# Northampton School for Girls

# Safeguarding Children – Child Protection Policy

**Linked policies:**

- **Safer Recruitment Policy**
- **E-safety Policy**
- **Appropriate Contact Policy**
- **Acceptable Use Policy**
- **Anti-Bullying Policy**
- **Whistle-blowing Policy**

**Safeguarding Children – key contacts and sources of information and advice**:

MASH team 0300 126 1000 (Multi Agency Safeguarding Hub)
Designated Officers (formally LADO) 01604 364031
Andy Smith 01604 367862
Christine York 01604 362683
MASH@northamptonshire.gcsx.gov.uk

## 1. Introduction

1.1 Northampton School for Girls fully recognises the contribution it can make to protect and support children and young people in school. Students' welfare and safety is of paramount importance. The aim of this policy is to safeguard and promote our students' welfare, safety and health by fostering an honest, open, caring and supportive climate.

1.2 This policy should be read in the context of our mission and values statements:

**MISSION STATEMENT**
Through strong relationships and a culture of respect, we will nurture and develop each of our girls to become independent, confident, academically successful and responsible individuals who will strive to achieve their very best in all aspects of life.

Our mission statement is encapsulated in our three 'Respects' which underpin all aspects of school life: Respect for Self, Respect for Others, Respect for Learning.

**VALUE STATEMENTS**
Our values are held within three 'non-negotiable' aspects which, we believe, are fundamental to the life of our school and which best represent our beliefs in education. These non-negotiables are: high achievement, inclusion and the development of the whole child. The combination of these ideals, along with our heritage of musical excellence, creates a learning environment unique to NSG.

**Our mission and values statements inform every decision we take and underpin every aspect of our work with students.**

1.3 Named Staff and Initial Contacts

Given the size and diversity of Northampton School for Girls, the amount of teachers who are trained as Designated Safeguarding Leads far exceeds minimum requirements.

Anyone can make a referral. However, our internal best practice is to discuss all safeguarding concerns with the Senior DSL, or in her absence, one of the Deputy DSLs.

Referrals are always discussed with, and made via, the Senior Designated Safeguarding Lead, Abigail Boddy, Deputy Headteacher.

Deputy DSLs will act as the Senior DSL in the absence of the Senior DSL.

Deputy DSLs:

- Cath Carré, Deputy Headteacher
- Sarah Timms, Assistant Headteacher
- Carol Pichler, Assistant Headteacher
- Jane MacDonald, Assistant Headteacher

Other trained DSLs:

- Julia Smallman, Designated Teacher for Children Looked After
- Lizanne Hudson, Parent Support Advisor

Heads of Year:

- Rachael Bohannan/Emily Skirrow
- Kinjal Kansara
- Jonathan Hibberd
- Rachael Lissaman
- Marta Alvarez Sanchez
- George Simmonds
- Vicki Heaver
- Marie Newton
- Andy Kowal
- Ita Casey
- Dan Wynn
- Karen Loughney

Nominated Safeguarding Governor: Dr Michael Burgess-Wilson

1.4 This policy is consistent with:

- The legal duty on schools to safeguard and promote the welfare of children, as described in section 157 of the Education Act 2002.
- The statutory guidance *"Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges" – September 2018.*
- The government's *"Working Together 2013".*
- Northamptonshire's Safeguarding Children Board (NSCB) Procedures, which contain procedures and guidance for safeguarding children.

1.5 There are four main elements to our Safeguarding (Child Protection) Policy:

- **Prevention** (e.g. supportive school ethos, strong PSHE teaching and pastoral support to students, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to students and school staff and to children who may have been abused);
- **Working with parents and outside agencies** (to ensure appropriate communications and actions are undertaken).

1.6 This policy applies to all staff, governors and visitors to the school. We recognise that child protection is the responsibility of **all** staff. The safety of our young people is central to our ethos. We fully recognise the contribution we make to safeguarding and protecting children. Due to our day-to-day contact and positive relationships with our young people, all our staff are well placed to observe signs of abuse or neglect, or signs that the child is at risk of harm (see Appendix 1). Any of our members of staff can be the first point of disclosure for a child. Procedures for members of staff who feel a child is at risk, or who have been given a disclosure from a child, can be found in Appendix 2.

1.7 We ensure that all parents and other working partners are aware of our child protection policy by sharing it with parents of new students, having it available on our school website, displaying appropriate information on display boards and by raising awareness at meetings with parents.

1.8 Services provided by another body

Where the Governing body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and that there are arrangements to liaise with the school on these matters where appropriate.

