

Northern Counties School

Child Protection Policy

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Purpose of the policy

This policy is designed to provide clear direction to staff and others about expected codes of behaviour in dealing with safeguarding issues. It makes explicit Northern Counties School’s commitment to the development of good practice and sound procedures. This ensures that safeguarding concerns and referrals are handled sensitively, professionally and in ways which ensure positive outcomes for all children and young people.

Northern Counties School fully recognises the contribution it can make to protect and support children and young people.

Northern Counties School recognises that all children and young people have a fundamental right to be protected from harm.

Northern Counties School does not operate in isolation. Safeguarding is the responsibility of all adults and especially those working directly with the children and young people. The school and college has a statutory duty to assist local authority Social Service Departments acting on behalf of children and young people in need or enquiring into allegations of child abuse.

There are three main elements to our Safeguarding policy:

1. **Prevention:** for example, positive school atmosphere, teaching and pastoral support to children and young people.
2. **Protection:** by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns.
3. **Support:** to children and young people and Education Services staff and to children and young people who may have been abused.

Mission Statement

Northern Counties School exists to offer high quality education, care and therapy to children and young people with: cerebral palsy; sensory impairment; speech and language and communication difficulties; autistic spectrum disorder and profound multiple learning difficulties.

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Our central purpose is to provide a unified approach to meeting the special needs of children and young people through the provision of high-quality education, care and therapy to enable them to maximise their potential and achieve success.

We promote a positive environment in which all children and young people are valued, and success and achievements are shared and celebrated.

We ensure all children and young people feel safe and secure in school and ensure they have positive and trusting relationships with staff. Pupil voice is paramount and pupils are always listened to, regardless of their method of communication.

All staff receive training with regard to safeguarding and visitors to the school are encouraged to share any concerns they have with the Head of School. Staff are aware, that in addition to the mechanisms in place in school, they may also report their concerns direct to Newcastle’s Front Door service.

Children who have been abused or are at risk of abuse are supported by the class team in school, additional support is also available through the school wellbeing team and/or counselling service.

Safeguarding is explored as part of the curriculum, at levels suitable to the age and ability of the child (See also SRE policy). Specific safeguarding with regard to online safety is also covered.

This policy is in response to Section 175 of the Education Act 2002 and Section 94 of the Education and Skills Act 2008 and:

- Keeping Children Safe in Education (KCSIE) (DfE 2016)
- Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015);
- What To Do If You’re Worried A Child Is Being Abused (DfE 2015)
- Disqualification under the Childcare Act 2006
- The Childcare Act 2006 – Disqualification Requirements.
- The Early Years Foundation Stage Framework section 3 – the Safeguarding and Welfare Requirements, September 2014.

Reference to the key statutory and non-statutory guidance

The following policy and guidelines were formulated by the School Senior Management Team. The policy complies with the requirements of:

- The Department for Education and Employment circular 2005: Protecting Children from Abuse

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- Misconduct of Teachers and Workers with Children and Young Persons 11/95
- The Children Act 2004
- Every Child Matters 2003/2004/2005
- Keeping Children Safe 2003
- Working Together to Safeguard Children 2015
- Keeping Children Safe in Education 2016
- Information Sharing 2015
- What to do if you think s child is being abused 2015

Roles and Responsibilities

At Northern Counties School we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

The Governing Body should ensure that:

- They comply with their duties under legislation. They must have regard to this guidance to ensure that the policies, procedures and training in the schools is effective.
- School has a senior lead to take leadership responsibility for the organisation’s safeguarding arrangements.
- There are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children’s welfare, which are followed by all staff.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk and to help prevent the risks of their going missing in future.
- An appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description.
- The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.
- The school contributes to inter-agency working in line with statutory guidance Working together to safeguard children.
- Their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the LSCB.

