



Child Protection and Safeguarding Policy

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James Calvert Spence College fully recognises its responsibility for safeguarding and promoting the welfare of children. This policy has been developed in accordance with the following national documents:

- *Working Together to Safeguard Children* (December 2023, with summary of changes July 2025) - GOV.UK
- *Keeping Children Safe in Education* (2025) - GOV.UK
- *Use of Reasonable Force in Schools* (July 2013, updated 2015) - GOV.UK
- *Mobile Phones in Schools* (February 2025) - GOV.UK
- *Working Together to Improve School Attendance* (August 2025) and *School Attendance (Pupil Registration) Regulations 2025* (effective August 2025) - GOV.UK
- *Equality Act 2010*
- *Human Rights Act 1998*
- *Sexual Offences Act 2003*,
- *UK GDPR, Data Protection Act 2018*,
- *Voyeurism (Offences) Act 2019*

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

- Online Safety Policy
- Data Protection Policy
- Records Management Policy
- Whistleblowing Policy
- Allegations of Abuse Against Staff Policy
- Safer Recruitment Policy
- Staff Code of Conduct
- Behaviour Policy
- Relationships and Sex Education

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

Section 1 - Policy statement and principles

1. Child protection statement

At JCSC, we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils, protecting children from maltreatment whether in or outside the home. 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 procedures to ensure that children receive effective support and protection.

At James Calvert Spence College school pupils are taught about safeguarding, including online risks, through various teaching and learning opportunities, teaching our pupils to stay safe is integral to the delivery of a broad and balanced curriculum.

This policy has been written with reference to key statutory guidance (as referenced throughout). The procedures contained in this policy apply to all staff, volunteers, visitors and governors and are consistent with those of the local safeguarding partnership, Northumberland Children's and Adults Safeguarding Partnership (NCASP). This policy was developed - and references arrangements - with the 3 safeguarding partners (the local authority, the integrated care board & the police).

School policy and practice is also established to meet the requirements set out by our safeguarding partners, Northumberland Children's and Adult's Strategic Safeguarding Partnership (NCASP).

2. Policy aims

- To uphold the highest level of safeguarding culture at James Calvert Spence College
- To demonstrate the school's commitment regarding safeguarding and child protection to pupils, parents and other partners
- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice.

3. Our principles

- The welfare of the child is paramount, we believe all children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- At JCSC, we take our responsibility to safeguard our pupils seriously. We adopt a "it could happen here" attitude towards safeguarding. All staff are vigilant to any safeguarding concerns and have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. To support staff to carry out their duties effectively, all staff receive ongoing training.

Section 2 - Roles and Responsibilities

Roles and responsibilities

The named Designated Safeguarding Lead (DSL) is:

Jamie Robinson

The Deputy Designated Safeguarding Leads are:

Lucy Moore, Natalie Morrison, Erin Foster, Amy Thompson, Wendy Hills, Caroline Denley,

Rebecca Biggs and Jacqueline Johnson (See appendix 11)

The nominated child protection governor is Robert Arckless.

Contact details for NCC:

One Call 01670 536400

Schools' Safeguarding Team Admin Tues to Thursday 07731007896

4. Our responsibilities

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

4.1 All staff

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

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

4.2 Designated Safeguarding Lead Responsibilities (further to Annex C: KCSIE 2025 p170)

The DSL is a member of the executive leadership team (ELT). They take the lead responsibility for child protection and wider safeguarding in school. The DSL **has the time, training, resources and support to:**

- act as a source of support and expertise to the school community

- encourage a culture of listening to children and taking account of their wishes and feelings
- follow locally agreed processes for providing early help and intervention
- refers cases of suspected abuse to children's social care or police, as appropriate
- notify children's social care if a child with a child protection plan has unexplained absences
- keep detailed written records of all concerns, ensuring that such records are stored securely
- develop effective links with relevant statutory and voluntary agencies including the NCASP
- be the lead for Operation Encompass and Operation Endeavour in the school
- attend and contribute to child protection conferences, plans and communicating these appropriately
- have a working knowledge of Northumberland Children and Adult Safeguarding Partnership (NCASP) procedures [Northumberland Children's Services Procedures Manual \(proceduresonline.com\)](http://proceduresonline.com)
- liaise with the nominated governor and headteacher (where the role is not carried out by the headteacher)
- reports concerns that a pupil may be at risk of radicalisation or involvement in terrorism, following the Prevent referral process.

4.2.1 Wider responsibilities of the DSL include:

- ensuring that the child protection policy and procedures are regularly reviewed and updated annually, working with governors
- makes the child protection and safeguarding policy available publicly, on the school's website
- ensuring that when a pupil leaves the school, their child protection file is sent securely 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 should also be informed of the change in school
- ensuring parents are aware of the school's role in safeguarding and that referrals will be made
- working with others to ensure that the school's filtering and monitoring systems are functional and effective

Training responsibilities:

- is appropriately trained, receiving annual updates and refresher training provided by the Local Authority (every 2 years)
- ensures a record of staff compliance for child protection and safeguarding training
- ensures staff are kept up to date with key priorities within the LA, including learning from serious practice reviews

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.

4.3 The Deputy Designated person(s):

The Deputy Designated Safeguarding Leads (DDSL) are appropriately trained and, in the absence of the designated person, carries out those functions necessary to ensure the

ongoing safety and protection of pupils. In the event of the long-term absence of the designated person, the deputy will assume all the functions above.

If the DSL (or deputy) are not available, staff should contact a member of the Executive Leadership team (ELT) to seek advice. DSLs can also be approached in other settings if urgent.

Part of the planning process for residential visits include ensuring arrangements for access to a DSL throughout the duration of the visit.

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

4.4 The Governing body:

Ensures that:

- there is a whole-school approach to safeguarding, an "it could happen here" attitude and an active culture of keeping children safe- onsite, offsite and online
- this policy is at the forefront of the strategic and operational running of the school
- this policy is evaluated, complies with the law and holds the school to account for the implementation
- an appointed member of the governing body monitors the effectiveness of the school's policy and procedures. At JCSC this is Katie Palmer-Heathman.
- all staff, including. the governing body, reads the appropriate parts of KCSIE and undertake relevant training in line with safeguarding partners requirements

Specifically:

- The DSL has appropriate time, funding, training, resources and support to fulfil the role
- The DSL has the lead authority for safeguarding, including online
- The school has effective filtering and monitoring systems in place
- The school has procedures to manage any safeguarding concerns or allegations about staff, supply staff, volunteers and contractors that do not meet the harm threshold (low level concerns)
- The policy highlights and considers the additional measures required to those who are most vulnerable- SEND, LGBTQ+, children with a social worker, children missing education
- The governing body reviews the effectiveness of the curriculum in teaching children how to keep themselves safe, including online safety.

When the school is used by other agencies, the governing body will ensure:

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

The chair of governors will act as the 'case manager' if an allegation of abuse is made against the headteacher. It is the responsibility of the governing body to ensure that the school's safeguarding, recruitment and managing allegations procedures consider the procedures and

practice of the local authority, NCASP and national guidance. The S175 audit must be completed annually and reviewed termly. This must be shared with the governing body.

4.5 The Headteacher:

- ensures that the safeguarding and child protection policy and procedures are implemented and followed by all staff
- develops and maintain a culture of safeguarding across the setting through policy, practice, training and briefings
- communicates this policy to the whole school community including parents and carers (and pupils where appropriate)
- allocates sufficient time, training, support and resources to enable the DSL/s to carry out their roles effectively
- 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- making decision if the harm threshold has been met or not met (low level concerns)
- ensures that pupils are provided with opportunities throughout the curriculum to learn and talk about safeguarding- at home, school, in the community and online
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

4.6 The Virtual School Headteacher

Virtual School Headteachers have a non-statutory responsibility for the strategic oversight of the educational attendance, attainment, and progress of all pupils with a social worker, including those in kinship care, alongside looked-after children. The school collaborates with Virtual School Heads to support these children's educational outcomes and attendance.

Section 3 - Child Protection Procedures

5. Recognising abuse

To ensure that our pupils are protected from harm, our staff complete regular training to help them to understand what types of behaviour constitute abuse and neglect. Some of these behaviours include:

- Showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Frequently missing/go missing from care or home
- At risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Being at risk of being radicalised or exploited
- Viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Misusing drugs or alcohol
- Missing education, or persistently absent from school, or not in receipt of full-time education
- Having experienced multiple suspensions and is at risk of, or has been permanently excluded.

All staff are aware that some pupils may be more vulnerable to abuse. These pupils include:

- Disabled pupils
- Pupils with special educational needs (whether or not they have a statutory education health and care plan)
- Young carers
- Pupils who have suffered a bereavement
- Pupils who are in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- A privately fostered child
- Pupils who have a parent or carer in custody
- A pupil who is suffering from mental ill health
- A pupil who has returned home to their family from care
- A pupil who is at risk of so-called 'honour'-based abuse such as female genital mutilation or forced marriage.

Abuse may be committed by adult men or women and by other children. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

The four types of abuse are **physical, sexual, emotional and neglect**. Details around each type of abuse can be found in Appendix 2.

Children can be at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation. This **is sometimes referred to as contextual safeguarding or risks outside of the home.**

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

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

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

6. Contextual Safeguarding

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

7. 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, depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

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

8. Confidentiality

Timely information sharing is essential to effective safeguarding.

Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.

If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.

Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.

If a victim asks the school/ a member of staff not to tell anyone about the sexual violence or sexual harassment:

- Staff members must still share the information with the DSL because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)
- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care
- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains.

