



The Northumberland Church of England Academy

Safeguarding and Child Protection Policy

Responsibility:	Sandra Brown
Date of origin:	September 2009
Latest review:	September 2017
Review:	_September 2018
Approved by Governors:	Approved
Statutory requirement:	yes



The Northumberland Church of England Academy Policy

1.0 Links to Mission, Aims and Values

Inspiring Achievement – Encouraging Compassion

1.1 **The Northumberland Church of England Academy** seeks to inculcate a culture of learning, success, high expectations, aspiration, challenge and inclusion in all aspects of Academy life and through that to encourage life-long aspiration. This is reflected through the curriculum, the leadership and daily practices of pupils and staff, aspiring to be compassionate global citizens with a sense of community and social responsibility.

1.2 Values Statement

Let your light so shine...’ [Matthew 5:16]

The Northumberland Church of England Academy strives to:

- Provide a distinctively Christian inclusive and diverse learning environment which honours God. Every learner, and child, is enabled, nurtured and challenged to be the best they can be.
- Encourage staff and pupils to aspire to fullness of life *[John 10:10]* that they may achieve their full potential.
- Promote the spiritual, moral, social, cultural, personal and physical development of individuals within a Christian framework.
- Sustain a community in which everyone is respected and valued.

In so doing we hope to enable all within our extended community to **let their LIGHT shine** and to ensure that the NCEA’s values of

LOVE, INCLUSIVITY, GOODNESS, HOPE and TRUTH,

are well served by all the work we do.

1.4 This policy, and its associated procedures and protocols, is based on these key principles.

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The Northumberland Church of England Academy strives to encourage staff and pupils to aspire to fullness of life that they may achieve their potential.

Keeping our children safe and ensuring we prepare them for life in modern Britain is paramount, we promote British values. The government set out its definition of British values in the 2011 Prevent Strategy, they are;

- democracy
- the rule of law
- individual liberty
- mutual respect
- tolerance of those of different faiths and beliefs

This policy, and its associated procedures and protocols, is based on these and our key principles.

We are committed to providing a secure environment for everyone, where children feel safe and are kept safe. In adhering to this policy, and the procedures therein, staff and visitors will promote a climate where children and adults will feel confident about sharing any concerns that they may have about their own safety or the well-being of others and will contribute and support us to 'Keep Children safe in Education' This Policy is one element in our whole Academy arrangements to Safeguard and Promote the Welfare of pupils in line with our statutory duties set out at s175 of the Education Act 2002 and section 40 of the childcare act.

Introduction

Safeguarding is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as health and safety, bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, Academy security, drugs and substance misuse, positive behaviour etc. There may also be other safeguarding issues that are specific to the local area or population.

Our Academy's policy draws upon DfE Guidance Working Together To Safeguard Children 2015 and Keeping Children Safe In Education 2016.

We recognise that safeguarding is more than contribution to Child Protection matters and we will use the curriculum generally, and PSHCE and Collective worship in particular, to ensure our children and young people recognise risk and build resilience to manage any such risk themselves where appropriate. Children will be encouraged to make use of internal systems, including talking to their class teacher, tutor and other members of the pastoral and learner welfare teams.

We recognise and accept that children have a right to be heard, this includes facilitating their views within the Student Voice programme, regular surveys, feedback and forums. Additionally, we will work in partnership with parents and carers and will encourage parents to comment on and contribute to the evolution of our policies by consulting through parent forums, questionnaires and newsletters.

Children with SEN are recognised as particularly being vulnerable to abuse, this is because children with disabilities have additional needs related to physical, sensory, cognitive and or communication requirements.

In liaising with parents and carers we will ensure that they are reminded that the Academy has a duty to report concerns that we may have over the safety or well being of any child as part of our statutory duties to protect them from significant harm and/or neglect. Parents and carers will also be reminded that, where appropriate, any referral will be discussed with parents and carers before the referral is made, however parents and carers will not be contacted nor will the referral be discussed where it is felt that to do so will place the child at an increased risk of harm. In any event, parents and carers will be reminded that all referrals are made in the best interest of the child.

All staff must read 'Keeping children safe in education' Part 1 and Appendix A

Child Protection

All staff at our Academy must recognise and accept that pupils have a fundamental right to be protected from harm. In upholding this fundamental right we recognise that there are four definitions of child abuse, including neglect.