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- They recognise the importance of information sharing between professionals and local agencies.
- All staff members undergo safeguarding and child protection training at induction. The training is regularly updated. Induction and training should be in line with advice from the LSCB.
- In addition all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Northern Counties School prevent people who are known to pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children. The school should have written recruitment and selection policies and procedures in place. Every interview panel has at least one member who has undergone safer recruitment training.
- There are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff.
- There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.
- The child protection policy includes procedures to minimise the risk of peer on peer abuse and sets out how allegations of peer on peer abuse will be investigated and dealt with.
- Governors and proprietors should ensure sexting and the school's approach to it is reflected in the child protection policy.
- Where there is a safeguarding concern the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the best interests of the child at their heart.
- Staff have the skills, knowledge and understanding necessary to keep all children safe. In particular, they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status

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The Head of School ensures that:

The policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are fully implemented and followed by all staff;

They will manage the process and liaise with the LA designated officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer

They receives appropriate child protection training which is regularly updated

They will ensure that sufficient resources and time are allocated to enable the staff to discharge their responsibilities

They will help to create an environment where all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children and will address any concerns sensitively and effectively in a timely manner in accordance with the agreed whistle blowing policies.

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The Designated Safeguarding Leads will:

- Refer cases of suspected abuse to the local authority children’s social care as required;
- Support staff who make referrals to local authority children’s social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.
- Liaise with the Head of school with regard to safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with designated staff at the local authority for child protection concerns (all cases which concern a staff member); and Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
- 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.
- Undertake Prevent awareness training
- Refresh their knowledge and skills at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role.
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

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- Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Ensure all pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed six monthly and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding. always be available (during school hours) for staff in the school to discuss any safeguarding concerns and arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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The role of school staff :

- ALL staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
- All staff have a responsibility to provide a safe environment in which children can learn.
- All staff should be prepared to identify children who may benefit from early help. (Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage, detailed information on early help can be found in Chapter 1 of Working together to safeguard children)
- Any staff member who has a concern about a child's welfare should follow the referral processes set out in this policy.

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- The Teachers’ Standards 2012 state that teachers, including headteachers, should safeguard children’s wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- All staff are aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff handbook
 - the role of the designated safeguarding lead. Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.
- All staff members receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- All staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- All staff are aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England) Regulations 2012.
- All staff know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

Practical Advice

Appendix one contains information on the signs and symptoms of abuse/neglect including:

- Abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Preventing and detecting radicalisation
- Recognising extremism
- Child Sexual Exploitation

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- Forced marriage
- Under age marriage
- Female Genital Mutilation

How to report concerns, including names and points of contact

- All staff receive a copy of Keeping safe in Education part one in their induction pack. This must be read, signed and returned to the Head of School. At initial training, staff are shown how to access CPOMS reporting system. **(Appendix 3)**
- All staff have a basic awareness of the signs of physical, emotional and sexual abuse and neglect. They also have awareness of CSE, FGM and radicalisation.
- The DSL's have responsibility for coordinating action within the school and liaising with other agencies including the Newcastle Local Safeguarding Children Board (LSCB) Staff are required to report any concerns or suspicions to the DSL.
- If abuse is suspected the DSL, or Head of School will refer to investigating agencies according to the procedures established by LSCB and Local Education Authority (LEA). Further action taken will be according to their advice. All phone calls, correspondence and relevant actions will be recorded on the CPOMS system.
- The DSL will attend Child protection reviews/conferences as deemed appropriate by the Senior Leadership Team.
- The school will ensure that the DSL's responsible for safeguarding will receive appropriate training and updates.
- Safeguarding records are confidential and will be kept securely locked (this has been online since 2017, however incidents involving staff are kept in hard copy). Staff report incidents online via CPOMS, these records are secure and can only be accessed by key staff who hold a merilock key. Any additional documents or handwritten documents, are uploaded to the document vault within the CPOMS system.
- A statement in the school prospectus will inform parents and carers about our Education services duties and responsibilities under the safeguarding procedures. The policy is made available to all parents in school via the website.
- Any allegation against a member of staff will be reported to the Head of School who will report to the LADO (Looked after designated officer), within Newcastle.
- If an allegation concerns the Head of School, then the Executive Head teacher at Percy Hedley Foundation will be informed and will be responsible for following procedures.
- If an allegation concerns the Chief Executive, then the Chair of Trustees will be responsible for following procedures.