Regarding anonymity, all staff will:

- Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment – for example, carefully considering which staff should know about the report, and any support for children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.

The governments [information sharing advice for safeguarding practitioners](#) include 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy).

9. Responding and Procedures

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

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

Tell the DSL as soon as possible if you make a referral directly. The DSL or DDSL will then:

- Contact police 999 or OneCall 01670 536400
- Complete a Multi-Agency Referral Form (MARF) using the following link: [Multi Agency Referral Form](#)
- Ensure any referral has been acknowledged by safeguarding partners

9.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask **leading** questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Pass to the DSL digitally by completing a referral on Bromcom and then speak with them or a member of the safeguarding team prior to leaving school site
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. This would only happen if a DSL or DDSL was not available such as outside of usual school hours
- **Aside from the DSL or DDSL, parents as appropriate, police and children's service, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.**

Bear in mind that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

None of this should stop you from having a 'professional curiosity' and speaking to the DSL if you have concerns about a child.

9.3 If you discover that FGM has taken place, or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who either:

- Is informed by a girl under 18 that an act of FGM has been carried out on her; or
- Observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth

must report this to the police personally not via the DSL team. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

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

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

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

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

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

9.5 Early help assessment

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

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

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

Early Help Support Request forms can be found here: [Northumberland County Council - Supporting families](#)

9.6 If you have concerns about extremism

If you are concerned a child is suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL or DDSL is not available, this should not delay appropriate action being taken. Speak to a member of the ELT and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying

and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. **Note that this is not for use in emergency situations.**

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

9.7 If you have a concern about mental health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one. The school supports pupils' mental health through trained staff, ensuring all staff are equipped to identify signs of mental health difficulties as part of safeguarding duties. Remove any references to funding for mental health lead training.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

- If you have a mental health concern about a child that is also a safeguarding concern, take immediate action.
- If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Refer to the Department for Education guidance on [mental health and behaviour in schools](#) for more information.

<https://www.beyonorthumberland.nhs.uk/support/professionals-support>

9.8 Allegations of abuse made against other pupils

Child-on-child abuse is any abuse inflicted by a child or group of children (under 18) on another child, including physical, sexual (violence or harassment), bullying, online abuse, discriminatory behaviour, or intimate partner abuse and we recognise that children can abuse their peers. Terms used include "target" (victim), "perpetrator," and "alleged perpetrator," with sensitivity to terminology based on individual preferences. All child-on-child abuse is unacceptable and will be taken seriously.

Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. The school fosters a safe, respectful environment with zero tolerance for abuse, supported by clear procedures, staff training, and a curriculum addressing healthy relationships, consent, and safeguarding. Early help is provided to prevent escalation, and societal factors influencing abuse are addressed.

9.8.1 Types of child-on-child abuse can include:

- **Physical Abuse:** Hitting, burning, or causing physical harm
- **Sexual Abuse:** Includes sexual violence (e.g., rape, assault) and harassment (e.g., sexual comments, upskirting, sharing sexual imagery)

- **Bullying:** Verbal, physical, emotional, or cyberbullying
- **Online Abuse:** Harassment or threats via technology
- **Discriminatory Behaviour:** Abuse based on protected characteristics (e.g., race, gender, SEND)
- **Intimate Partner Abuse:** Emotional, physical, or sexual abuse in romantic relationships.

Special attention is given to groups at higher risk, including girls, LGBTQ+ pupils, pupils with SEND, and BAME pupils, with tailored support and early intervention to address low-level concerns.

Pupils can report abuse to tutors or staff with identifiable lanyards. The school promotes a culture of reporting, countering stigma around “snitching,” and educates pupils on what behaviours to report.

Staff are trained to recognise abuse indicators, challenge harmful behaviour, and report concerns to the DSL promptly. They ensure no incident goes unaddressed, regardless of severity.

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

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

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

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

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

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

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

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

To achieve this, we will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- Be vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensure our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using our reporting systems
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an attitude of “it could happen here”
 - That if they have any concerns about a child’s welfare, they should act on them immediately rather than wait to be told, and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child’s behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - The important role they must play in preventing child-on-child abuse and responding where they believe a child may be at risk from it

- That they must speak to the DSL if they have any concerns
- That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

The DSL will take the lead role in any disciplining of the alleged perpetrator(s). We will provide support at the same time as taking any disciplinary action.

Disciplinary action can be taken while other investigations are going on, e.g. by the police. We will consider these matters on a case-by-case basis, considering whether:

- Acting would prejudice an investigation and/or subsequent prosecution – we will liaise with the police and/or local authority children’s social care to determine this
- There are circumstances that make it unreasonable or irrational for us to reach our own view about what happened while an independent investigation is ongoing

9.8.4 Sharing of nudes and semi-nudes (‘sexting’)

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

9.9 Your responsibilities when responding to an incident

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

You must **not**:

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

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

10. Notifying parents or carers

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

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

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

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

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

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

11. Referral to Social Care

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

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

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

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

[professional-disagreement-protocol.pdf \(trixonline.co.uk\)](https://www.trixonline.co.uk/professional-disagreement-protocol.pdf)

11.1 Initial review meeting

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

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

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

- The incident involves an adult

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming).

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

11.2 Further review by the DSL

If at the initial review stage, a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

11.3 Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

11.4 Referring to the police

If it is necessary to refer an incident to the police, this will be done through a call to 101 or 999 depending on the urgency.

11.5 Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording these incidents.

11.6 Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing curriculums. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

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

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

12. Reporting systems for our pupils and child's wishes

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

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

To achieve this, we will:

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

Section 4 - Adults working in schools

13. Good practice guidelines and staff code of conduct

To meet and maintain our responsibilities towards pupils we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes, but not restricted to:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately
- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being an active listener
- being alert to changes in pupils' behaviour and to signs of abuse, neglect and exploitation
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's safeguarding and child protection policy, staff behaviour policy and guidance documents on wider safeguarding issues
- asking the pupil's permission before initiating physical contact, such as assisting with intimate care, first aid, physical support during PE
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- applying the use of reasonable force only as a last resort and in compliance with school and NCASP 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 school's rules about relationships with pupils and communication with pupils, including on social media.

14. School Single Central Record (SCR)

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

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

15. Abuse of position of trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards 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 school's Staff Code of Conduct sets out the expectations of the staff and is clearly stated in the Staff Handbook issued to staff annually.

16. 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 headteacher and governors. An explanation of the complaint's procedure is published on the school website.

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

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

17. Whistleblowing - if staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy is available on the Staff Share drive and detailed in the Staff Handbook. Staff can raise concerns (in person, by email or using a low-level concern form) 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 Headteacher. Complaints about the Headteacher/principal should be reported to the chair of governors.

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

17.1 Definition of Low-level Concerns

A low-level concern is any behaviour by a staff member that raises a sense of unease about their suitability to work with children but does not meet the threshold for a formal allegation under safeguarding procedures. These may include, but are not limited to:

- Inappropriate comments or jokes, including those of a sexual, discriminatory, or unprofessional nature
- Behaviours that could be perceived as overly familiar or crossing professional boundaries, such as excessive personal communication with pupils
- Actions that deviate from the Staff Code of Conduct, such as using inappropriate language or failing to challenge minor pupil misconduct
- Subtle behaviours that may indicate a potential risk, such as showing favouritism or discomfort around safeguarding discussions.

Low-level concerns are distinct from allegations requiring immediate referral to the Local Authority Designated Officer (LADO) or external agencies but are critical to address early to maintain a safe environment.

17.2 Identifying Low-level Concerns

Staff are trained to recognise indicators of low-level concerns about colleagues, which may include:

- Behaviours that deviate from the school's values or the Staff Code of Conduct, such as inappropriate interactions with pupils
- Comments or actions that cause unease, even if they appear minor, such as insensitive remarks about safeguarding or pupil welfare
- Patterns of behaviour that, while not immediately harmful, could indicate a potential risk if unaddressed
- Concerns raised by pupils, parents, or other staff that suggest a staff member's behaviour may not align with safeguarding expectations.

Staff will avoid dismissing such behaviours as "normal" or "not serious" and will consider the context, including the staff member's role and interactions with pupils.

17.3 Reporting Low-level Concerns

- Staff are encouraged to report low-level concerns about colleagues to the school business manager and headteacher
- Reports should be made as soon as reasonably practicable using the Low-level Safeguarding Concern Form, or through a confidential discussion with the headteacher followed by sending the Low-level Safeguarding Concern Form
- Reports should include factual details, such as the date, time, location, individuals involved, and a clear description of the observed behaviour, without including personal opinions
- Staff raising concerns will be protected from repercussions and encouraged to report anonymously if preferred, though named reports may enable more effective resolution.

17.4 Managing Low-level Concerns

Initial Response: The school business manager and headteacher will review the concern and determine whether it remains low-level or requires escalation to a formal allegation under safeguarding procedures. The rationale for this decision will be recorded on the Low-level Safeguarding Concern Form.

Action: Low-level concerns may be addressed through:

- Informal discussions with the staff member to clarify expectations and reinforce the Staff Code of Conduct
- Additional training or mentoring to address specific behaviours
- Monitoring of the staff member's interactions to ensure compliance with safeguarding standards
- Feedback to the reporting staff member, where appropriate, to confirm action has been taken.

Escalation: If a low-level concern indicates potential for escalation or is part of a pattern, the headteacher may initiate a formal investigation or refer to external agencies, such as the Local Authority Designated Officer (LADO), in line with the Child Protection and Safeguarding Policy.

