable in residential settings. All boarding schools and residential special schools comply with the National Minimum Standards for their particular setting and are appropriately inspected.

## 7.12 Bullying

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. Policy and procedures can be found on the website and referenced in student/pupil planners. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Head of School and the DSL will consider implementing child protection procedures.

## 7.13 Peer on Peer Abuse

Staff should be aware that safeguarding issues can manifest themselves as *peer on peer abuse*. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be aware of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.

Staff should also be aware of the different forms peer on peer abuse can take, such as: sexual violence and sexual harassment (the schools follow departmental advice); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting (the schools follow the sexting advice for schools and colleges produced by UKCCIS Education Group; and • initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". At our schools we believe that all children have the right to attend school and learn in a safe environment. Children should be free from harm from adults and other children. We recognise that some students/pupils will negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the schools behaviour policy.

Occasionally, allegations may be made against students/pupils by others in the school which are of a safeguarding nature. This could include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation, some of the following features will be found –

- the allegation is made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other students/pupils in school
- indicates that other students/pupils may have been affected by this student/pupil
- indicates that young people outside the school may have been affected by this behaviour

To support young people in this situation we will follow our usual safeguarding procedures ensuring all information is recorded and reported to the DSL, with particular reference being made to NSCB guidance on abuse by children and young people.

[http://northumberlandscb.proceduresonline.com/chapters/p\\_abuse\\_child\\_yp.html](http://northumberlandscb.proceduresonline.com/chapters/p_abuse_child_yp.html)

In cases of 'sexting' we will follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCIS) published in August 2016: 'Sexting in Schools and Colleges, responding to incidents and safeguarding young people

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.243\\_9\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_.PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.243_9_KG_NCA_Sexting_in_Schools_WEB_1_.PDF)

In cases of sexual violence and sexual harassment between children in school we follow the guidance contained in the DFE document (Dec17) ([sexual violence and sexual harassment between children in schools and colleges](#)).

The risk of peer on peer abuse will be minimised through the promotion of a culture of vigilance, a culture whereby pupils/students feel able to report concerns and the development of pupil/student empowerment via the teaching of relevant knowledge and skills within the PSHE programme.

## **8. Support for those involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

### **8.1 Impact of abuse**

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

### **8.2 Our approach**

We will support students/pupils, their families, and staff by:

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

## **9. Taking action**

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

### **9.1 Key points for staff to remember for taking action**

- Report your concern as soon as possible to the DSL, definitely by the end of the day.
- Do not start your own investigation.
- Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.
- Ensure you complete a written account which is signed and dated on appropriate paperwork (forms CP1 and CP2).
- Contact children's services directly or, if necessary call 999.
- Seek support for yourself if you are distressed.

## 9.2 If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed or their patterns of attendance may have altered. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns in a written format on CP1 and CP2. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

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

<http://www.northumberland.gov.uk/Children/Family/Support.aspx#earlyhelpassessmentforms>

## 9.3 If a pupil discloses to you

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the students/pupils, staff will:

- allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- 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 be afraid of silences – staff must remember how hard this must be for the pupil;
- **under no circumstances** ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this;
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on and explain to whom and why;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had

told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;

- tell the pupil what will happen next. The pupil may agree to go to see the designated senior person. Otherwise let them know that someone will come to see them before the end of the day.
- report verbally to the DSL even if the child has promised to do it by themselves;
- write up their conversation as soon as possible on the appropriate paperwork (CP1 and CP2) and hand it to the designated person;
- seek support if they feel distressed.

## 9.4 Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from children's social care.

## 9.5 Referral to children's social care

- **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.
- In most circumstances staff should refer concerns to the DSL who will then take appropriate action, however any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.
- The DSL should keep relevant staff informed about actions taken, they do not need to share all information but staff must be confident their concerns have been actioned

## 9.6 Confidentiality and sharing information

All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff should only discuss concerns with the Designated Safeguarding Lead or the Deputy DSL, Executive Headteacher, Head of School or Chair of Trustees (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in school had failed to act upon concerns raised by staff, [\*Keeping Children Safe in Education \(2018\)\*](#) emphasises that **any** member of staff can contact children's social care if they are concerned about a child.