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

The four categories of child abuse are as follows:

1. Physical Abuse
2. Emotional Abuse

3. Sexual Abuse, and
4. Neglect

Physical Abuse

May include: Hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child including the deliberate fabrication or causation of illness in a child.

May be recognised by: Physical injury such as bruising, bite marks, burns and scalds, fractures but also by aggressive behaviour or learning difficulties due to neurological damage. It may also be an indicator of concern where a parent gives an explanation inconsistent with the injury or gives several different explanations for the injury.

It is not appropriate for any member of staff to undress, photograph or body map any child in an attempt to see physical injury, this is the role of investigating agencies.

Emotional Abuse

May include: The persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development, mental health, behaviour and self-esteem. This may be caused by conveying to pupils that they are worthless, unloved or not valued or by developmentally inappropriate expectations being made or by causing children to frequently feel frightened or the exploitation or corruption of children. It may involve not giving them the opportunities to express their views, silencing them or ridiculing of what they say or how they communicate, this includes cyber bullying.

May be recognised by: developmental delay, attachment issues, aggressive behaviour, appealing behaviour, watchfulness or stillness, low self esteem, withdrawn or a loner, or having difficulty in forming relationships.

Emotional abuse may be difficult to recognise as signs are usually behavioural rather than physical. Signs of emotional abuse may be associated or similar to other forms of abuse so presence of emotional abuse may indicate other abuse is prevalent as well.

Sexual Abuse

May Include: involving or forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. Such activities may involve sexual acts (penetrative or non-penetrative) or may include involving children in watching or taking part in pornographic material or to encourage children to behave in sexually inappropriate ways or grooming a child in preparation for abuse and may not necessarily involve a high level of violence i.e. kissing, rubbing or touching.

May be recognised by: inappropriate sexualised conduct, age inappropriate sexualised play or conversation, sexually harmful behaviour - contact or non-contact, self-harm, eating disorders, continual, inappropriate or excessive masturbation, anxiousness or unwillingness to remove clothes - sports / PE etc, pain or itching in genital area, blood on underclothes, bruising in genital region and / or inner thighs etc.

A sexually abused child may also be recognised by disturbed behaviour such as sadness, depression or loss of self esteem. Disclosure of sexual abuse must be taken seriously as it is recognised that pupils are frequently scared to disclose due to guilt or fear.

Sexual abuse is perpetrated by both males and females. Children can also commit acts of abuse.

Neglect

May include: the persistent failure to meet a child's basic physical and/or psychological needs, and is likely to result in the serious impairment of the child's health or development (growth and intellect) such as failing to provide adequate food, shelter (including keeping pupils safe), clothing, or neglect of or unresponsiveness to a child's basic emotional needs.

May be recognised by: a child being constantly hungry, constantly tired, have a poor state of clothing, be emaciated, having untreated medical problems, frequently being late or having poor or non-attendance at the Academy, have low self esteem, display neurotic behaviour and/or have poor social relationships, have poor personal hygiene. A neglected child may also be apathetic, fail to thrive, or be left with or in the care of adults under the influence of alcohol or drug misuse.

Additional areas of potential abuse;

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Female Genital Mutilation (FGM) is an **Honour Based Violence (HBV) crime**; Female Genital Mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. This practice is illegal in the UK. Other examples are forced marriage and or chest ironing. Staff should be alert to the possibility of a girl being at risk of, or already having suffered FGM and of all students at risk of 'honour based' violence. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Risks factors

- Low level of integration into UK society
- Mother or sister who has undergone FGM
- Girls withdrawn from PSHCE
- Being taken on holiday to country of origin
- Talk about a 'special' procedure

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

The serious crime act 2015 sets out a duty on professionals to notify police when they discover FGM appears to have been carried out. This should be from disclosure, under no circumstances should the child be examined.

Bullying is a specific form of abuse and is defined as deliberately hurtful behaviour, usually repeated over a period of time where it is difficult for the victims to defend themselves. The extent of bullying can include emotional and / or physical harm to such a degree that it constitutes significant harm due to the extent to which it affects the health or development of the child subjected to the bullying behaviour. Bullying may also be within digital or ICT based environments, sometimes known as 'cyber-bullying' which must be treated as seriously as any other form of bullying. Bullying may also constitute criminal behaviour. (Please refer to our separate Anti-Bullying Policy). Staff should also monitor and track attendance following the Academy strategy as any absence from school may indicate that there is a safeguarding issue. Peer on Peer abuse should never be passed off as 'banter' or 'part of growing up', this can manifest itself in many ways.