Monitoring: All low-level concerns will be recorded securely and monitored to identify patterns or repeat behaviours that may warrant further action.

17.5 Confidentiality and Record-Keeping

- Low-level concerns will be handled with strict confidentiality, shared only with staff necessary to address the issue, such as the DSL or governing board chair
- Records will be stored securely in accordance with the school's Data Protection Policy and UK GDPR, detailing the concern, actions taken, and outcomes
- If a concern escalates to a formal allegation, records will be updated and, if necessary, shared with external agencies, such as the LADO, while protecting the anonymity of the reporting staff member where possible

17.6 Training and Awareness

- All staff will receive training on identifying and reporting low-level concerns about colleagues as part of their induction and annual safeguarding refresher training
- Training will emphasise the importance of professional boundaries, the Staff Code of Conduct, and the process for reporting concerns confidentially
- The school will foster a culture where reporting low-level concerns is seen as a professional responsibility to ensure pupil safety, with clear communication to staff about how concerns are handled.

17.7 Monitoring and Review

- The DSL and headteacher will review the handling of low-level concerns annually to ensure procedures are effective and aligned with safeguarding best practices
- Patterns of low-level concerns will be analysed to inform staff training, policy updates, or additional safeguards.

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

At James Calvert Spence College we recognise the possibility that all adults working in the school may harm children, Any concerns about the conduct of adults in the school should be reported to the headteacher without delay; any concerns about the headteacher should go to the Chair of Governors.

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

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

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

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

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

suspended where this is deemed to be 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.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2025)* and in the school's Managing Allegations Policy and Procedures.

Staff, parents and governors 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.

19. Training

19.1 Staff training

It is important that all staff receive regular 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 governors will receive a mandatory briefing during their induction, which includes the school's child protection and safeguarding policy, self-regulation (behaviour) policy, the Staff Handbook, and how to report and record concerns, and details for the DSL.

All staff, including the Headteacher (unless the Headteacher is the DSL) and governors will receive training that is regularly updated. The NCASP recommendations can be found in Appendix O.

The DSL (and deputies) will receive annual safeguarding training, with subjects reflecting local and national priorities and including a refresher session on their roles and responsibilities every two years.

All staff complete a google form to confirm they have received a copy of the child protection and safeguarding policy and that they have read KCSIE 2025 Part 1 and Annex A and B.

The school has produced a poster to signpost all staff to be vigilant and follow agreed procedures.

19.2 Governor Training

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

20. Visitors

Supply staff and other visiting staff will be shown the school's visitors Information, which will be made available to them on their arrival. Supply staff will also be given a copy of the Staff Handbook, so they clearly understand our procedures and protocols.

21. Safer recruitment

Our school endeavours to ensure that we do our utmost to employ safe staff by following the guidance in Keeping Children Safe in Education (2025) and the school's Staff Recruitment procedures, policy and checklist.

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

Safer recruitment procedures reference the DfE's Check a Teacher's Record service for conducting checks on staff. The school complies with the Data Protection Act 2018 and UK GDPR, using DfE's Data Protection in Schools guidance for handling personal data. The Designated Safeguarding Lead (DSL) records decisions and rationales, including where referrals to children's services are not made.

22. Regulated activity, Volunteers, Contractors

22.1 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 (2025) Annexe E.

22.2 Volunteers

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

22.3 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 school's risk assessment process and statutory guidance.

22.4 Contractors

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

23. Site security

Visitors to the school, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The

Headteacher will exercise professional judgement in determining whether any visitors should be escorted or supervised while on site.

24. Extra-curricular clubs, out of school providers and off-site arrangements

All off-site activities undergo a risk assessment to ensure compliance with health, safety, and safeguarding requirements. For school-managed extended activities, such as after-school clubs, community programs, or tuition, we adhere to the Department for Education's *Safeguarding Guidance for Providers* (September 2023) and our internal child protection and safeguarding policies.

When hosting external providers on school premises, these providers are responsible for their own safeguarding and child protection policies. However, the school will report any concerns about a provider to the local authority and follows best practice guidance to ensure pupil safety.

For off-site activities, including day trips, residential visits, and work-related placements, we verify that robust child protection arrangements are in place before participation.

24.1 Alternative Provision Responsibilities

The school retains safeguarding responsibility for pupils in alternative provision (AP). We require written confirmation from AP providers that appropriate safeguarding checks have been conducted on all staff. The school conducts reviews of AP placements at least every half-term to monitor pupil safety, attendance, and welfare, maintaining accurate records of placement addresses. If safeguarding concerns arise, we will promptly review the placement and may terminate it if necessary.

Section 5 - Searching and Screening

At JCSC, the safety and dignity of students are of utmost importance. This guidance provides clear procedures for conducting searches and screenings in a manner that aligns with Department of Education guidelines, Local Authority guidance and promotes student wellbeing.

25. General Principles

It is essential that staff follow safe and professional techniques and only conduct searches of specific pupils if identified as requiring a search as part of their risk assessment or based on specific information that would require a search to be conducted e.g. the suspicion that the pupil was carrying an illegal item.

26. Use of Search Wands

Search wands are an effective, non-intrusive way to detect metal objects and confirm suspicion. The use of wands avoids physical contact between staff and students, making it a safer option for both parties.

Wand Options: Search wands typically emit a sound when metal is detected, though some operate in silent mode and vibrate instead. We will notify parents/carers if we have used a search wand during a pupil search.

27. During Searches

It is essential to maintain a calm, professional, and respectful approach when conducting a search. Clear communication is key before, during, and after the search.

Always have two staff members present during the search. One designated person will conduct the search (of the same sex as the student) and the other will serve as a witness.

The witness should engage the pupil in conversation, monitor their behaviour for signs of distress, and act as a safety officer to de-escalate any potential issues.

28. Search Procedure

- **Location:** Choose a private, safe environment away from other students to conduct the search.
- **Introduction:** Introduce yourself (name and role) and confirm if the student knows you.
- **Explanation:** Clearly explain what the search is for and how it will be conducted.
- **Grounds for Search:** State the reason for the search confidently and in line with Department of Education guidance, reassuring the student that their dignity and safety is the priority.

29. Recording and following the Search

Record all relevant details on Bromcom, including what was found (or not found), any follow-up actions taken, and the student's response.

Ensure that records are stored securely in the school's recording system, Bromcom.

After the search, promptly inform the pupil's parents/carers about the search and any outcomes.

By following these procedures, staff can ensure searches are carried out respectfully and safely, maintaining a secure environment for all students and staff at JCSC.

For further detail regarding searching pupils see the behaviour policy.

Section 6 - Physical Intervention and use of reasonable force

30. What is Reasonable Force?

Reasonable force refers to a range of physical actions that involve a degree of contact with pupils. These actions are extremely rare but sometimes necessary for our teachers to maintain control and ensure safety.

31. Purpose of Force

Force is generally used to either control or restrain a pupil. Examples include:

- **Control:** This may involve guiding a pupil to safety, such as leading them by the arm or standing in their path to prevent further escalation
- **Restraint:** Used in more extreme situations, such as stopping a fight or preventing harm, where holding a pupil back may be required.

32. Proportionate Force

Force should be **reasonable in the circumstances**, meaning no more force than necessary should be applied.

33. Examples of Control and Restraint

- **Control:** Passive or active physical contact, such as blocking a pupil's path or guiding them by the arm
- **Restraint:** Physically holding or bringing a pupil under control, for example, separating pupils engaged in a fight.

34. Avoiding Injury

While staff should aim to avoid causing injury, in extreme situations, this may not always be possible.

35. Who Can Use Reasonable Force?

- All school staff have the legal authority to use reasonable force under the Education and Inspections Act 2006
- This power also extends to unpaid volunteers and parents temporarily in charge of pupils during school-organised activities, as authorised by the headteacher.

36. When Can Reasonable Force Be Used?

Reasonable force can be used in situations where it is necessary to:

- **Prevent harm:** Stopping pupils from hurting themselves or others

- **Prevent disorder:** Maintaining order in the school environment
- **Protect property:** Stopping damage to school or personal property

Situations where reasonable force may be used include:

- Removing disruptive pupils from a classroom
- Preventing a pupil from disrupting a school event or school trip
- Stopping a pupil from leaving a classroom if it poses a safety risk
- Intervening in fights or preventing a pupil from attacking someone
- Restraining a pupil during a physical outburst to prevent self-harm.

Force cannot be used as a form of punishment.

37. Power to Search Pupils Without Consent

Staff authorised by the Headteacher can use reasonable force when conducting a search for prohibited items, such as:

- Weapons, alcohol, illegal drugs, and other dangerous items.

Force cannot be used to search for items banned under school rules but not illegal.

38. Training and Support for Staff

The Headteacher will assess the need for training on the use of force, depending on staff roles and pupil needs.

Staff are aware of techniques that carry unacceptable risks, such as:

- The seated double embrace
- The double basket-hold
- The nose distraction technique.

39. Parental Communication

When force has been used in serious incidents involving their child, parents will be contacted and staff will use professional judgment to decide what constitutes a serious incident, considering factors such as the level of risk, the degree of force used, and the impact on the pupil.

40. Handling Complaints and Allegations

- Complaints about the use of force must be investigated thoroughly and promptly
- If force was used within the law, this provides a defence against any claims
- Suspension should not be automatic if a staff member is accused of using excessive force. Alternative arrangements should be considered, and pastoral support must be offered to staff.

41. Appropriate Physical Contact

Some physical contact with pupils is necessary and appropriate, such as:

- Comforting a distressed child
- Congratulating or praising a pupil
- Demonstrating exercises during PE or sports activities
- Providing first aid when necessary.