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Well-kept records are essential to good safeguarding practice. The School is clear about the need to record any concerns about a child or children and young people within our school, ensuring they are factually accurate.

A file note will be made of any concern raised and action taken. Concerns must be logged on the CPOMS system and recorded under the correct heading. Any child protection concerns must be reported immediately to the DSL in person and later logged on the CPOMS system.

Any member of staff who has concerns with regard to a child will raise these with the DSL, this will then be discussed with the staff and DSL, and any appropriate action taken and documented. The DSL will make a phone referral to the relevant first response within the relevant local authority and follow this up with a written referral if required. Any further actions and interactions will be logged on the CPOMS system.

All causes for concern, child protection concerns, incidents, accidents, bullying incidents, behaviour concerns, e safety incidents, home/school contact are reported on the CPOMS system. These are viewed as they are recorded by the DSL's. If a combination of incidents cause concern to the DSL they will make a referral. If the culmination of incidents suggest a family/child needs additional access to services, these will be assessed using the Thresholds for that Local authority, and referred to the relevant service.

If a child transfers from the school, these files will be forwarded to the child's new school marked confidential and for the attention of the receiving school's safeguarding named person. When a child leaves school (usually at age 18 years) a transfer to Adults Social Services will take place, and relevant information shared with appropriate personnel.

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Dealing with disclosures

When a child/young person makes a disclosure it is essential that every member of staff (teaching and non-teaching) should know what action to take.

A child/young person has the right to be:

- Protected
- Listened to in private
- Believed
- Cared for
- Treated with discretion
- Helped to protect him/herself

Staff responsibility in relation to the children/young people with whom you work and their potential abuse is

- To identify
- To respond
- To listen
- To believe
- To record
- To report immediately any unusual comment or occurrence
- To be discreet
- Not to investigate
- Not to ignore

You should realise that

- You cannot promise to keep the disclosure a secret
- False allegations of sexual abuse are rare
- It is inappropriate to inquire into details of the abuse. This should be left to an interviewer skilled in asking such questions. Ask a child/young person to repeat statements, do not ask questions.
- You should never stop a child/young person who is freely recalling significant events.

All staff are aware of the importance to report any suspicious injury or suspect dialogue, no matter how small, to the *designated member of staff*. It may be the final piece of jigsaw which can make some sense of the whole picture. Any actions, including when to contact the parents, will be taken after discussion with the DSL.

As part of the Education Services personal health and social development programmes, children and young people should be frequently reassured that they can trust and confide in you about any

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worries they may have. Always take time to listen when a child/young person wants to talk. All staff must *remember* not to promise confidentiality to keep the disclosure a secret.

When child abuse is suspected, it is essential to have a record of all the information available. Staff should note carefully what has been observed, when it was observed and record all factual information. Signs of physical injury should be described in detail and identified on the CPOMS body map.

Responding to disclosure

- Listen carefully to what the child/young person is saying
- Take seriously with the child/young person is saying
- Write down as soon as possible what the child/young person said
- Tell your Designated person as soon as possible
- Make sure the child/young person is safe (ie. supported in school)
- Do not tell the child/young person it is not their fault
- Do not panic
- Do not immediately rush off to find someone else
- Do not promise to keep secrets
- Keep the child/young person informed of any action you are planning to take, where appropriate
- Do not make judgements or say anything about the alleged abuser
- Do not ask detailed questions or press the child/young person for more information