## 2. Safeguarding Commitment

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's fears and concerns will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Promote and maintain the ethos of respect for self, others and learning where children feel secure and are encouraged to talk, and are always listened to;
- Reinforce to all children that they are valued and known as individuals within their Learning Communities;

- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Ensure that tutor groups foster the sense of family that is integral to NSG's ethos;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure key pastoral staff receive annual training on safeguarding and other pastoral issues;
- Provide opportunities to establish effective working relationships with parents and colleagues from other agencies;
- Ensure all staff are trained on how to identify signs of abuse, how to make a referral, how to use the school's procedures for safeguarding and how to make a disclosure under the Whistleblowing Policy;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children.

2.3 Safeguarding in the Curriculum

The following areas are among those addressed in PSHE and in the wider curriculum:

Bullying/Cyber bullying
Child Sexual Exploitation (CSE)
Diversity issues e.g. Forced Marriage, Female Genital Mutilation (FGM), Honour Based Violence (HBV)
Domestic violence/Relationships
Drug, alcohol and substance abuse
E Safety/Internet Safety
Extremism/Radicalisation
Female Gentile Mutilation (FGM)
Fire and Water Safety
Gangs (including risk re CSE)
LGBT awareness / bullying
Protective Behaviours
Road Safety
Sex and relationships / consent / sex and the Law
Sexting
Stranger Awareness
Teenage Relationship Abuse
Teenage parenting

Please see the PSHE Curriculum for further details.

## 3. Roles and Responsibilities

3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance *"Keeping Children Safe in Education" – September 2018,* the Governing Body will ensure that:

- The school has a child protection/safeguarding policy, plus procedures and training, which are effective and comply with the law at all times. The policy is made available publicly;
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken appropriate Safer Recruitment training;
- There are clear procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 3);
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and that there is always cover for this role;
- The Designated Safeguarding Lead undertakes local training (in addition to basic child protection training) and this is refreshed every two years;
- The Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (at least every two years in compliance with the NSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. The Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education – 2016 – Information for all School and College Staff" and the Appropriate Contact Policy will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of, or found by, the Governing Body will be rectified without delay.
- The Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Designated Officer based within the Local Authority (formally known as the LADO)
- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body;
- The school contributes to inter-agency working in line with statutory guidance and *Northamptonshire County Council's "Thresholds and Pathways Document"* including providing a co-ordinated offer of early help for children who require this. Safeguarding arrangements take into account the procedures and practice of the local authority and Northamptonshire's Safeguarding Children Board (NSCB).

3.3 Headteacher

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may post a risk of harm to a child or young person are notified to the Designated Officer (formally the LADO);
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care Services or the Police

3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in A*nnex B* of *Keeping Children Safe in Education" 2018* and include:

- Provision of information to the NSCB/Local Authority on safeguarding and child protection
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay;
- Referral of cases of suspected abuse to Multi-Agency Safeguarding Hub (and/or Police where a crime may have been committed);
- Ensure that procedures following Domestic Abuse Contact are in place and that all Designated teachers know what their responsibilities are (see Appendix 4);
- Acting as a source of support, advice and expertise within the school;
- Attending and contributing to child protection conferences when required;
- Ensuring each member of staff has access to and understands the school's child protection policy especially new or part-time staff and lunch time staff who may work within different educational establishments;
- Ensuring all staff have induction training covering child protection and are able to recognise and report any concerns immediately they arise. Ensure all staff are given the guidance – the Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education " – 2018 – Information for All School and College Staff" and the Appropriate Contact Policy.
- Keeping detailed, accurate and secure records of concerns and referrals;
- Obtaining access to resources and training for all staff and attend refresher training courses every two years;
- Where children leave the school, ensuring that their child protection file is copied and handed to the Designated Safeguarding Lead of the receiving school/setting and signed for in the new school/college as soon as possible. (Original records must be maintained securely by the school);

- Maintaining and monitoring child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with section on "Records and Monitoring" below.

**4. Records, Monitoring and Transfer**

4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be shared with, or copied and passed over to, other agencies.

4.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

4.3 Child protection records are stored securely, with access confined to specific staff, e.g. the Designated Safeguarding Leads and the Headteacher.

4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.

4.5 When children transfer school, copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school (or 6th Form/FE college), with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method possible should be found to send copies of the confidential records to a named Designated Safeguarding Lead by registered post and original documents kept (until a child has reached 25 or 75 if the child is a looked after child). Files requested by other agencies e.g. Police, should be copied and shared as appropriate.

**5. Support for Students and School Staff**

5.1 Support for students

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable aspects of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. We will actively seek to provide such children with the necessary support and to build their self-esteem and confidence.