By following these guidelines, staff at James Calvert Spence College can ensure the safety and well-being of both pupils and them when physical intervention is required. For further information and guidance see:

[Use of reasonable force. advice for headteachers, staff and governors. July 2013](#)

For further detail regarding reasonable force see the behaviour policy.

Section 7 - Digital Safety

42. School Aims

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- Set clear guidelines for the use of mobile phones for the whole school community
- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

43. The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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

Teach our pupils about online safety as part of our curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

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

45. Artificial intelligence (AI)

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

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

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

46. Filtering and Monitoring

When pupils use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems, which are regularly reviewed for their effectiveness.

- Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made
- Monitoring can include:
 - Physical monitoring- staff being vigilant when children are using devices

- Live monitoring- using **Senso cloud** that screen captures trigger words/phrases
- Monitoring individual devices/users
- We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures
- Each year our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content
- All our staff undertake training to understand the risks of poor filtering and monitoring, and know how to share their concerns
- All our staff have taken part in annual cybersecurity training.

However, many pupils can access the internet using personal devices on journeys into school and going home. To minimise inappropriate use, we as a school have a mobile device policy and ask parents/carers to adhere to the guidance stated

47. Photography and images

Most 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.

To protect 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 pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

48. Staff/pupil relationships and online contact

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with pupils. Staff found to be in breach of these rules may be subject to disciplinary action or child protection investigation. This is stated in our Digital Safety Policy and Staff conduct policy.

49. Online Safety and Emerging Harms

The school recognises that online safety risks include content harms such as misinformation, disinformation, and conspiracy theories. Staff are trained to identify and respond to these risks. The school uses DfE's Plan Technology for Your School service to ensure robust filtering and monitoring systems are in place. Additionally, in line with DfE's Generative AI: Product Safety Expectations, AI tools are managed to prevent access to harmful content, with activity logs maintained. The Designated Safeguarding Lead (DSL) ensures regular reviews of online safety measures, including staff training on emerging risks.

Section 8 - 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 pupils keep themselves safe. We will raise awareness of child protection issues and equip children with the skills to keep them safe. This will include activities to improve their resilience. Children are taught to recognise when they are at risk and how to get help when they need it.

The school will therefore:

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

50. Curriculum- teaching children to be safe

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

The type of topics the curriculum covers:

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

51. Relationships, Sex, and Health Education (RSHE) and Gender Questioning Children

The school is committed to supporting children who are lesbian, gay, bisexual, or gender questioning, in line with current guidance. This policy will be reviewed and updated to reflect the DfE guidance on RSHE and Gender Questioning Children draft guidance. Teaching includes concepts and laws relating to all forms of sexual harassment and abuse, emphasising

that such acts are never the fault of the victim. Considering the Supreme Court judgment in *For Women Scotland v Scottish Ministers* (2025), which defines “woman” and “man” by biological sex under the Equality Act 2010, the school ensures inclusive practices align with legal requirements.

Appendix 1 – DSL Share Drive and other important links

- To access DSL area of the Virtual School SharePoint, copy the link into your search bar – [Northumberland's Virtual School - Home \(sharepoint.com\)](https://sharepoint.com)
- Contact Justine Clephane (Justine.Clephane@northumberland.gov.uk) if issues with connection
- Northumberland Procedures Manual - [Local Resources \(trixonline.co.uk\)](http://trixonline.co.uk)
- Northumberland County Council Safeguarding Children resources [Northumberland County Council - Safeguarding children](#)
- Northumberland Education webpage - [Northumberland Education](#)
- Be Connected Padlet - <https://padlet.com/nies1/be-connected-ix9us64xc7vv5az7>

Appendix 2 – Definitions of abuse

Four categories of abuse (from WTtSC December 2023)

Physical abuse

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child (previously known as Munchausens by Proxy).

Emotional abuse

The persistent emotional maltreatment of a child so 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, though it may occur alone.

Sexual abuse

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

Neglect

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

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

Appendix 3 - Indicators of abuse

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

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

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

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

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

Appendix 4 – Children who are more vulnerable / at greater risk

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.

Children who are lesbian, gay, bi, or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. At James Calvert Spence College, we endeavour to reduce the additional barriers faced by providing a safe space for any child to speak with a trusted adult of their choice.

Children Who Are Absent from Education

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is important the school response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as a child who is a child in need or who has a child protection plan, or is a looked after child), where being absent from education may increase known safeguarding risks within the family or in the community.

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. To support us to do this, we need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2025) the school has:

- Staff who understand what to do when children do not attend regularly

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

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

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

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

The school procedures reflect the latest DfE guidance

[Working-together-to-improve-school-attendance](#) and [Children-missing-education guidance](#)

The LA guidance is available on the Virtual School web page

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

Children with Special Educational Needs and Disabilities

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

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

Bullying

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

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our tackling-bullying procedures. All pupils and parents receive a copy of the policy/procedures on joining the school and the subject of bullying is addressed at regular intervals as part of the Relationships, Sex and Health Education (RSHE)

curriculum. If the bullying is particularly serious, or procedures implemented to address the bullying are deemed to be ineffective, the Headteacher and the DSL will consider implementing child protection procedures.

Cared for Children and Previously Cared for Children

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

Children with sexually harmful behaviour

Children may be harmed by other children. Staff will be aware of the harm caused by bullying and will use the 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 with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Children 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

Sexual exploitation of children

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

The school includes the risks of sexual exploitation in the RHSE 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.

[Child Exploitation \(Sexual and Criminal\) \(trixonline.co.uk\)](http://trixonline.co.uk)

Criminal Exploitation of Children

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity and includes drug networks or gangs grooming and exploiting children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

[Gang Activity, Youth Violence and Criminal Exploitation... \(trixonline.co.uk\)](http://trixonline.co.uk)

Forced Marriage

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

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

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

Legal Marriage

It is also worth noting that The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2025 means that 16- and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Radicalisation and Extremism

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

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

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

Report your concerns and make a Prevent referral

Anyone can refer an individual who they feel is vulnerable to radicalisation and simply doing so does not criminalise those who are referred. The emphasis is on safeguarding individuals and protecting the public.

Fill out a [prevent referral form](#) and email to: fimunorth@ctpne.police.uk and prevent@northumberland.gov.uk

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

Private fostering arrangements

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

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

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

When 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.

[Children Living Away from Home \(trixonline.co.uk\)](http://trixonline.co.uk)

Domestic Violence

Our school is fully engaged in the Operation Encompass partnership, and we recognise the importance of all staff having a basic understanding in relation to domestic violence and the impact it can have on children. On an annual basis, the school notifies all parents that we are partners with the LA and police in relation to Operation Encompass and new staff receive a briefing as part of their induction.

Staff understand that violence perpetrated by a child on their parent (Child to Parent Violence and Abuse CPVA (Child to Parent Violence and Abuse)) is also a form of domestic violence and as such will seek advice from the DSL when they are made aware of such incidents

[Domestic Violence and Abuse \(proceduresonline.com\)](http://proceduresonline.com)

[Home : Operation Encompass](#)

Mental Health

All staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected, or trained, to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the designated safeguarding lead or a deputy safeguarding lead.

Our school has a senior mental health lead. We have staff trained to deliver both Thrive and ELSA intervention to support pupils at an early stage. We also work with BeYou to access support for pupils from the Educational Mental Health PR actioner (EMHP) team.

Sexual Violence or Sexual harassment

Considering confidentiality and anonymity

This school recognises that in cases related to reports of sexual violence and sexual harassment there may be situations where the young person asks the school not to tell anyone about the incident and all staff are aware of their duty to report concerns to the DSL

Risk Assessments

Report of sexual violence or sexual harassment will include the time and location of the incident and subsequent risk assessments will include any actions required to make the location safer.

Impact on any siblings

The school recognises the importance of understanding intra-familial harms and will identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

Appendix 5 – Specific Considerations

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in Keeping Children Safe in Education (2025). Work experience checks are completed via UniFrog.

Children staying with host families

The school may make arrangements for 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 (2025), to ensure that hosting arrangements are as safe as possible.

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

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 setting and are appropriately inspected (You should expand on this paragraph with further relevant information if you provide accommodation to pupils)

Schools with Sixth Formers

If the student is over 18, and is not a danger to themselves, permission must be obtained from the student to share the information they have disclosed with outside agencies.'

We recognise that some procedures are different for those young people and adults over the age of 18 years. Once the student has reached the age of 18, he/she may be classed as a vulnerable adult. The definition of this is in accordance with the Safeguarding Vulnerable Groups Act 2006.

- A person who has reached the age of 18 and
- is in residential accommodation or sheltered housing
- receives domiciliary care or any form of health care
- is detained in lawful custody
- is by virtue of an order of the court under supervision by a person exercising functions for the purposes of part one of the Criminal Justice and Court Services Act 2000
- receives the welfare service of an agency outside the school
- receives any service or participates in any activity provided specifically for persons who fall within subsection 9 of the Safeguarding Vulnerable Groups Act 2009
- payments are made to him/her (or to another on his/her behalf) in pursuance of arrangements under section 57 of the Health and Social Care Act 2001
- requires assistance in the conduct of his/her own affairs' child (i.e., a pupil at school who has not yet reached their 18th birthday)

In general, adult safeguarding procedures should be implemented for 18-year-olds and in these situations. Children's Safeguarding should remain equal partners throughout the process so any issues that impact on the service can be addressed. These situations may be complicated by the different procedure's timescales and processes.