Staff should be vigilant and report concerns including 'sexting', sexual touching and initiation type violence

Domestic Violence Staff should report any incidents or information relating to controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or above regardless of gender or sexuality and at home or within the Academy, children can be victims and perpetrators.

Preventing Radicalisation The Counter-terrorism and Security Act came into force in February 2015, this places a duty on staff to have due regard to the need to prevent people from being drawn into terrorism (The Prevent Duty) the Local Authority has Channel procedures in place. (See separate policy).

Private Fostering This is an arrangement that is made privately (without the involvement of the local authority) for the care of the child under the age of 16 years (18 if disabled), by someone other than a parent or close relative when it is expected to last longer than 28 days. Staff should notify the Safeguarding Lead who has a duty to inform the Local Authority.

Responsibility and Immediate Action

All adults working within the Academy (including visiting staff, volunteers, contractors and children on placement) are required to report immediately any instances of actual or suspected child abuse, neglect, CSE, FGM, domestic violence, terrorism, peer on peer abuse or any other concern that may indicate that a child may be at risk, to the Safeguarding Lead.

Where there are any doubts as to the seriousness of the concern or advice is required this will be discussed with Sandra Brown, who is the Senior Safeguarding Lead and Director of Learner Welfare, the relevant Principal Director or the Executive Director.

In circumstances where a child has a suspicious injury that requires urgent medical attention, the Child Protection referral process should not delay the administration of first aid or emergency assistance. If a

child is thought to be at immediate risk (because of parental violence or intoxication, for example) urgent police intervention will be requested. Particular vigilance will be exercised in respect of children who are subject to a Child Protection Plan and any incidents or concerns involving these children will be reported immediately to Social Care (and confirmed in writing). In all cases of injury to a child consideration will always be given as to whether an urgent paediatric medical assessment is required to document injuries or to protect any forensic evidence.

Where it is suspected that a child may be at further risk of significant harm, if the parent is spoken to, nothing will be said to the child's parent/carer without first discussing the matter with the Safeguarding Lead and/or other agencies.

Staff should be aware of and be able to identify children who would benefit from 'Early Help' concerns should be raised to the Safeguarding Lead who will complete a HUB referral form and send it to the Lead Safeguarding Officer/Director of Learner Welfare.

The Executive Director

The Executive Director is responsible for:

- ensuring that the policy is operational and that the monitoring of it is undertaken.
- appointing a senior member of staff as the Safeguarding Lead and monitoring that person's work;
- allocating sufficient time for the role of Safeguarding Lead to be carried out effectively
- ensuring all staff feel able to raise concerns about poor or unsafe practice in line with whistle-blowing procedures
- ensuring that pupil welfare and safety is addressed through the curriculum
- overseeing and monitoring the implementation of this policy and the associated procedures;
- ensuring systems are in place for the criminal background of applicants for vacant posts are checked

Senior Safeguarding Lead

The Executive Director has designated Sandra Brown, Director of Learner Welfare, to be the Senior Safeguarding Lead for the Academy. The Executive Director shall advise the Governing Body and all members of staff of the name of the Academy's Safeguarding Leads and inform them of any changes.

The senior Safeguarding Lead is the focus person and local 'expert' for Academy staff, and others, who have concerns about an individual child's safety or well-being and is the first point of contact for external agencies that are pursuing Child Protection investigations. She will also co-ordinate the Academy's representation at Child Protection conferences and the submission of written reports for conferences (a meeting of all relevant agencies).

The Senior Safeguarding Lead will ensure that on all campuses, all targeted pupil records are kept separately from children's pastoral records and are stored securely, ensuring that paper records are secured in a locked cabinet with restricted access. She will have oversight of the delivery of Academy recommendations within Child Protection Plans.

The Senior Safeguarding Lead will provide front line support for the Safeguarding Leads on each campus and ensure consistency and management of the Child Protection procedures across all phases as appropriate.

The Safeguarding Lead on each campus will usually be first point of contact and will lead on most occasions. All referrals made from campuses will also be sent to the Senior Safeguarding Lead.