Child protection information will be stored and handled in line with the Data Protection Act 1998. Information sharing is guided by the following principles. The information is:

- necessary and proportionate
- relevant
- adequate
- accurate
- timely
- secure

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

Child Protection recording forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.

Every effort will be made to prevent unauthorised access, and sensitive information should not routinely be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

The DSL will normally obtain consent from the pupil and/or parents to share sensitive information within the school or with outside agencies. Where there is good reason to do so, the DSL may share information *without* consent, and will record the reason for not obtaining consent.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the head teacher or DSL.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

### **9.7 The child's wishes**

Where there is a safeguarding concern, trustees, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at their heart.

### **9.8 Reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, they may also share information directly with children's social care, police or the NSPCC if:

- the situation is an emergency and the designated senior person, their deputy, the head teacher and the chair of governors are all unavailable
- they are convinced that a direct report is the only way to ensure the pupil's safety
- for any other reason they make a judgement that direct referral is in the best interests of the child.

## **10. Allegations against staff**

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

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

Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. In the event of suspension the school will provide support and a named contact for the member of staff including external counselling details.



The full procedures for dealing with allegations against staff can be found on p49-60 of [Keeping Children Safe in Education \(DfE, 2018\)](#) which the schools will follow. Also see the LADO flow chart in Appendix I and [http://northumberlandlscb.proceduresonline.com/chapters/p\\_alleg\\_sup.html](http://northumberlandlscb.proceduresonline.com/chapters/p_alleg_sup.html).

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school, or historical allegations will be reported to the police.

## **11. Whistle blowing if you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The schools' [whistleblowing policy](#), enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Executive Headteacher. Complaints about the Executive Headteacher should be reported to the Chair of the Trust Board.

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. The DSL will also be available to support staff in this situation.

## **12. Complaints procedure**

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Complaints are managed by senior staff, the head teacher and trustees. An explanation of the complaints procedure is available on the schools' websites. Complaints from staff are dealt with under the schools' complaints and disciplinary and grievance procedures.

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

## **13. Safe recruitment**

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in [Keeping Children Safe in Education \(2018\)](#) and the schools' Safer Recruitment Procedures

At least one member of each recruitment panel will have attended safer recruitment training.

All new members of staff will undergo an induction that includes familiarisation with the schools' child protection policy and staff behaviour policy and identification of their child protection training needs.

All staff sign to confirm they have received, read and understood a copy of the child protection policy and staff Code of Conduct and have read and understood Keeping Children Safe in education (Part 1) and Annex A.

The school obtains written confirmation from supply agencies or third party organisations that agency staff or other individuals who may work in the school have been appropriately checked.

Trainee teachers will be checked either by the school or by the training provider, from whom written confirmation will be obtained.

The school maintains a single central record of recruitment checks undertaken.

### **13.1 Regulated Activity**

Schools are 'specified places' which means that the majority of staff and volunteers will be engaged in regulated activity. A fuller explanation of regulated activity can be found in [Keeping Children Safe in Education \(2018\)](#) part three.

### **13.2 Volunteers**

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

### **13.3 Supervised volunteers**

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

### **13.4 Contractors**

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

### **13.5 Visitors**

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

## **14. e-Safety**

Our students/pupils increasingly use electronic equipment on a daily basis to access the internet and share content and images via social networking sites including Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Unfortunately some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and emails, to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Students/pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

The schools' [e-safety policy](#), explains how we try to keep students/pupils safe in school and protect and educate students/pupils in the safe use of technology. Cyberbullying and sexting by students/pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our child protection procedures and may involve referral to the police.