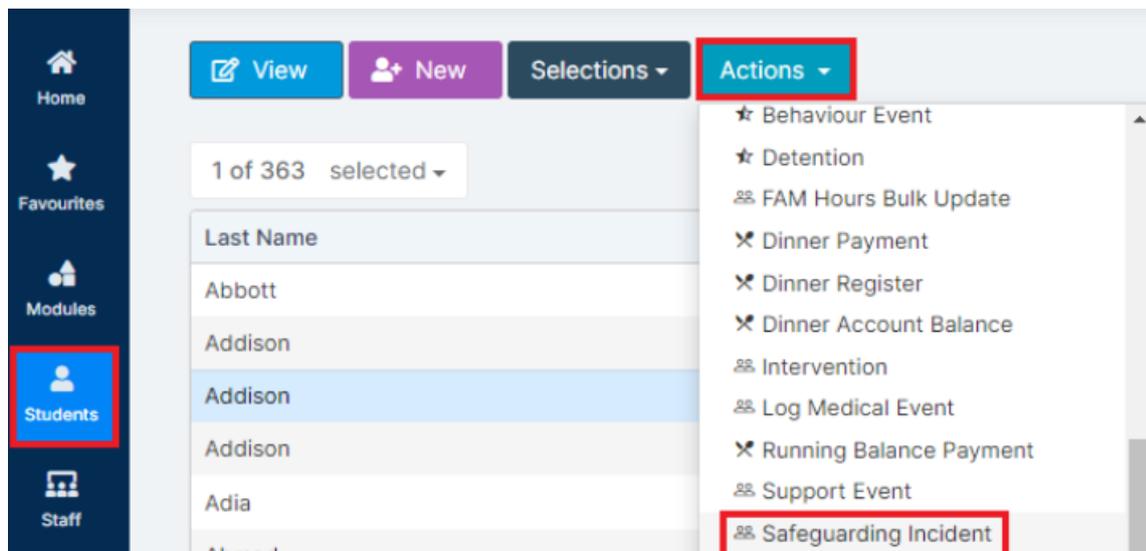
[Adult Safeguarding - Information for professionals](#)

Appendix 6 – School paperwork for recording concerns

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

You can add an Incident via the Student Actions Button

From the left Menu, go to **Students > Select the Student > Actions > Safeguarding Incident**.



The **Record Safeguarding Incident** pop-up will be displayed.

Record Safeguarding Incident

Selected Student: Addison, Harry

Date and time of Incident: 22/02/2023 11:17

Status*: In Progress

Categories: Neglect X

Subcategories: Appearance X

Incident Detail*: Dirty looking unwashed uniform

Date and Time of Incident – here you are able to **Edit** the **Date** and **Time** of when the **Incident** happened

Status – this is where you record whether the **Incident** is **Open**, **In Progress** or **Closed**.

Category – select a **Category** from the dropdown list

Subcategory – select a **Subcategory** from the dropdown list

Incident Detail – this is a **Free Text** field to record details of the **Safeguarding Incident**

When complete, please click **Save**.

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

Guidelines for wording/phrasing of incident write up

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

X Opinions X	√ Facts √
Really angry	The pupil shouted, stomped, tipped over
Threatening	The pupil ran/hit/threw/bit
Rude	They said, repeated
Aggressive	They had clenched fists, punched, marked, broke
Abusive	They said ""
As per	(pupil name) has said this on another occasion
We feel that....	The trigger was
The impact is that....	We had to

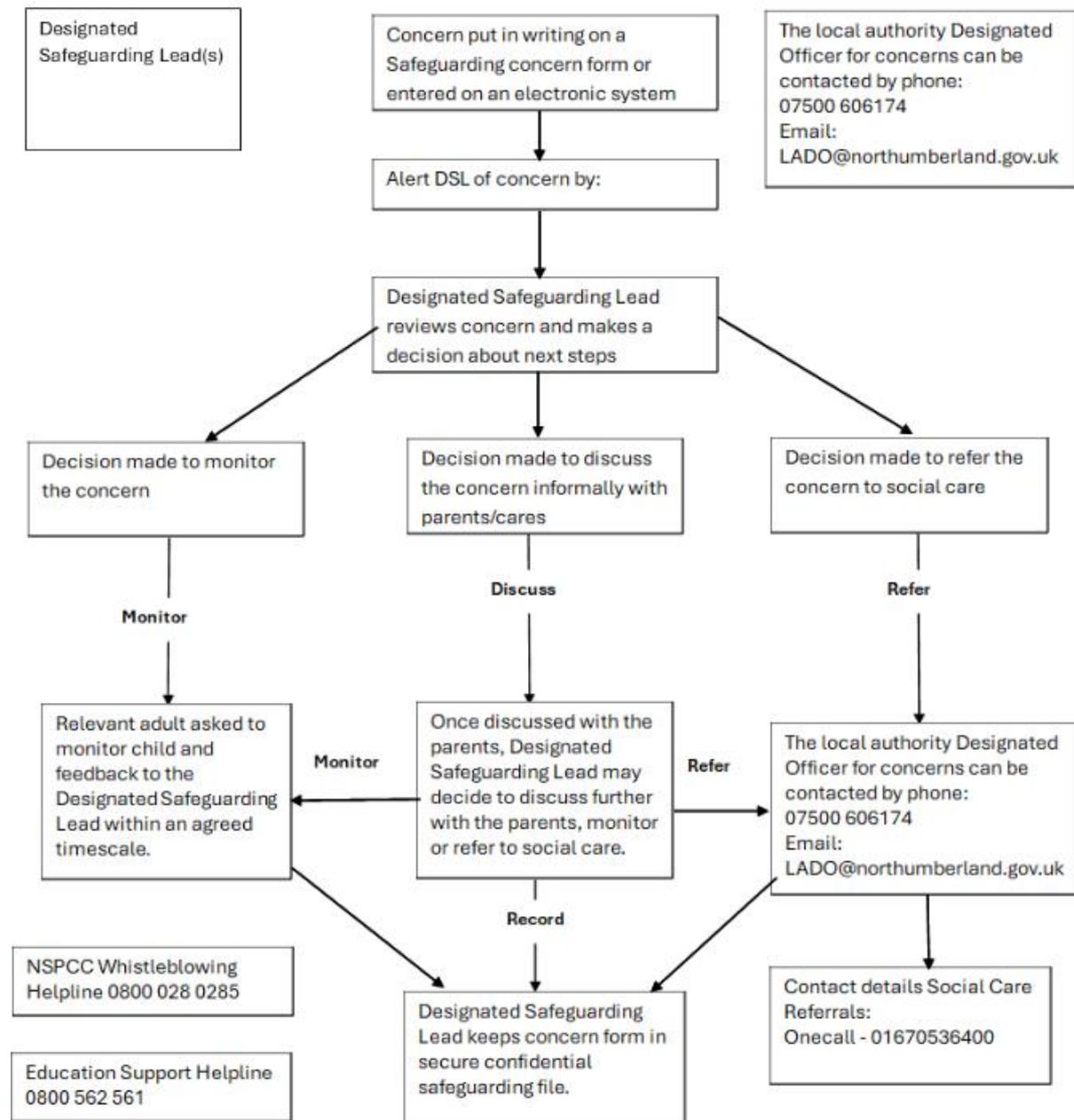
Typing protocol - please don't use CAPITALS or !!!! to emphasize frustration or meaning.
Ambiguous language- be direct and succinct. Words and phrasing can completely change an incident
Physical contact- be specific (how and where) about any physical hold, movement or comfort given

Reflection - This is an incredibly important part of recording a behavioural incident. Please share in the incident box what you/the team have done to follow up or what you are putting in place to prevent a reoccurrence.