The Senior Safeguarding Lead is expected to:

- coordinate all referrals within the Academy in relation to Safeguarding/Early Help
- liaise with other agencies on suspected cases of abuse, taking advice where necessary from the Local Safeguarding Children Board, Children's Services or the NSPCC;
- act as a source of support, advice and expertise within the Academy when deciding whether to make a referral by liaising with relevant agencies;
- advise the Executive Director about cases in hand according to the agreement already established about confidentiality;
- contribute to training;
- monitor pupils who have been identified as being at risk
- notify the local Children's Services team if the Academy has to exclude a pupil on the child protection register either for a fixed term or permanently or if there is an unexplained absence of a pupil on the child protection register of more than two days duration (or one day following a weekend);
- work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at initial case conferences, core groups and child protection review conferences;
- Liaise with the LADO on all allegations made against staff after discussion with the Executive Director

The Safeguarding Leads on individual campuses are expected to:

- be the first point of call for parents and children;
- liaise with other agencies on suspected cases of abuse, taking advice from the Senior Safeguarding Lead where necessary;
- advise the Senior Safeguarding Lead about cases in hand according to the agreement already established about confidentiality;
- contribute to training and monitor individual campus staff training;
- monitor children who have been identified as being at risk or targeted;
- keep in a secure place clear and confidential records of children's progress, records of concerns (noting the date, event and action taken) and provide information to other professionals, reports for case conferences;
- notify the Senior Safeguarding Lead if the Academy has to exclude a child subject to a child protection plan either for a fixed term or permanently or if there is an unexplained absence of a pupil on a child protection plan of more than two days duration (or one day following a weekend);
- Ensure the Safeguarding Lead responsibility will not be delegated

All staff

Safeguarding is everybody's responsibility; All Academy staff are responsible for protecting children from abuse and from inappropriate and inadequate care. They have a responsibility to be vigilant in identifying signs of child abuse.

All staff should carry the yellow CP/Safeguarding guidance card at all times

In the event of a member of staff having a child protection or welfare concern, they must immediately report that concern to a Safeguarding Lead. The member of staff will be asked to document the events which have given rise to the concern.

In the absence of a Safeguarding Lead information should be passed without delay to a senior member of staff. This also applies to out of hours activities and school trips. Contact details are at the end of this policy.

Failure to follow guidelines of this policy may result in disciplinary action being taken.

Role of Governing Body

In line with the provisions set out in the DfE guidance 'Working Together to Safeguard Children' the governing body will challenge the Academy's senior leadership team on the delivery of this policy and monitor its effectiveness. Governors will review this policy every year and may amend and adopt it in accordance with any new legislation or guidance or in light of their quality assurance of the delivery of this policy.

In doing so neither the governing body nor individual governors have any role in dealing with individual child protection cases, except in the discharge of their functions in dealing with an allegation of abuse against the Executive Director. In cases of allegations against the Executive Director it will be the Chair of Governors who will carry out this statutory function; please see our 'Allegations Against Staff Policy'.

The Designated Governor for Child Protection/Safeguarding is Mr Richard Bishopp.

Training

Whole academy training will be organised for staff and governors at least annually, updates will be given as and when necessary. Staff are required to complete annual Safeguarding training provided by SAFEGUARD Education via an online platform. The Safeguarding Leads will attend training courses as necessary and the appropriate inter-agency training organised by organisations such as the Local Safeguarding Children's Board at least every two years. All staff must read 'Keeping children safe in education' Part 1 and Appendix A

People	Training
All children and parents through yearly publication of policy.	Policy and information available on Website
All visitors who will have supervised access with pupils.	Information card provided by the person Inviting the visitor onto the site.

All governors All new staff during their first half term on site	SAFEGUARD Online training and overview from Safeguarding Lead plus information pack.
All permanent and long term temporary staff and Governors	SAFEGUARD online training annually and/or Session delivered by Safeguarding Lead plus information pack, access to Safeguarding Drive
Safeguarding Leads	Multi agency and roles and responsibilities additional training as required at least every two years
All staff involved in the interview process	Safer Recruitment Training

Recruitment

The arrangements for recruiting all staff to our Academy will follow the DfE guidance for safer recruitment in education settings. This will mean that all staff will be subject to reference and an enhanced Disclosure and Barring Service (DBS) check. A single central record will be kept of all vetting checks, which will also include verification of identity, any relevant qualifications and a check to establish a person's right to work in the United Kingdom. All staff, including teaching and childcare/support staff, will be checked against the barred list prior to their appointment. All teaching staff will be subject to a prohibition from teaching check and for management positions a Section 128 check will be carried out. The Academy will only use employment agencies that positively vet their supply staff and confirm in writing that DfE compliant checks have been carried out. Staff joining our Academy on a permanent or temporary basis will be informed of the Child Protection and Safeguarding arrangements as part of induction.