*For rules for students/pupils on site usage in school please refer to the [e-safety policy](#) and [ICT acceptable use policy](#).*

All staff receive e-safety training appropriate to their role.

## 15. Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect students/pupils we will:

- seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- use only the pupil's first name with an image
- ensure students/pupils are appropriately dressed
- encourage students/pupils to tell us if they are worried about any photographs that are taken of them.

## 16. Work Experience

The school has detailed procedures to safeguard students/pupils undertaking work experience, including arrangements for checking people who provide placements and supervise students/pupils on work experience which are in accordance with the guidance in [Keeping Children Safe in Education \(2018\)](#)

## 17. Children staying with host families

The school may make arrangements for students/pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in [Keeping Children Safe in Education \(2018\)](#), to ensure that hosting arrangements are as safe as possible.

Some overseas students/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

## 18. Extended school and off-site arrangements

All extended and off site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place.

When our students/pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

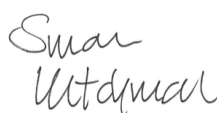
This policy was updated and approved on DATE and will be reviewed annually

Signed by

Executive Head teacher:



Chair of Trust Board:



## APPENDICES

<b>APPENDIX A</b>	Types and indicators of abuse and other harmful behaviour
<b>APPENDIX B</b>	LA and NSCB contacts
<b>APPENDIX C</b>	School Paperwork for recording and reporting concerns
<b>APPENDIX D</b>	Suggested NSCB flowchart for raising safeguarding concerns about a child
<b>APPENDIX E</b>	Standards for effective child protection practice in schools
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<b>APPENDIX K</b>	Guidelines on the Prevent Strategy
<b>APPENDIX L</b>	Staff safeguarding training

## APPENDIX A Types and indicators of abuse

### Types of abuse

#### 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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### 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.

#### 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 (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

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 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.

### Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide

injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated senior person.

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

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

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

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

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

**It is very important that staff report their concerns – they do not need ‘absolute proof’ that the child is at risk.**

## **Honour based violence**

So-called ‘honour-based’ violence (HBV) encompasses crimes which have been committed 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. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## **Indicators**

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges) Handling case of forced marriage.

## **Female genital mutilation**

<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-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.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, 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 students/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. Information on when and how to make a report can be found at Mandatory reporting of female genital mutilation procedural information.

Teachers **must** personally 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 also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

## **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. 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. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some

communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmu@fco.gov.uk](mailto:fmu@fco.gov.uk) and more information can be accessed using the following link

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MU\\_LTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MU_LTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

## **Recognising Extremism**

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others



## APPENDIX B LA AND NSCB CONTACTS

Advice Area	Contact
<p>Discussion about a CP or child welfare referral and advice on the operation of CP/Safeguarding Procedures , how to refer and where</p> <p>The following link will provide a map to show the locality office boundaries</p> <p><a href="http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/Social-Care-Team-Boundaries-2016-w-Key.png">http://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/Safeguarding/Social-Care-Team-Boundaries-2016-w-Key.png</a></p>	<p><b>Children's social care teams</b></p> <p>Central Locality Ashington - 01670 536000</p> <p>North Locality Alnwick and Berwick - 01670 629400</p> <p>South East Locality Blyth and Cramlington - 01670 629600</p> <p>West Locality Hexham - 01434 611499</p> <p>Disabled Children Team - 01670 516131</p> <p>16+ Team - 01670 852225</p>
Allegations against people working with children	Adam Hall (LADO) 01670 623979
Queries in relation to the model CP policy for schools or related guidance	Carol Leckie 01670 622720
HR advice for schools	Wendy Stewart 01670 623126
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 01670 624035
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	<p>Jane Walker 01670 622734</p> <p>Or Carol Leckie 01670 622720</p>

## Appendix C - School Paperwork for recording concerns

### QEHS



Child Protection  
Recording Form CP1.



Child Protection  
Disclosure Form CP2.