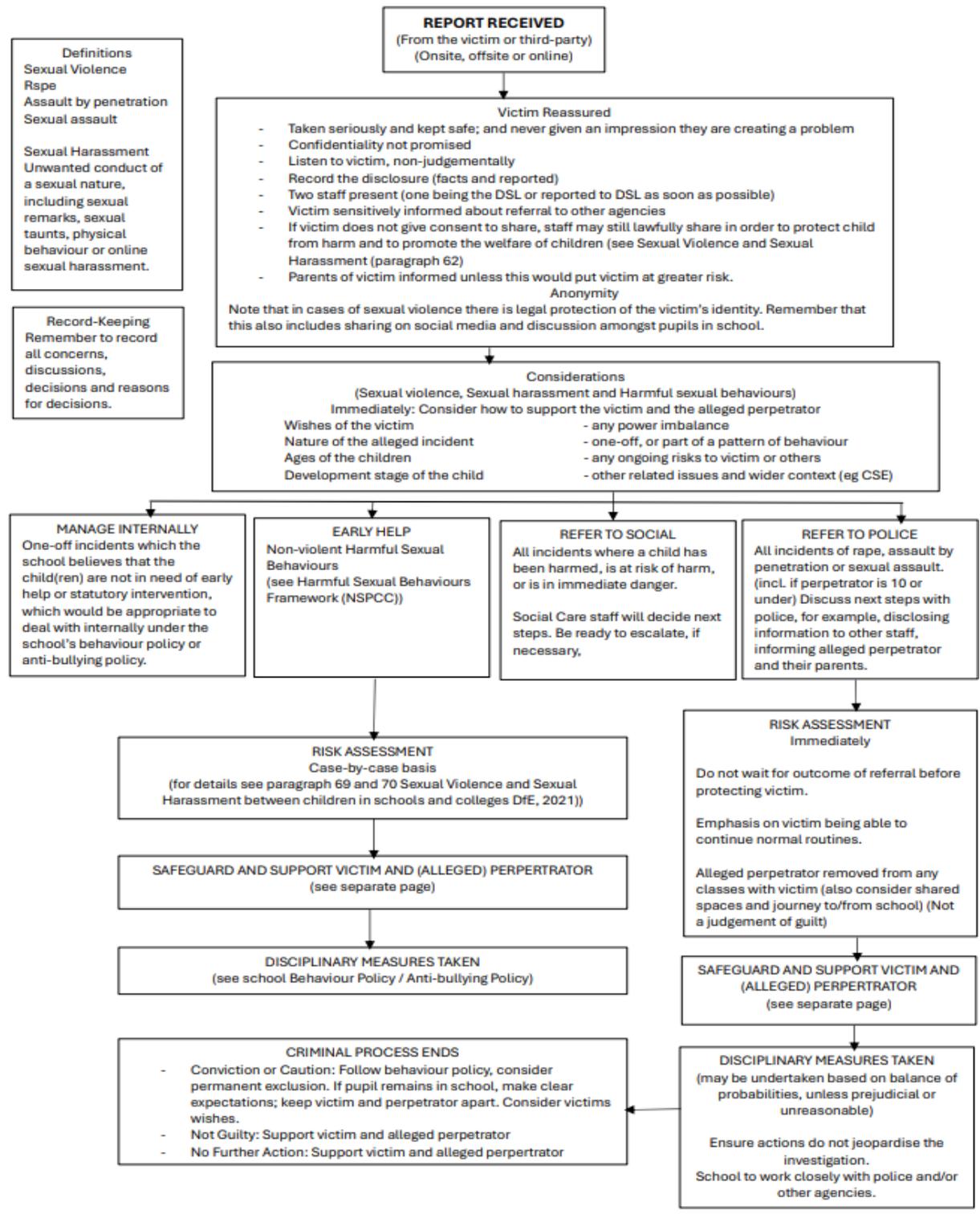
Response - The Pastoral Team will always respond to every Bromcom incident. This may just be 'Acknowledged' or to clarify further details. If you are required to respond to an action, then please do so within 24hrs.

Appendix 7 – Flowchart for following up concerns

FLOWCHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Appendix 8 – Flowchart for sexual violence and sexual harm



Appendix 9 – Standards for effective child protection practice in schools

A school should measure its standards regarding safeguarding against the expectations of the Ofsted Framework and the arrangements of the Northumberland Children's and Adults Safeguarding Partnership.

Appendix 10 - Dealing with allegations against people who work with children (allegations or concerns about an adult working in the school whether as a teacher, supply teacher, other staff, volunteers, or contractors)

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

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

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

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

Allegations

It is an allegation if the person* has:

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

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

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

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

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

Low-level Concerns

Concerns may be graded Low-level if the concern does not meet the criteria for an allegation; and the person* has acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work. Example behaviours include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- using inappropriate sexualised, intimidating, or offensive language.

If the concern has been raised via a third party, the headteacher/principal should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously
- to the individual involved and any witnesses.

Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Staff should be encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

Low-level concerns should be recorded in writing and shared with the Headteacher or School Business Manager by email, using the low-level concern form, including:

- name* of individual sharing their concerns
- details of the concern
- context in which the concern arose
- action taken

(* if the individual wishes to remain anonymous then that should be respected as far as reasonably possible)

Records must be kept confidential, held securely, and comply with the Data Protection Act 2018. Schools and colleges should decide how long they retain such information, but it is recommended that it is kept at least until the individual leaves their employment.

Records should be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.

If a concerning pattern of behaviour is identified and now meets the criteria for an allegation, then the matter should be referred to the LADO.

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

What is a Local Authority Designated Officer or LADO?

The role of LADO was initially set out in the HM Government guidance Working Together to Safeguard Children 2010 and continues in Working Together 2018 and 2023

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

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

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

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

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

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

lado@northumberland.gov.uk

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

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

To make a referral use this form

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

Call: 07500 606174 (Monday to Thursday 08:30-17:00, Friday 08:30-16:30) or 01670 536400 (Out of hours)

Appendix 11 – School Safeguarding Poster



Safeguarding @ JCSC

BE KIND
WORK HARD
AIM HIGH



Lead DSL

Mr J Robinson
01665 710636
Ext 201



DpDSL

Miss Wendy Hills
01665 710636
Ext 126



DpDSL

Ms Amy Thompson
01665 710636
Ext 220



DpDSL

Miss Erin Foster
01665 710636
Ext 124



DpDSL

Ms Natalie Morrison
01665 710636
Ext 123



DpDSL

Mrs Lucy Bramwells
01665 710636
Ext 125



DpDSL

Ms Caroline Denley
01665 710636
Ext 117



DpDSL

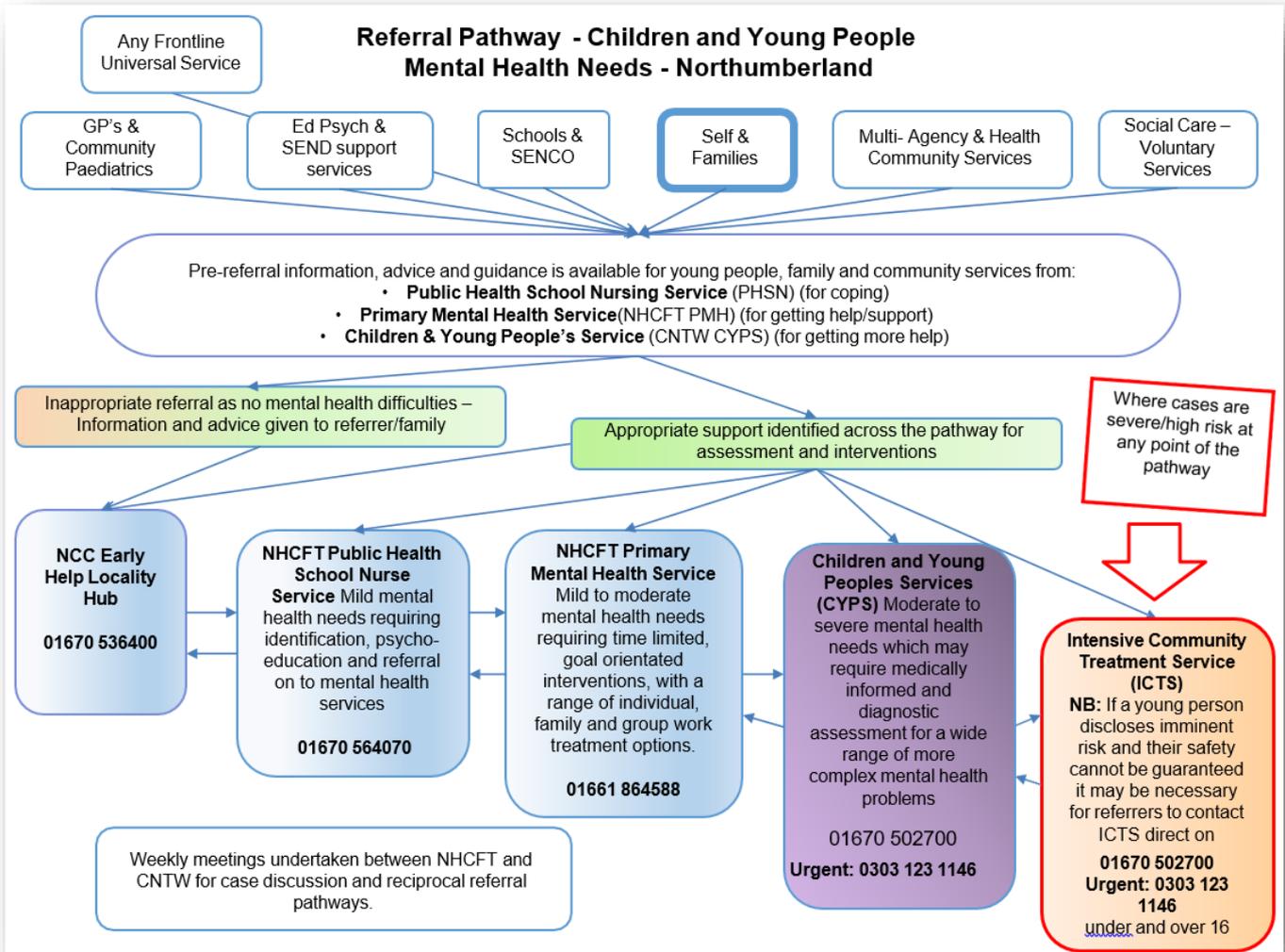
Mrs B Biggs
01665 710636
Ext 250



DpDSL

Mrs Jacqueline Johnson
Deputy Headteacher

Appendix 12 – Mental health pathways and signposting





Be you

Home About Us News Events Support and Resources Contact Us

NHS Trailblazers > Support > Professionals

PROFESSIONALS

Our Thrive Model- Click on each segment in the Thrive Model to find out more about the support available.



Coping
Initial concerns based on early on set problems impacting on one area of child's functioning.

Getting Help
Persistent difficulties that are pervasive across home and school, that are moderate in severity or that have not improved following coping intervention.

Getting More Help
Persistent symptoms that are moderate to severe that have not responded to targeted intervention from the PMHW service and or if symptoms are severe, enduring or represent a significant risk.

Getting Risk Support
When a person presents as a serious risk to their own life or the lives of others.