Volunteers

In line with DfE guidance on safer recruitment it will be necessary for any parent/carer/governor or other person seen by the pupils as a trusted adult and who works in our academy defined as regulated contact will be DBS checked at an enhanced level.

Volunteers will work under the direct supervision of an established staff member and will be subject to the same code of conduct as paid employees of our Academy. The Academy will provide volunteers with appropriate induction.

Volunteers will be inducted by the Head of Campus/Head of Department, this will include the provision of the Academy's policies and procedures and who to go to if unsure or have concerns.

Staff Code of Conduct

All staff (paid and voluntary) are expected to adhere to a code of conduct in respect of their contact with children and their families. Children will be treated with respect and any rewards and sanctions should follow those detailed in our Academy's Behaviour Management Policy.

Whilst it would be unrealistic and undesirable to preclude all physical contact between adults and children, staff should avoid placing themselves in a position where their actions might be open to criticism or misinterpretation. As noted in our Restraint and Use of Force Policy physical intervention should only be used as a last resort. Where incidents occur that might otherwise be misconstrued or where it becomes necessary to physically restrain or use force to control a child, for their own or others' safety, to prevent a criminal act or to maintain good order, this will be appropriately recorded and reported to the Executive Director and parents in line with DfE Guidance on The Use of Force to Control or Restrain pupils (July 2013). Refer to our separate policy on Restraint and the Use of Force.

For their own safety and protection, staff should exercise caution in situations where they are alone with pupils.

Academy staff should be alert to the possible risks that might arise from contact with children outside of Academy, including contact when using digital technologies, staff must not be 'friends' with children on any Social Media site. The Director of Learner Welfare and the Executive Director must always be made aware of any such contact.

If any member of staff is concerned about a child's welfare when they are not at work, parent's (if known), Police or Children's Services should be informed of the concern and ASAP. The Senior Safeguarding Lead should be contacted at your earliest convenience.

First Aid

First Aid should only be administered by qualified first aiders and, if it is necessary for the child to remove clothing for this treatment, there should be, wherever possible, another adult present. This should be documented.

Intimate Care The Centre/Nursery Provisions

When children are admitted to The Centre or one of our nursery provisions, it is recognised that the child may require regular, intimate care e.g. nappy or incontinence pad changing, parents/carers will be asked to sign a form giving their permission. Likewise, staff involved in the intimate care will be asked to sign a form indicating their willingness to be involved in the intimate care required. Intimate care is defined as 'direct care of a child in terms of any personal care activity a child would normally be able to do for him/herself'. Intimate care is a high risk activity and it is particularly important that guidelines are in place, both to protect those being cared for and the staff who care for the children's needs. We take the view that everyone is safer if expectations are clear and approaches are consistent. They apply to every member of staff involved with the intimate care of children and they aim to support good practice. Respect of the child's body and integrity should be included in all care procedures. Ideally, care should be provided by someone who has a positive long-term relationship with the child.

Changing for P.E. lessons

On the secondary campus, children change for P.E. in our single sex areas. On the primary sites there are no separate changing facilities. Children up to and including year 4 will change in the classroom. Arrangements will be made for children in Years 5 and 6 to change separately. Where primary children use sports centres then they will change in single sex areas.

Complaints/Allegations made against Staff

The Academy takes seriously all allegations made against members of staff. Mechanisms are in place for children, parents/carers and staff to share any concerns that they might have about the actions of any member of our Academy staff. All such allegations will be dealt with in line with our 'Allegations against Staff Policy' and must be brought immediately to the attention of the Executive Director via the Senior Safeguarding Lead/Director of Learner Welfare and not the Safeguarding Lead in order that the appropriate procedures may be followed.

Parents should also be advised of their independent right to make a formal complaint to the police.

If the complaint concerns alleged abuse by the Executive Director, this should not be brought to the attention of the Senior Safeguarding Lead. Any allegation pertaining to the Executive Director must only be brought to the attention of the Chair of Governors who will consult with the Local Authority's Designated Officer (LADO).