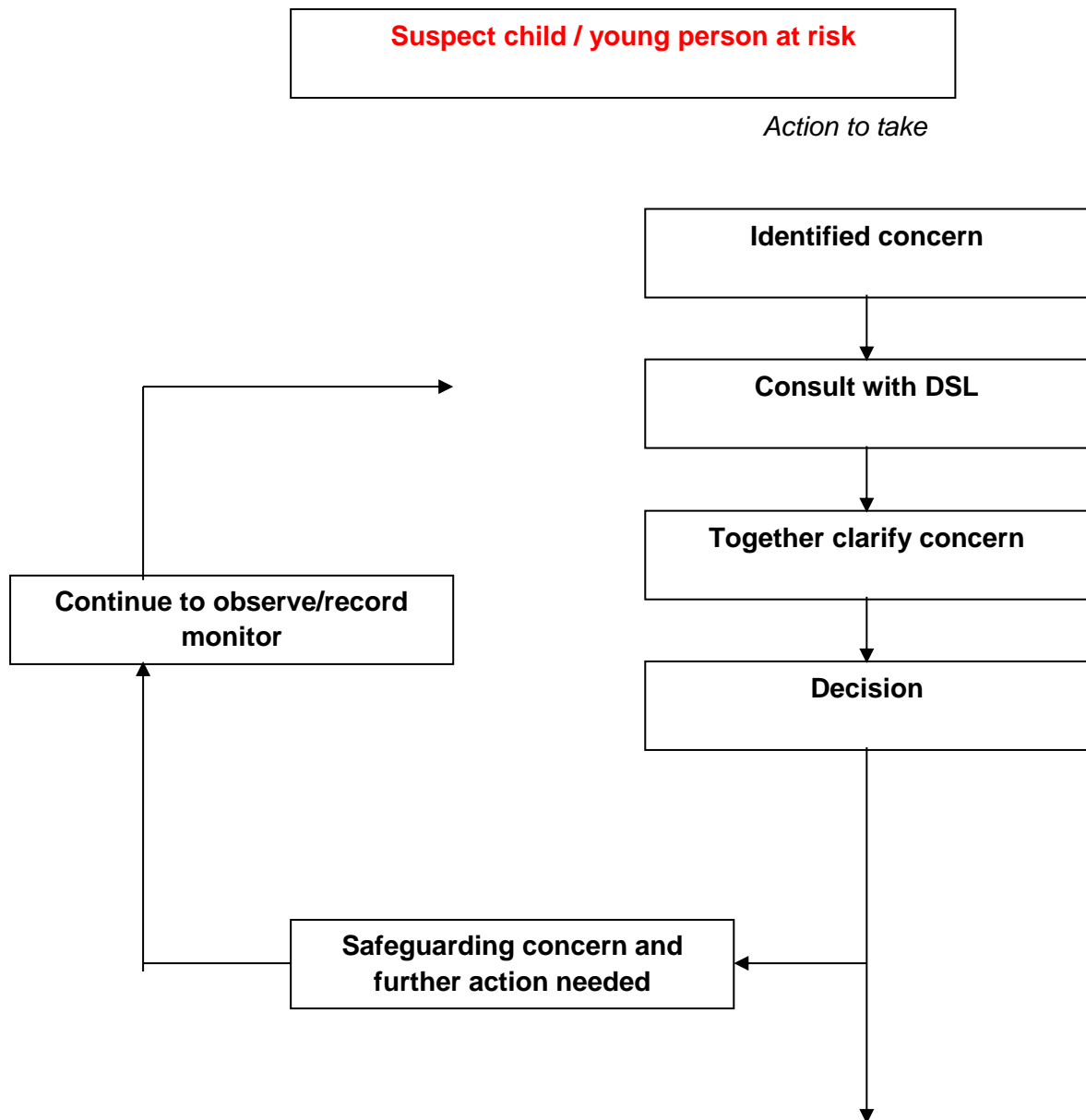
Important points to remember

- Try not to display any signs of shock or disapproval when the child/young person is making a disclosure
- The child/young person may not regard the experience as either bad or painful, they may not feel guilty or angry
- Be aware of your own feelings which may be different from those of the child/young person
- Take care of yourself by making sure that you have an opportunity to discuss your feelings with someone at a later stage
- Do not destroy any evidence as it may be useful in a court of law
- Initial disclosure, even if retracted, still must be referred