5.2 This school recognises that children sometimes display abusive behaviour and that such incidents must be referred on for appropriate support and intervention.

5.3 Complaints or concerns raised by students will be taken seriously and followed up in accordance with the school's complaints process.

5.4 The pastoral structure at Northampton School for Girls is designed to ensure all students are supported in their achievement and well-being. Support includes:

- The system of tutor groups within the Learning Communities of Oak and Elm,

- Twelve Heads of Year, one for each year half in Years 7 – 11 and two in Post 16.
- Student Support Workers
- Learning Mentors
- School counsellor
- School nurse
- Parent Support Advisor

5.5 Support for staff

5.6 As part of their duty to safeguard and promote the welfare of children and young people, staff may hear information, either from the child/young person as part of a disclosure or from another adult, that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support he/she requires. The Designated Safeguarding Lead should seek to arrange the necessary support.

5.7 Each term the Designated Safeguarding Leads and other relevant pastoral staff will meet to discuss recent referrals to Children's Social Care, recent concerns raised regarding safeguarding, children who are subject to CAFs, CINs or whose families are being supported by other teams within the local authority (i.e. Targeted Prevention Team, Troubled Families Team). In this meeting, the discussion will include evaluation of the actions taken in school, any follow-up actions needed, the child's progress academically and personally, plus any support needed for the members of staff in closest contact with the child and their family.

## 6. Working with Parents/Carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations on the school website, on display in reception, and by sharing this policy with them.
- Undertake appropriate discussion with parents/carers prior to involvement of Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.
- Work closely and candidly with parents/carers and the wider family, often on a long-term basis, to ensure that the child/young person is kept safe from harm and is able to learn and achieve. On-going work with families where safeguarding is a concern, will be under-taken with honesty and respect, and with due regard for well-being and dignity of all involved.
- Records of all discussions with parents/carers and families with whom a safeguarding concern has been raised will be kept securely in the child's confidential file. This includes face-to- face meetings, telephone calls and electronic communication, including emails and text messages.

## 7. Recruitment and Selection of Staff

7.1 The school's safer recruitment processes are based on the Statutory Guidance: *"Keeping Children Safe in Education" – September 2018.* The school will provide all the relevant

information in references for a member of staff about whom there have been concerns about child protection/inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc., will also not be included in a reference.

7.2 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Northamptonshire County Council Local Authority pocket guide, "Making Children Safer", the "Keeping Children Safe in Education 2018 – Information for all school and college staff" and the Appropriate Contact Policy are given to all staff and are the basis for the safeguarding induction.

7.3 On every interview panel for school staff at least one member (teacher/manager or governor) will have undertaken safer recruitment training either online on the DfE website or by attending other another appropriate local or national accredited training course.

**APPENDIX 1**
**SIGNS and INDICATORS**

**Physical Abuse**

Physical abuse 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.

**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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, rubbing or 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, or 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 commit sexual abuse, as can children.

**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 children 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 the 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, though it may occur alone.

**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 and clothing, 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 takers); or
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**SIGNS OF ABUSE**

**Signs of possible physical abuse**

- Any injuries not consistent with the explanation given for them
- Injuries which occur to the body in places which are not normally exposed to falls or rough games
- Injuries which have not received medical attention
- Reluctance to change for, or participate in, games or swimming
- Bruises, bites, burns and fractures, for example, which do not have an accidental explanation
- The child gives inconsistent accounts for the cause of injuries

**Signs of possible sexual abuse**

- Any allegations made by a child concerning sexual abuse
- The child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age
- Sexual activity through words, play or drawing
- Repeated urinary infections or unexplained stomach pains
- The child is sexually provocative or seductive with adults
- Inappropriate bed-sharing arrangements at home
- Severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations
- Eating disorders such as anorexia or bulimia

**Signs of possible emotional abuse**

- Depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy
- Obsessions or phobias
- Sudden underachievement or lack of concentration
- Seeking adult attention and not mixing well with other children
- Sleep or speech disorders
- Negative statements about self
- Highly aggressive or cruel to others
- Extreme shyness or passivity
- Running away, stealing and lying

**Signs of possible neglect**

- Dirty skin, body smells, unwashed, uncombed hair and untreated lice
- Clothing that is dirty, too big or small, or inappropriate for weather conditions
- Frequently left unsupervised or alone
- Frequent diarrhoea
- Frequent tiredness
- Untreated illnesses, infected cuts or physical complaints which the carer does not respond to
- Frequently hungry
- Overeating junk food

**OTHER FORMS OF RISK**

At Northampton School for Girls, we recognise that children at risk may not demonstrate the signs listed above. To that end, we train all our key pastoral staff to be alert to indications of the following risks:

**Bullying**

All forms of bullying, including online bullying (cyber-bullying), and any bullying related to a child's protected characteristics (protected characteristics are age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, and sexual orientation), are unacceptable at Northampton School for Girls. We recognise that persistent bullying constitutes abuse and directly contravenes the school's ethos of respect. For this reason, all incidents and reports of bullying will be investigated and, if substantiated, acted on in accordance with the school's anti-bullying policy.