THRIVING

Appendix13 – Responsibilities for school attendance

https://assets.publishing.service.gov.uk/media/6274ecb2d3bf7f5e3916fb5f/Summary_table_of_responsibilities_for_school_attendance.pdf

The school adheres to Working Together to Improve School Attendance 2025 as statutory guidance. Unexplainable and/or persistent absences from education are treated as potential safeguarding concerns, potentially linked to risks such as sexual abuse or exploitation. The school engages with children's services when safeguarding concerns are identified related to pupil absence.

Attendance Category	School Actions
All pupils	<p>Have a clear school attendance policy on the school website which all staff, pupils and parents understand.</p> <p>Develop and maintain a whole school culture that promotes the benefits of good attendance.</p> <p>Accurately complete admission and attendance registers.</p> <p>Have robust daily processes to follow up absence.</p> <p>Have a dedicated senior leader with overall responsibility for championing and improving attendance.</p>
Pupils at risk of PA	<p>Proactively use data to identify pupils at risk of poor attendance.</p> <p>Work with each identified pupil and their parents to understand and address the reasons for absence, including any in-school barriers to attendance.</p> <p>Where out of school barriers are identified, signpost and support access to any required services in the first instance.</p> <p>If the issue persists, take an active part in the multi-agency effort with the local authority and other partners. Act as the lead practitioner where all partners agree that the school is the best placed lead service. Where the lead practitioner is outside of the school, continue to work with the local authority and partners.</p>
Persistently Absent	<p>Continued support as for pupils at risk of becoming persistently absent and:</p> <p>Where absence becomes persistent, put additional targeted support in place to remove any barriers. Where necessary this includes working with partners.</p> <p>Where there is a lack of engagement, hold more formal conversations with parents and be clear about the potential need for legal intervention in future.</p> <p>Where support is not working, being engaged with or appropriate, work with the local authority on legal intervention.</p> <p>Where there are safeguarding concerns, intensify support through statutory children's social care.</p> <p>Work with other schools in the local area, such as schools previously attended and the schools of any siblings.</p>

Severely Absent	Continued support as for persistently absent pupils and agree a joint approach for all severely absent pupils with the local authority.
Lower attendance than peers	Proactively use data to identify cohorts with, or at risk of, low attendance and develop strategies to support them. Work with other schools in the local area and the local authority to share effective practice where there are common barriers to attendance.
Pupils with medical or SEND	Maintain the same ambition for attendance and work with pupils and parents to maximise attendance. Ensure join up with pastoral support and where required, put in place additional support and adjustments, such as an individual healthcare plan and if applicable, ensuring the provision outlined in the pupil's EHCP is accessed. Consider additional support from wider services and external partners, making timely referrals. Regularly monitor data for such groups, including at board and governing body meetings and with local authorities.
Pupils with a social worker	Inform the pupil's social worker if there are any unexplained absences and if their name is to be deleted from the register.

Appendix 14 - Summary of changes to Keeping Children Safe in Education 2025

The following summarises key updates in Keeping Children Safe in Education (KCSIE) 2025, effective from 1 September 2025, as published by the Department for Education (DfE). These technical changes ensure alignment with statutory guidance and reflect emerging safeguarding priorities.

Part 1: Safeguarding Information for All Staff

Online Safety Risks: The definition of online "content" risks now explicitly includes *misinformation, disinformation, and conspiracy theories* as safeguarding harms (paragraph 135). Staff must be trained to identify these risks.

Terminology for SEND: References to "autistic spectrum disorder" or "spectrum" have been updated to "autism" to align with the *SEND Code of Practice* (paragraph 205). Note: A reference to "autistic spectrum conditions" may be updated in the final version.

Absence as Safeguarding Concern: The term "unexplainable and/or persistent absences from education" replaces "deliberately missing education" to highlight absence as a potential safeguarding risk, e.g., linked to exploitation (paragraph 29).

Part 2: The Management of Safeguarding

Alternative Provision (AP): Schools remain responsible for safeguarding pupils in AP. They must obtain written confirmation of safeguarding checks on AP staff and conduct at least half-terminally reviews of placements, with the option to terminate if concerns arise (paragraphs 169–170, 331).

RSHE and Gender Questioning Children: Awaiting revised DfE guidance on *Relationships, Sex, and Health Education (RSHE)* (effective September 2026) and *Gender Questioning Children* (expected by September 2025). Schools should support lesbian, gay, bisexual, or gender questioning pupils, noting the Supreme Court judgment in *For Women Scotland v Scottish Ministers* (2025), which defines “woman” and “man” by biological sex under the *Equality Act 2010* (paragraphs 128, 204–209). Teaching must include laws on sexual harassment and abuse, emphasizing that victims are not at fault (paragraph 130).

Virtual School Heads: Their non-statutory role now includes promoting educational outcomes for children in kinship care, alongside looked-after children and those with a social worker (paragraph 199).

Data Protection: Schools should use DfE’s *Data Protection in Schools* guidance to comply with the *Data Protection Act 2018* and *UK GDPR* (paragraph 92).

Mental Health Funding: References to funding for senior mental health lead training have been removed, as the program has ended (paragraphs 184–197).

Part 3: Safer Recruitment

Teacher Checks: The *Teaching Regulation Agency’s Employer Access Service* is replaced by DfE’s *Check a Teacher’s Record* service for staff checks (paragraphs 260, 266, 319, 331).

Information Commissioner: The *Information Commissioner’s Employment Practices Code* is now properly named and linked (paragraph 422).

Part 5: Child-on-Child Sexual Violence and Sexual Harassment

Children with Disabilities: Clarifies that children with disabilities (not just SEND) are three times more likely to be abused than peers (paragraph 456).

Annex B: Further Information

Attendance Guidance: *Working Together to Improve School Attendance 2025* is now statutory, requiring schools to treat persistent absence as a potential safeguarding concern and engage with children’s services (paragraph 177).

Annex C: Role of the Designated Safeguarding Lead (DSL)

Record-Keeping: DSLs must record decisions and rationales, including instances where referrals to children’s services are not made (Annex C).

Additional Notes

The policy anticipates future updates from the *Children’s Wellbeing and Schools Bill*, the *Violence Against Women and Girls* strategy, and findings from the Casey Audit on group-based child sexual exploitation and abuse. Schools should review policies once these are published.

All staff must read Part 1 (or Annex A for those not working directly with children) and receive training on KCSIE 2025, including online safety, filtering, and monitoring expectations.

Appendix 15 - NCASP Priorities and training recommendations

Thematic Priorities

Risk outside the home (ROTH)

- Criminal exploitation, including county lines drug distribution and 'cuckooing' properties
- Trafficking and modern day slavery
- Child sexual exploitation, or other extra familial sexual abuse
- Serious youth violence / Knife crime
- Anti social behaviour by and affecting peers (links with youth justice board)
- Gang affiliation • Radicalisation and violent extremism
- **Peer on peer abuse (outside of the family) including harmful sexual behaviours and domestic abuse among adolescent couples**

Complex mental health

- Continuing to develop, promote and evaluate Trauma Informed Practice
- Developing our partnership response across all tiers of intervention (including safeguarding those with complex needs but no mental health diagnosis) – right support at the right time
- Considering impact of parental mental health

Neglect

- The impact of and the response to complex chronic neglect
- Impact of parental substance misuse
- Learning from neglect summit and multi-agency audit to inform focus of work

Focus

- Mental Capacity Act 16+
- Domestic Abuse – focus on teenagers and healthy relationships
- Safeguarding under 1s
- Family (and community) networks

You said

- Young people mental health – and parents/carers
- SEND and disabilities
- Substance misuse – children and parents – neglect, exploitation, *contextual safeguarding*
- Peer on peer – violence and sexual assault
- Use of sexualised language, social media, harmful sexual behaviour, normalisation and desensitisation
- Cyber security

Training Expectations

Keeping Children Safe in Education 2025 states:

All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) at induction. **The training should be regularly updated.** In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead (and any deputies) should also undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly local authority children's social care

NCASP acknowledges that some DSLs may attend training delivered by other providers, however the partnership preference is that new DSLs in Northumberland attend the one-day training delivered by the Schools' Safeguarding Team. If, however, a new DSL has attended training delivered by another provider it is expected that they attend the Making a Referral Training (this ensures they have a working knowledge on NCC/NCASP procedures).

Appendix 16 – Contextual safeguarding links

In partnership with the Local Authority and partners on NCASP schools will ensure they have access to local information which support's them address local issues using local intelligence.