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Referrals

Channels of communication should be quick and clear:



Designated Person to make a referral to relevant Children’s Services Departments and to Newcastle Local Safeguarding Board, followed by written referral

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In relation to children and young people, Ofsted adopts the definition used in the Children Act 2004 and the Department for Education (DfE) guidance document: *Working Together to Safeguard Children* 2013 (paragraph 2), which define safeguarding and promoting children and young people's welfare as:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care, and
- taking action to enable all children to have the best outcomes.

Safeguarding action may be needed to protect children and learners from:

- neglect
- physical abuse
- sexual abuse
- emotional abuse
- bullying, including online bullying and prejudice-based bullying
- racist, disability and homophobic or transphobic abuse
- gender-based violence/violence against women and girls
- radicalisation and/or extremist behaviour
- child sexual exploitation and trafficking
- the impact of new technologies on sexual behaviour, for example 'sexting' and accessing pornography
- teenage relationship abuse
- substance misuse
- issues that may be specific to a local area or population, for example gang activity and youth violence
- domestic violence
- female genital mutilation
- forced marriage
- fabricated or induced illness
- poor parenting, particularly in relation to babies and young children
- other issues not listed here but that pose a risk to children, young people and vulnerable adults.

In addition to this all staff are Northern Counties School need to be aware of other factors that may impact on a child/young persons well being. These include:

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- children’s and learners’ health and safety and well-being, including their mental health
- meeting the needs of children who have special educational needs and/or disabilities
- the use of reasonable force
- meeting the needs of children and learners with medical conditions
- providing first aid
- educational visits
- intimate care and emotional well-being
- online safety and associated issues
- the use of physical intervention

Confidentiality

Staff have access to confidential information about children and in order to undertake day to day activities. In some circumstances staff will have access to very sensitive or private information. Information should never be used to embarrass or intimidate the child. The information should never be used casually in conversation or shared with anyone other than on a need to know basis. Staff are:

- Clear about what information can be shared and in what circumstances
- Treat all information in a discreet and confidential manner
- Seek advice from a senior member of staff if they are in any doubt about information sharing
- Be aware of who they report allegations or concerns to
- All information which is held electronically is subject to the Foundation’s Data Protection Policy and is appropriately secured

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Procedure for dealing with complaints and allegations about staff

When dealing with situations where members of staff face allegations of physical and/or sexual abuse, it is imperative that everyone maintains an open and inquiring mind. An over-hasty or ill judged decision to suspend a member of staff can have a substantial detrimental effect on their career and also be distressing to the child or young person concerned, who may feel responsible.

It is important to consider whether the member of staff has:

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

There should be immediate consideration of whether the child/young person or children/young people are at risk of significant harm and in need of protection. If so, the Head of School , or DSL should contact the Newcastle Local Area Designated Officer (LADO)

Immediate consideration should be given to medical assistance and seeking medical evidence.

Children and young people must be listened to and heard and on no account should suggestions be made to them as to alternative explanations.

A staff member receiving an allegation of abuse against another member of staff should report it immediately to the Head of School or DSL. This information would be recorded on the Percy Hedley Foundation electronic Safeguarding Log.

The Head of School should initiate an urgent initial assessment of whether or not there is substance to the allegation. The Head of School is not expected to investigate the allegation itself or interview children and young people but assess whether the allegation needs further investigation by the appropriate agency on advice from the LADO.

The Head of School should obtain details in writing signed and dated by the person or persons making the allegation.