**Child Sexual Exploitation**

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a forerunner to, or as a result of, engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

**Domestic violence (DV) and abuse**

Domestic Violence is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, psychological, physical, sexual, financial and/or emotional abuse. There may be controlling behaviours (acts designed to make a person subordinate and/or dependent) and/or coercive behaviours (assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim).

**Forced Marriages, Honour-based Violence and sexual trafficking**

Where there is a suspicion that a young person may be a victim of honour based violence, sexual trafficking or forced into a marriage without their consent, it is an abuse of her human rights and falls within the Crown Prosecution Service definition of domestic violence. If the young person may be at risk, we follow the guidance outlined in Dealing with Cases of Forced Marriage designed by the Foreign and Commonwealth Office and the DFE (https://www.gov.uk/forced-marriage or available from the senior DSL). As part of our responsibility for safeguarding children, staff are trained to be alert to the possibilities of forced marriages. We work closely with all external agencies, the Police, the Domestic Abuse Unit and Children's Services.

**Female Genital Mutilation (FGM)**

It is mandatory for all health, social care professionals and teachers in England and Wales to report known' cases of FGM in under 18s which they identify in the course of their professional work to the police. It is a form of child abuse and violence against women. FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

All staff have been trained to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, (including hearing references to FGM in conversation; confiding that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'; and parents stating that they or a relative will take the child out of the country for a prolonged period). Victims of FGM are likely to come from a community that is known to practise FGM and it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin. Staff should activate our local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care when there are concerns.

**Radicalisation / Extremism**

All staff have completed PREVENT training (updated by September 2018) to be alert to signs of radicalisation or extremism. Students who are a cause for concern will be referred to Children's Social Care via the usual route, but with a specific reference made to alert the PREVENT team. The DSL will email the PREVENT team at the same time a referral is made. All staff have been made aware of the risk of radicalisation to our students and will pass on any concerns through the agreed internal routes.

It is important that we don't just think that Radicalisation is Muslim based and be alert to any type of racism.

If we are concerned about a young person we will contact the Designated Officer and/or the Police Prevent Team.

It is important that we act if we identify patterns of behaviour that show whether a person is engaged in an ideology and is intent of causing harm or is capable of committing violent acts.

**Risk Factors**

**Level 1**

- Feeling under threat
- Grievance and injustice
- Need for meaning and belonging
- Need for status
- Need for excitement, or adventure
- Need to dominate or control others

**Level 2**

- Susceptibility to indoctrination
- Family or friends are involved in an extremist group
- Mental health issues
- Transitional time of life
- Vulnerable to being groomed

**Level 3**

- Wanting to do harm
- Them and Us thinking
- Over identification with a group or ideology
- Dehumanisation of the enemy
- Attitudes that justify offending
- Harmful objectives

**Level 4**

- Access to networks, funding or equipment
- Individual skills and competencies
- Criminal capability

**CHILDREN MOST AT RISK**

**Children with Education, Health and Care Plans**

We recognise that owing to the many challenges they face, children with special educational needs are more vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and/or emotional and behavioural problems will be particularly sensitive to signs of abuse and are regularly trained to notice and act upon such signs.

**Children Looked After (CLA)**

We work closely with Social Services and the Virtual School for Children Looked After and ensure any concern regarding a child in the care of the Local Authority is immediately reported to them. We recognise that children in care are frequently the victims of abuse or neglect and may be suffering the effects of such abuse. We also recognise that due to their experiences they remain highly vulnerable to future abuse. Our Designated Teacher for Children Looked After (Julia Smallman), in conjunction with key pastoral staff, co-ordinates the on-going support for the achievement and emotional well-being of any students who are in Local Authority care.

**APPENDIX 2**

**PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

1. The Northamptonshire Safeguarding Children Board Procedures contains the inter-agency processes, protocols and expectations for safeguarding children. The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".

2. It is important that all parties act swiftly and avoid delays.

3. Any person may seek advice and guidance from the Multi-Agency Safeguarding Hub particularly if there is doubt about how to proceed (see Named Staff and Initial Contacts at the start of this policy document). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4. Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

5. In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.

6. When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

7. Where the disclosure or allegation involves another child, we will follow procedures for each child involved.

8. As soon as possible complete an online CPOMS report of what has been disclosed or noticed, said or done and send an alert to one of the Designated Safeguarding Leads in the school.