### HMS

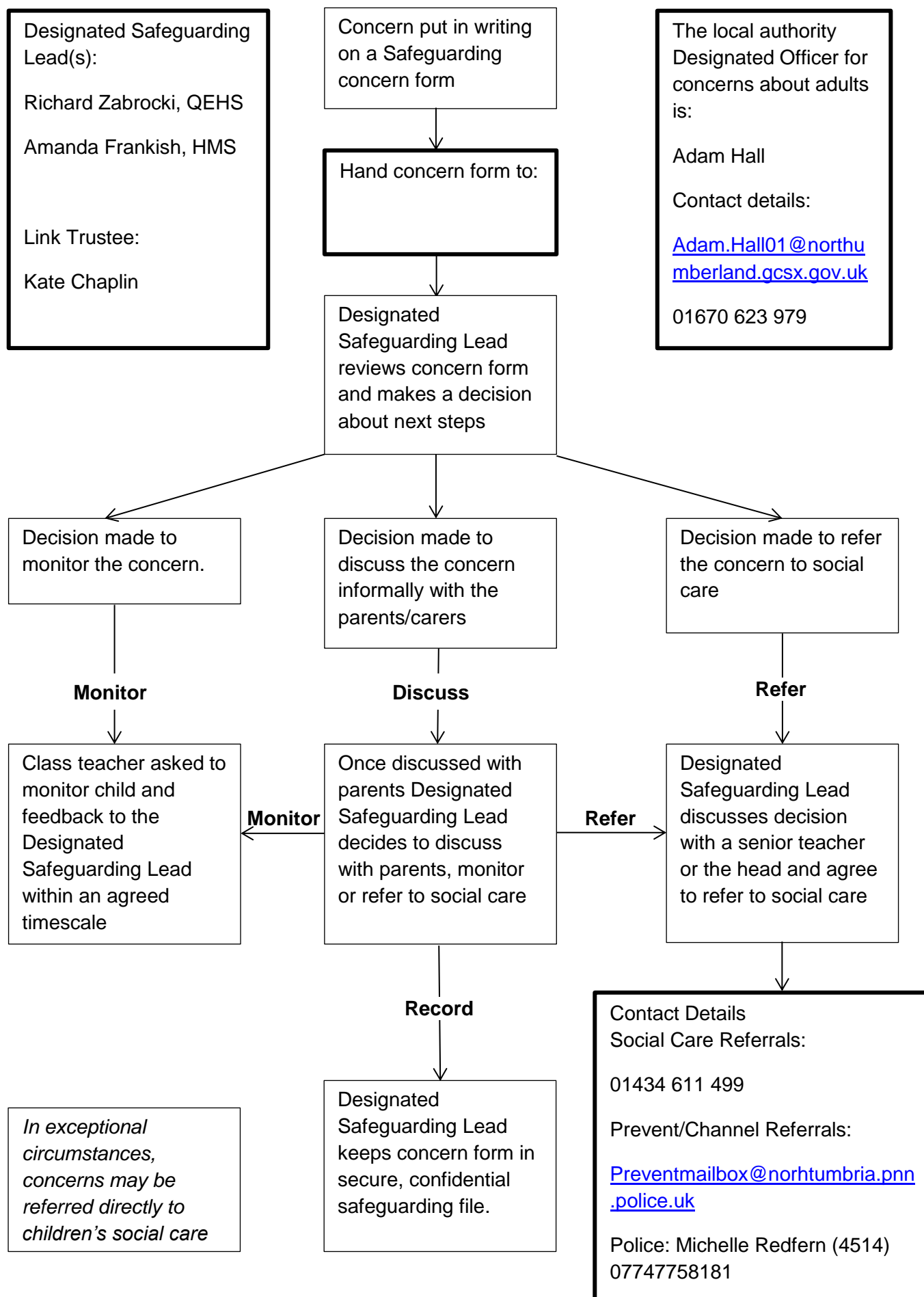


Child Protection  
Recording Form CP1.