Where the Head of School believes further investigation is warranted, he or she should either refer the matter to the investigating agencies according to procedures established by the LSCB and the LEA, or where satisfied the child or children and young people is/are not at risk or that a reportable criminal offence has not been committed, undertake further investigations at school or college level, inform the child / young person or children / young people or parents, the staff member and chair of governors.

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The police may wish to interview the member of staff before any approach is made by the Head of School and should be given every assistance.

The Head of School should not automatically suspend and should consult with the Executive Head teacher and HR and the LADO before any decision is taken.

Suspension should occur where allegations are so serious that dismissal for gross misconduct is possible, where it is necessary for the investigation to proceed unimpeded and where children and young people are at risk.

The following definitions should be used when determining the outcome of allegation investigations:

- **Substantiated:** There is sufficient evidence to prove the allegation
- **Malicious:** There is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.
- **False:** There is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** There is not sufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

The member of staff should be informed that suspension might occur. He or she should be advised to seek the advice and assistance of their relevant professional organisation.

There are three possible routes for investigation: the police, Local safeguarding and professional disciplinary procedures.

Any investigation by the police or safeguarding agencies will take priority over an internal investigation by the school or college.

An internal investigation should be held in abeyance pending the outcome.

If the outcome is a disciplinary charge further action should be in accordance with the Percy Hedley Foundation's disciplinary procedures.

Where it is decided no further action is necessary, a suspension should be lifted immediately and the Head of School should meet the member of staff to discuss his/her return to work. Other than in the event of dismissal the Head of School should offer support and/or counselling to help rebuild a member of staff's confidence.

Support and/or counselling should also be offered to the child or children and young people.

A copy of the statement or the record of it should be kept on the child's personal timeline CPOMS, not open to disclosure, together with a written record of the outcome. The Percy Hedley Foundation electronic Safeguarding Log will be completed by the Head of School

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Procedure for dealing with complaints and allegations about the head of school

If an allegation is made against the Head of School, the same procedure will be followed by the Executive Headteacher.

Procedures for dealing with safeguarding allegations about another pupil

Staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Northern Counties School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

At Northern Counties School we will support the victims of peer on peer abuse by ensuring they are seen by the schools wellbeing team and referred to any other service as deemed suitable. Any organisational changes that need to be taken into account to protect the child (including protecting their wellbeing) will be put into place.

Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

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Safer Recruitment Procedures

- On receipt of application
 - Check for any gaps in employment
 - Check for criminal convictions
 - Flag any gaps or convictions on the checklist for querying at interview

- Once shortlisted and candidate has accepted invitation to interview
 - Start reference process
 - Send candidate online DBS link and list of acceptable ID documentation

- At interview
 - Check ID and take relevant DBS ID
 - Query any gaps in employment
 - Take copies of relevant certificates

- Successful candidate
 - Process online DBS, Barred list also checked at DBS stage
 - Check Prohibition list Teachers with and without QTS
 - Check Prohibition list for non EEA teachers
 - Check Section 128 for all leadership positions
 - Carry out telephone verification of references
 - Arrange start date after original DBS certificate has been seen and checked

- Upon employment
 - Safeguarding training
 - Ensure employee reads and understands the current version of 'Keeping children safe in education' document and signs acknowledgement form which includes option to log/note any points needing clarification

Disclosure and Barring Service checks

All staff are required to complete a Disclosure and Barring service Check (DBS), which has replaced the police records search, prior to taking up their appointment, and to sign a declaration regarding convictions relating to the harm of children and young people during the application process. Staff who deliberately seek to mislead the school in respect of this will be subject to dismissal. In addition to this all staff are checked against the Prohibition list, teachers are checked under Section 128 and managers are checked against the barred from managing schools list. Staff from overseas are also checked against the EEA guidance and all therapists are checked against the HCPC register.

Whistle-blowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached

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- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

All staff adhere to the staff code of conduct (Appendix 2)

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