Any staff member who is subject to any allegation will be discussed with the LADO and staff who are formally disciplined for any abuse of children (or who resign before disciplinary action can be instigated) will also be notified to the LADO and the Disclosure and Barring Service, for possible inclusion on their list of persons barred from working with children and young people. The LADO must be informed of all allegations against staff before being investigated (See separate allegations against staff policy)

Records

Accurate written notes will be kept of all incidents of Child Protection or welfare concerns relating to individual children. These will be kept on an electronic system provided by SAFEGUARD or the child's targeted pupil file, held separately from pastoral files. If staff have a concern they should inform the Safeguarding Lead immediately using SAFEGUARD or a (Child Protection Information Sharing sheet). If they are not available, concerns should be passed to any senior leader.

Child Protection records are not available to the public, general staff or parents/families. Child Protection records are kept by the Safeguarding Lead and can only be accessed by them and the Senior Safeguarding Lead. Other members of Academy Senior Staff may have access to certain information on a need to know basis as appropriate.

Upon receipt of any request regarding direct access to Academy documentation regarding targeted files appropriate steps should be taken to adopt the procedure of not allowing such access without the order of a court.

Where a child moves from the Academy any Child Protection records or targeted files will be forwarded (securely) to the receiving organisation. The targeted file will be sent separately from the pastoral file and a copy kept for archiving in line with the prevailing timescales for keeping such records .

Policy Adoption, Monitoring and Review

This policy has been considered and adopted by the governing body in line with their overall duty to safeguard and promote the welfare of pupils as set out at Chapter 2 of the DfE guidance 'Safeguarding Pupils and Safer Recruitment in Education'

Parents will be issued with a hard copy of this policy on request. This policy will also be made available to parents via the academy website.

Within the Academy, the Senior Safeguarding Lead will actively evaluate the effectiveness of this policy by monitoring staff group's understanding and application of the procedures within this policy as their overall duty to safeguard children. This may include monitoring the appropriateness of cases referred internally to the Safeguarding Leads and whether those cases referred to the Local Authority met their threshold and were taken forward. She will also report to the Executive Director regularly.

NSPCC whistleblowing Helpline 0800 0280285

Local Authority Designated Officer (LADO) 01670 623979

Worry Wall learnerwelfare@ncea.org.uk (term time only)

Out of hours Children's Services 01670 822386

This policy should be read in conjunction with;

Attendance and punctuality policy

Looked After Children policy

Allegations against staff policy

Staff code of conduct policy

Prevent policy

Sex and relationships policy

Intimate care policy

Whistleblowing policy

Signed _____ Andrew Day, Executive Director

Signed _____ Richard Bishopp, Safeguarding Governor

Signed _____ Sandra Brown, Director of Learner Welfare

Signed _____ Melanie Hinson, Principal Director Primary

Signed _____ Steve Gibson, Principal Director Secondary

Signed _____ Sara Wild, Principal Director The Centre

Signed _____ John Braithwaite, Chief Operating Officer

Signed _____ John Brierly, Chair of Governors

Appendix A Responsibility Contacts

Appendix B Reporting Sheet

Appendix C Flow Chart- Safeguarding

Appendix D Flow Chart- Early Help

Appendix A

Named personnel with designated responsibility for aspects of safeguarding

Role	Named person(s)	Deputy(ies) (as appropriate)	Campus
Senior Safeguarding Lead and Director of Learner Welfare	Sandra Brown		All Campuses
Safeguarding Leads	Caroline Mullen Clare Marriott Amy Thompson Allison Willson Nina McGrath Jeanette Gadsby Margaret Gibson Ben Line Campus Head Eyton Parker		James Knott Josephine Butler Primary William Leech Grace Darling Thomas Bewick Josephine Butler Sec The Centre 6th Form Two year old provisions CCF
Safeguarding Governor	Richard Bishopp		All Campuses
Allegations Against Staff	Andrew Day	Sandra Brown	All Campuses
Allegation Against Executive Director	John Brearley		
Local Authority Designated Officer	Adam Hall 01670 623979	Safeguarding Team	County Hall
Early Help Coordinator	Angela Froud		All Campuses
E-safety	Sandra Brown	John Braithwaite Roger Pearson	All Campuses
Children Missing Education (CME)	Lynn Yates		All Campuses
Alternative Provisions	Steve Gibson Melanie Hinson		Secondary Primary
Safer recruitment	Tracey Cook	Natalie Johnson	All Campuses
Anti Bullying	Head of Campus Jeanette Gadsby Margaret Gibson	Melanie Hinson Steve Gibson Sara Wild	Primary Secondary The Centre
Attendance	Melanie Hinson Steve Gibson Sara Wild	Sandra Brown	Primary Secondary The Centre
Staff Conduct	Melanie Hinson Steve Gibson Sara Wild	Tracey Cook	Primary Secondary The Centre
Children Looked After	Jill Collins Heads of Campus Sara Wild		Secondary Primary The Centre
Travellers	Jill Collins Heads of Campus Sara Wild		Secondary Primary The Centre