Child Protection  
Disclosure Form CP2

## Appendix D - Flow chart for raising safeguarding concerns about a child



## APPENDIX E 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 (Refer to [Common inspection framework: education, skills and early years from September 2015](#) and [Inspecting safeguarding in early years, education and skills](#) and the arrangements of the Local Safeguarding Children's Board (LSCB) <http://northumberlandlscb.proceduresonline.com/chapters/contents.html>)

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 students 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 students' 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 updates regularly to school staff 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 students' awareness and build confidence so that students 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 students are aware of the schools position on this issue and who they can contact for support;
12. take particular care that students 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
14. have a written whole school policy, produced, owned and regularly reviewed by school staff and which clearly outlines the school's position and positive action in respect of the aforementioned standards.

## Appendix F - Frequently Asked Questions

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

- *Tell the designated member of staff or head teacher.*
- *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 who to contact if they are not available***
- ***To respond*** appropriately to a child
- ***To report*** to the Designated Person or directly to Social Care if that is not possible
- ***To record*** your concerns, using your schools agreed paperwork - 'Don't do nothing'

### Can I go to find someone else to listen?

- *No. You should never stop a child 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 to repeat a statement.*

### Do I need to write down what was said?

- ***Yes***, as soon as possible, exactly what was said. Use your schools agreed paperwork and make sure you date and sign the record

## **Appendix G - Children Missing Education**

### **Safeguarding Board procedures**

[http://northumberlandscb.proceduresonline.com/chapters/p\\_child\\_miss\\_edu.html](http://northumberlandscb.proceduresonline.com/chapters/p_child_miss_edu.html)

### **National Guidance**

<https://www.gov.uk/government/publications/children-missing-education>

## Appendix H - Dealing with indecent or potentially illegal images of children, Sexting Guidance and Using photographs of children on websites



Dealing with indecent images CHART MAY 2012.pdf



6.2439\_KG\_NCA\_Sexting\_in\_Schools\_WEB\_\_1\_.PDF



14-03-16 Using  
Photographs of childr

## **Appendix I Dealing with allegations against people who work with children – further guidance on local procedures**

### **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.

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

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

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

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

The LADO is involved from the initial phase of the allegation through to the conclusion of the case. They will provide advice, guidance and help to determine whether the allegation sits within the scope of the procedures.

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 **Adam Hall**.

**Adam.Hall01@northumberland.gcsx.gov.uk**

**01670 623979**



Allegations-Flow-Chart.pdf

**Managing allegations of abuse against people who work with children - procedural document**

[http://northumberlandscb.proceduresonline.com/chapters/p\\_alleg\\_sup.html](http://northumberlandscb.proceduresonline.com/chapters/p_alleg_sup.html)



## Appendix J - School Child Protection Files – a guide to good practice

Child protection files 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/carers and professionals

All safeguarding concerns raised with the DSL (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, securely and directly from DSL to DSL, separate to the child's main school file. School should ensure a record of posting is maintained and that the receiving schools records receipt of documents

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

For further information, advice and guidance please visit the web area of the Northumberland County Council website where advice for schools is held

<http://www.northumberland.gov.uk/Children/Safeguarding.aspx#safeguardingchildreninformationforschools>

## **Appendix K - Guidelines on the Prevent Strategy: Tackling Extremism & Radicalisation Guidelines 2017-2018**

### **1. Our commitment**

Queen Elizabeth High School and Hexham Middle School (part of Hadrian Learning Trust) is fully committed to safeguarding and promoting the welfare of all its students/pupils. 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 Trust:

- 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 2018
- Working Together to Safeguard Children HM Government 2015.

### **3. Aims and principles**

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.

The objectives are that:

- All trustees, 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 trustees, 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 students/pupils 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/pupils 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.

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/pupils are safe from harm.

#### **4. Definitions and indicators – risk assessment**

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.