9. If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed. The Headteacher will contact the Designated Officer to seek advice.

10. If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors, or the Local Authority Allegations Manager.

11. If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

**Designated Safeguarding Lead – Main Procedural Steps**

1. Begin a CPOMS file for pupils where there are concerns. This will provide an overview chronology, which will hold a record of communications and actions.

2. Where initial enquiries do not justify a referral to the investigating agencies inform the initiating adult and monitor the situation. If in doubt, seek advice from the Multi-Agency Safeguarding Hub: 0300 126 1000.

3. Share information confidentially with those who need to know.

4. Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the Multi-Agency Safeguarding Hub should be contacted immediately by phone and then by following up with the online form. The Multi-Agency Safeguarding Hub is available for advice on the advice line number given in the contact details at the start of this document. For detailed information on how to make a referral, see section below.

5. If it appears that urgent medical attention is required, arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.

6. Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the Multi-Agency Safeguarding Hub (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker or Police take responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, the Multi-Agency Safeguarding Hub should be updated and the Police should be contacted immediately.

**MAKING REFERRALS**

Anyone can make a referral.

Any member of staff with concerns about the safety of a child can make a referral via the routes below.

However, in most cases, concerns are raised via the pastoral team to one of the Senior DSLs. We inform staff that anyone can make a referral, but we encourage them to use our internal structures so that they can be offered appropriate support.

At NSG, our procedure is to use the online MASH referral form. However, the referral form must be saved or scanned into CPOMS.

The online referral form can be accessed at:
https://northamptonshire.firmstep.com/default.aspx/RenderForm/?F.Name=a4NtwT46Fcm
OR
http://www.northamptonshire.gov.uk/en/councilservices/children/protecting - children/Pages/guidance-for-professionals-concerned-about-a-child.aspx
OR by visiting www.northamptonsire.gov.uk and following the links to protecting children.

If the online form is not available, referrals can be made in the following ways:
By telephone contact to MASH team on 0300 126 1000 or by email to
MASH@northamptonshire.gcsx.gov.uk

**APPENDIX 3**

**PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

**If any member of staff has been dismissed or removed due to safeguarding concerns, (or would have been if they had not resigned), a referral will be made to the Disclosure and Barring Service (DBS).**

Relevant documents:

- DfE *"Keeping Children Safe in Education: Statutory guidance for schools and colleges" – September 2018* (part four)
- NSCB procedures – Section 5 (available online at www.northamptonshirescb.org.uk )

**A Individual Staff/Volunteers/Other Adults who receive the allegation:**

1. Write a dated and timed note of what has been disclosed or noticed, said or done
2. Report immediately to the Headteacher
3. Pass on the written record
4. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the LADO as soon as possible or if unavailable contact the Multi-Agency Safeguarding Hub on the same day).

**B. Headteacher**

1. If there is no written record, write a dated and timed note of what has been disclosure or noticed, said or done.
2. Before taking further action notify and seek advice from the Designated Officer (formally the LADO), or if unavailable the Multi-Agency Safeguarding Hub on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the Multi-Agency Safeguarding Hub if the Designated Officer so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
   - Co-operation with the investigating agency's enquiries as appropriate.
   - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C. Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

2. Notify the Designated Officer, or if unavailable the Multi-Agency Safeguarding Hub on the same day.
3. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the Multi-Agency Safeguarding Hub if the LADO so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
    - Co-operation with the investigating agency's enquiries as appropriate
    - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**APPENDIX 4**

## DOMESTIC ABUSE CONTACT

**The MASH team will contact school before 10.00 am on the first morning after Police have attended domestic violence incident where children have been present (secure e-mail).**

### Contacts in School

Abigail Boddy, Safeguarding Lead
Sarah Timms, Deputy Safeguarding Lead
Carol Pichler, Deputy Safeguarding Lead

### Action Following Notification

**On the same day**:

Information is passed to Head of Learning centre if not received directly

↓

HLC/HOY will check on the child's well-being
- How things are following the incident
- Whether there are other children involved
- Child is offered a quiet space and or opportunity to talk

↓

Detailed records of any conversations are recorded on CPOMS in a timely manner

↓

If there are further concerns a decision is made regarding a referral to Social Care or Early Help Assessment (using the threshold documents) by one of the schools DSL team

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The Safeguarding Lead is informed of any action taken

↓

The tutor is made aware of the need for close monitoring