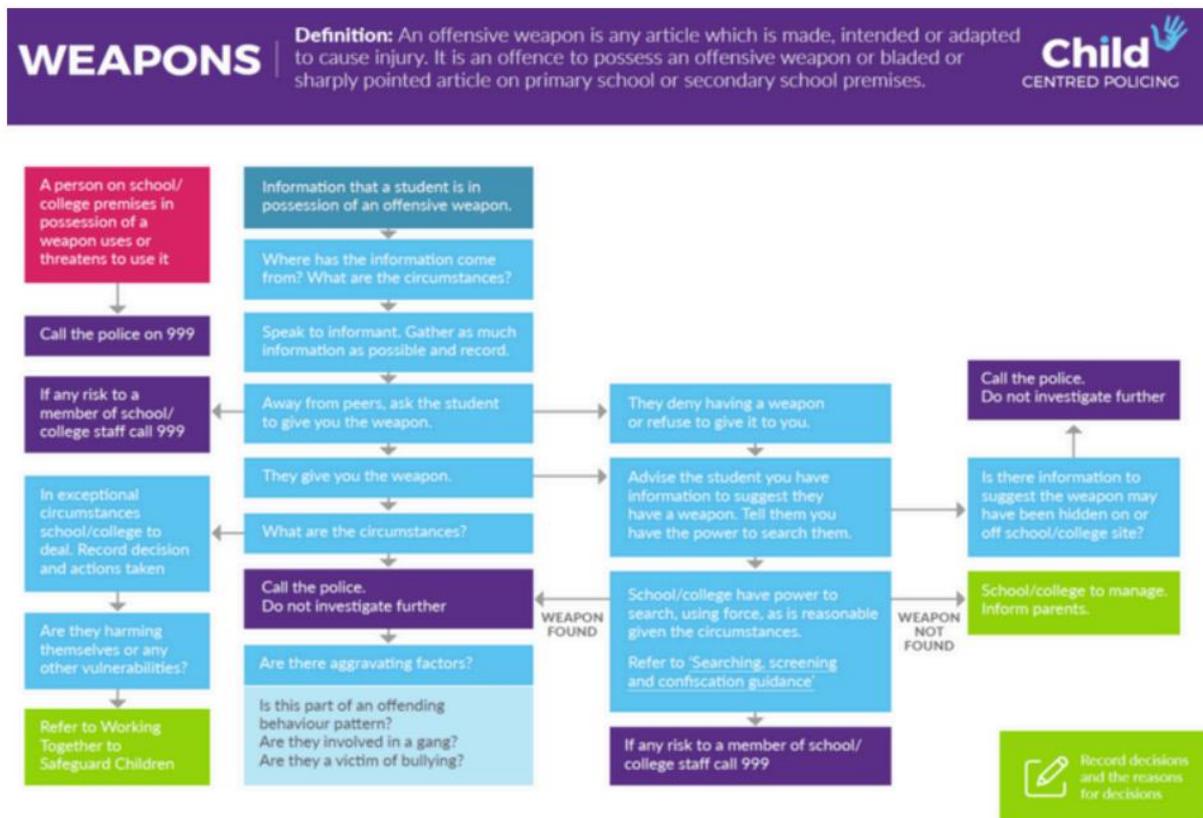
Intelligence may be gained through:

- local Community Safety Leads [Northumberland County Council - Neighbourhood problems](#)
- communication with neighbourhood beat teams of Northumbria Police
- the Counter Terrorism Local Profile (which is in the Prevent Folder on the DSL SharePoint [Designated Safeguarding Lead Resources - OneDrive \(sharepoint.com\)](#))
- Attendance at local VOLS (violent Offender Locality meetings)
- The Schools' Safeguarding team, who will ensure local issues are addressed at the NCASP half termly locality briefings

Schools are also encouraged to share any local intelligence with the police using the Police intelligence form

[Partnership Intelligence Form - 2025.docx \(sharepoint.com\)](#)

Appendix 17 - Offensive Weapon and Knife Carrying Protocol for Education (Northumberland)





GUIDANCE FOR THE SAFER SEARCHING OF PUPILS

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

Search wands

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

If you are using search wands in school please ensure:

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

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

Communication prior to and during search

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

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

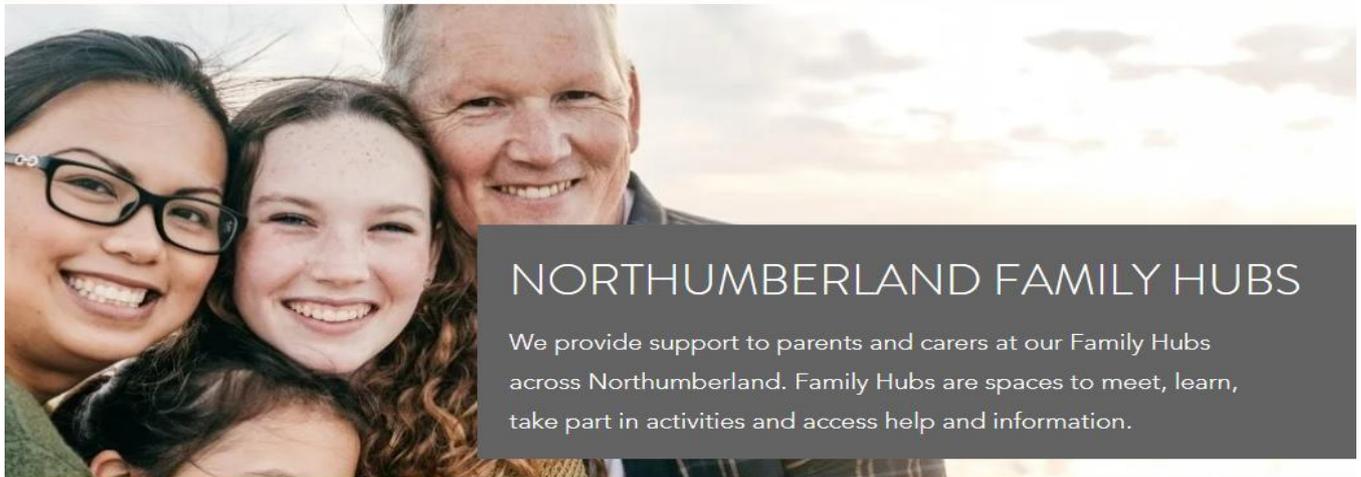
- Ensure that the **Place** you are going to conduct the search is away from other students, in a safe environment.
- **Communicate** who you are, what position you hold and if the pupil knows you or you them.
- **Explain** to the pupil what the object of the search is and how it is going to be conducted.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

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

Appendix 18 – Northumberland Family Hubs



- [What we do](#)
- [Supporting you](#)
- [Start for Life](#)
- [Useful contacts](#)
- [Blog](#)



NORTHUMBERLAND FAMILY HUBS

We provide support to parents and carers at our Family Hubs across Northumberland. Family Hubs are spaces to meet, learn, take part in activities and access help and information.

WHO WE ARE

Previously known as Children's Centres, Northumberland County Council's Family Hubs carry out a range of work in the local community, which ranges from birth registration, midwifery and health services, infant feeding support to primary mental health, community events, relationship support, digital learning and much more...

What we do **Supporting you**

- Supporting young people
- Home Learning
- Family Hub App
- Supporting families
- Supporting communities
- Northumberland Family Panel

Useful contacts and other places to find help

We've collated numerous other weblinks below that contain lots of information, tips and support for parents and carers and their families.

- [Local services and support for families](#)
- [Growing Healthy Northumberland 0-19 app](#)
- [Northumberland Communities Together](#)
- [Domestic abuse and getting help](#)
- [Cost of Living support](#)
- [Northumberland Libraries](#)
- [Citizen's Advice](#)

Local support services

If you live in Northumberland, Northumberland Frontline is a one-stop shop webpage with all available services in Northumberland. Find out more at northumberlandfrontline.org.uk

Appendix 19 – FAQs

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

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

What are my responsibilities for safeguarding and child protection?

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

Can I go to find someone else to listen?

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

Can I promise to keep a secret?

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

Can I ask the child questions?

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

Do I need to write down what was said?

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

Appendix 20 – Key contacts

Advice Area	Contact
For advice on making a referral or to make a referral for Children's Social Care or Early Help	<p>OneCall: 01670 536400</p> <p>Please note you may call to raise/discuss your initial concerns; however they must then be submitted in writing.</p> <p>If you are submitting a referral, please use the link below</p> <p>Forms (northumberland.gov.uk)</p>
For further discussion about an open case or advice on the operation of child protection/safeguarding procedures of a specific case	If known, contact the allocated social worker or early help worker or OneCall 01670 536400
For generic advice on the operation of child protection/safeguarding procedures	<p>Vicky Kinneavy - 07966 325300 victoria.kinneavy@northumberland.gov.uk</p> <p>Justine Clephane- 07879 874168 justine.clephane@northumberland.gov.uk</p>
Allegations against people working with children	<p>07500 606174 OR 01670 536400 (out of hours)</p> <p>Email address - LADO@northumberland.gov.uk</p> <p>The Northumberland LADO is Louise Prudhoe, but please use the generic contact information to ensure you get a response</p>
Queries in relation to the model CP policy for schools or related guidance	<p>Justine Clephane - 07879 874168 justine.clephane@northumberland.gov.uk</p>
HR advice for schools	SchoolsHR@northumberland.gov.uk
MAPPA – Risk Management re individuals who may pose a risk to children	<p>Neil O'Toole, Senior Manager Children's Services Neil.O'Toole@northumberland.gov.uk</p>
MARAC - Multi Agency Risk Assessment Conference	<p>Sarah Wintringham, Principal Education Welfare Officer sarah.wintringham@northumberland.gov.uk OR</p>
Attendance, children not in school and elective home education	<p>Sarah Wintringham sarah.wintringham@northumberland.gov.uk</p>
Looked After Children	<p>Tara Prescott, Deputy Virtual School Headteacher Tara.Prescott@northumberland.gov.uk</p>

Early Help	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
CPVA	Emma Walker, Early Help Team Manager Emma.Walker@northumberland.gov.uk
Monitoring/Quality Assurance re operation of schools safeguarding arrangements	Jane Walker 07752782649 Justine Clephane - 07879 874168 justine.clephane@northumberland.gov.uk

OFSTED- Inspecting safeguarding in schools (September 2025)

Under the 2025 inspection framework, safeguarding is its own evaluation area. Schools will either meet, or not meet, Ofsted's safeguarding standards. This is different from the rest of the evaluation areas, which are graded on a 5-point scale.

This is because Ofsted expects schools to be completely compliant with statutory requirements. Schools are expected to have an open and positive safeguarding culture that puts pupils' interests first. Leaders should take an effective, whole-school approach to safeguarding ensuring staff are well trained and vigilant to any potential safeguarding issues that may arise.