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

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:
  - physical or verbal assault
  - provocative behaviour
  - damage to property
  - derogatory name calling
  - possession of prejudice-related materials
  - prejudice related ridicule or name calling
  - inappropriate forms of address
  - refusal to co-operate
  - attempts to recruit to prejudice-related organisations
  - condoning or supporting violence towards others.

Staff are asked to be constantly vigilant to these indicators.

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 2018

#### **5. Procedures for referrals**

Although serious incidents involving radicalisation have not occurred at Queen Elizabeth High School or Hexham Middle School 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)

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.

Members of the Senior Leadership Team (SLT) are trained as Designated Safeguarding Lead (DSL) for Child Protection and E-Safety Co-ordinator and will deal swiftly with any referrals made by staff or with concerns reported by staff.

The Executive Headteacher or Head of School, Senior Deputy / Deputy and e-safety Coordinator 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)

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.

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

## **6. Governance, leadership and management responsibilities**

The Executive Headteacher or Head of School, the DSL and Deputy DSL 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 websites.

Staff will be fully briefed about what to do if they are concerned about the possibility of radicalisation relating to a student/pupil, 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.

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.

Prejudicial behaviour can be a factor in radicalisation and extremism. With this in mind, Queen Elizabeth High School and Hexham Middle School have 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 students/pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. (See Appendix M.4 – PSHE Curriculum Overview at QEHS in relation to this issue)

7.3 Students/pupils 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 Trust 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/pupils 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**

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 M.2 – 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 (QEHS), 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**

If any member of staff wishes to invite a visitor in the school, they must first complete a visitor request form (see Appendix M.5 – School Visitor Request Form). Only after written agreement from the Head of School at QEHS or Executive Headteacher at HMS 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.

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.

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**

See Appendix K.2 for further reading

See Appendix K.4 Terrorist/Extremist Emblems and Symbols.

Appendix M.6 gives a list of emblems and symbols for staff reference. Staff are asked to report any concerns about student/pupil use of these directly to the DSL/Deputy DSL where appropriate. The DSLs will liaise with the e-safety coordinator.

### 13. Review of these Guidelines

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

#### ***Appendix K.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 Executive Headteacher or Pastoral Leader 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/pupil's individual CP file.
- The DSL in discussion with the Head of School at QEHS or Executive Headteacher at HMS 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](mailto: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](mailto: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](mailto:Stephen.Fear@northumberland.gcsx.gov.uk)

***Appendix K.2 - Additional materials (Available from The 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:
  - How social media is used to encourage travel to Syria and Iraq – Briefing Note for schools DfE (July 2015)
  - The Prevent Duty – departmental advice for Schools and Childcare Providers (June 2015)
  - Prevent Guidance for England and Wales - 2015
- Keeping Children Safe in Education DfE 2018
- 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 K.3 – Relevant aspects of PSHE Curriculum***

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



**Appendix K.4 – Terrorist/extremist Symbols**

<b>Radical Islamist</b>			
 <p>Al Aqsa Martyr's Brigade (Palestine/Israel)</p>	 <p>Al Qaeda in the Mahgreb (N and NW Africa)</p>	 <p>Al Qaeda in Iraq</p>	 <p>Al – Shaabab (Somalia)</p>
 <p>Muslim Brotherhood (Founded in Egypt)</p>	 <p>Hezbollah (West Bank, Palestine/Israel)</p>	 <p>Hamas – (Gaza Strip, Palestine/Israel)</p>	 <p>Qu'ranic phrase, but regularly used by Al Qaeda</p>
 <p>Al Qaeda in the Arabian Peninsula (Yemen etc)</p>	 <p>Al Nusra Front (Syria)</p>	 <p>Lashkar e Taiba – Kashmir conflict (Pakistan/India)</p>	
<b>Extreme Right Wing</b>			
 <p>Celtic Cross, with WPWW label</p>	 <p>White Power fist</p>	 <p>Spider's web – used by racists who killed for 'the cause'</p>	 <p>Nordic runic symbol</p>