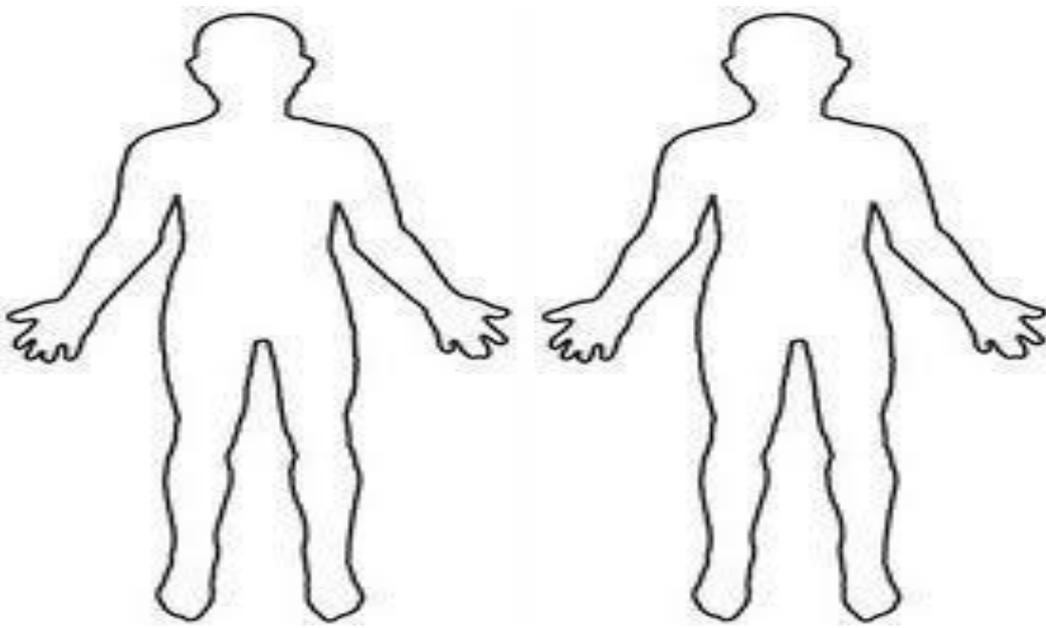
Supporting Students with Medical Conditions (IHCP)	Tanya Barlow Jill Collins Sara Wild		Primary Secondary The Centre
Health & Safety	John Braithwaite		All campuses
Whistle Blowing	Tracey Cook	John Braithwaite	All Campuses
Training	Sandra Brown Jeanette Gadsby Caroline Mullen Clare Marriott Amy Thompson Nina McGrath Allison Wilson Head of Campus Margaret Gibson Eyton Parker		Overview All Campuses Secondary James Knott Josephine Butler primary William Leech Thomas Bewick Grace Darling Two year old provision The Centre CCF
Online training registration and monitoring and data	Emma Kerr		All Campuses
Curriculum	Melanie Hinson Steve Gibson Sara Wild		Primary Secondary The Centre
Academic Progress	Melanie Hinson Steve Gibson Sara Wild		Primary Secondary The Centre
Staff Induction	Tracey Cook	Natalie Johnson	
Volunteer Induction	Heads of Campus	Head of Department	
Induction of Supply Staff (Secondary)	Marise Renshaw		
Induction of Supply Staff (Primary)	Kerry Gibson		
Induction of Supply Staff (The Centre)	Ann Kain		
SEN	Jill Collins Tanya Barlow Sara Wild		Secondary Primary The Centre
EAL	Jill Collins Tanya Barlow		All Campuses
Security	John Braithwaite		All Campuses

NCEA Child Concern Information Sharing Sheet

Name of Child:	Reported to:
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Year/Class:	Date:	Time:
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Concerns and or Injuries seen:

Front	Back
	
<p>Please label the location of the injury providing details where and if appropriate</p>	
<p>Signed.....(staff)</p>	
<p>Signed..... Senior Safeguarding Lead/Safeguarding Lead/Senior Staff</p>	

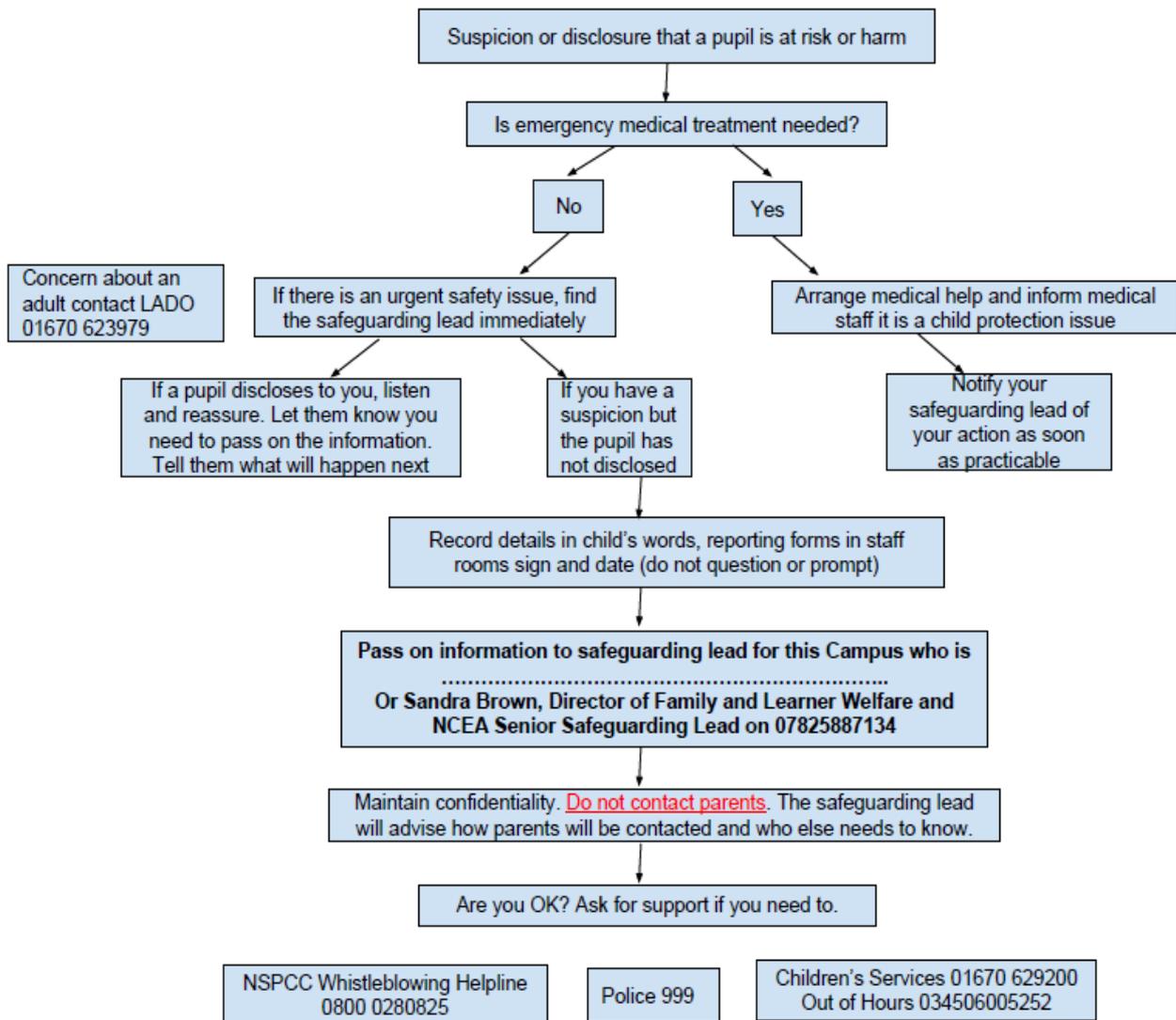
Safeguarding Lead use only

Referral to Children’s services? YES NO (circle as appropriate)

Additional information/ Internal Referral/Update Targeted data.....

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Northumberland Church of England Academy - Safeguarding/Child Protection Concern



Northumberland Church of England Academy - Concern for a Learner's Welfare/Early Help Procedure