 <p>White Aryan Resistance</p>	 <p>Ku Klux Klan (the tear representing Christ's sacrifice for the White Race)</p>	 <p>Swastika – Nazi Germany</p>	 <p>Triskele – '3 x 7's'.</p>
 <p>Variants on Swastika. If your first thought is that it looks like a Swastika – it is probably meant to.</p>	 <p>Bolts – as used by Nazi Secret Police (SS)</p>	 <p>Totenkopf 'Death's Head' symbol. SS branches</p>	
 <p>Neo-Nazi Christian Identity movement (USA)</p>	 <p>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</p>	 <p>Golden Dawn – Greek Far Right party</p>	
<p><b>Various Acronyms of the Far Right</b></p> <p><b>RAHOWA</b> – RAcial HOly WAR</p> <p><b>SWP</b> – Supreme White Power (could also be the Socialist Workers Party.)</p> <p><b>ZOG/JOG</b> – Zionist or Jewish Occupied government</p> <p><b>WPWW</b> – White Power World Wide</p>		<p><b>Number Symbols</b></p> <p><b>14</b> – The 14 Words – “We must secure the existence of our people and a future for white children”</p> <p><b>88</b> – ‘Heil Hitler’ – 8th letter of alphabet. Could also refer to an 88 word extract from Hitler's ‘Mein Kampf’</p> <p><b>311</b> – 3 x 11's (KKK – Ku Klux Klan)</p> <p><b>4/20</b> – 20<sup>th</sup> April = Anniversary of Adolf Hitler's birthday</p> <p><b>18</b> – As in Combat 18. AH letters of alphabet = Adolf Hitler</p> <p><b>28</b> – B&amp;H = Blood and Honour. Oath of Nazi SS, and now Extreme Right Wing music scene.</p>	
<p><b>Extreme Left Wing</b></p>			

 <p>Communist Hammer and Sickle, and 5 pointed star (often red or yellow)</p>	 <p>Anti-Fascist movement (worldwide). Mix of Left wing/Anarchist</p>	 <p>Red Army Faction (Formerly the Baader-Meinhof gang). Operated 1970-1998</p>	 <p>Communist Combatant Cells (1980's)</p>
 <p>November 17<sup>th</sup> Movement (Greece)</p>			
<b>Anarchism</b> - Tend to be very simple design of black and/or red.			
			
<b>Animal Rights</b>	<p><i>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.</i></p> <p><i>Some will consider their actions to be extreme, others will not.</i></p>		
 <p>Animal Liberation Front</p>	 <p>Hunt Saboteurs Association</p>	 <p>Stop Huntingdon Animal Cruelty</p>	
<b>Environmental</b>			
 <p>Earth First!</p>	 <p>SEA SHEPHERD CONSERVATION SOCIETY</p>	 <p>SEA SHEPHERD</p>	 <p>ELF</p>

Environmental and  
Animal Rights

Sea Shepherd Conservation Society

Earth liberation Front  
/Army

## Appendix L - Staff Safeguarding Training

Type of Training	Delivered by	Delivered to	When and at what frequency
PREVENT Training for staff	Gill Finch (LA) or online	All Staff	All new staff complete online training and all staff have annual updates in the first half of the Autumn term.
PREVENT Training for Managers	Local Authority	DSL/E-safety Lead	Annual updates.
Safer Recruitment Training	Local Authority	SLT and some Trustees	Refreshed as appropriate. 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 Trustees	Refreshed on 2 year basis for DSLs, refreshed fully every three years for all other staff. (DSL delivers Training) Certificates held in staff files. Annual updates for all
Safeguarding and Child Protection Training – (Dissemination)	DSL Diane Harris Amanda Frankish	All staff, Trustees, Support Staff	Annual updates plus ongoing raising awareness via e-mails/staff briefings/meetings
Looked After Children	Local Authority	DSL for Looked After Children	Refreshed on 2 year basis when courses are available

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