

# 10 things you should know about Safeguarding in schools



## 1

The government's definition of safeguarding in the statutory guidance [Keeping Children Safe in Education \(2016\)](#) is:

- 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;
- taking action to enable all children to have the best outcomes.

## 2

Reading Part One of DfE statutory guidance [Keeping Children Safe in Education](#) is a statutory requirement for all school staff. The full document will keep your knowledge up to date.

This document is updated annually (for the start of each academic year) and we will keep you informed of changes.

## 3

Ensure you are clear about procedures for referrals if you have any concerns about a child: **RESPOND – REPORT – RECORD.**

4

If you have any safeguarding concerns **you must report** them to the Designated Safeguarding Lead (DSL) and your line manager who will advise you on the appropriate course of action.

You should ask your DSL or line manager for a progress update to ensure your concerns have been actioned.

5

If you are an employee of Northumberland County Council, use the link below to add a shortcut to your desktop which will take you directly to Northumberland's Children's Social Care procedures and local safeguarding board (LSCB) Multi-agency Procedures and Practice Guidance:

<http://northumberlandlscb.proceduresonline.com/chapters/contents.html>

6

If you are visiting a school make sure you take your NCC pass for identification purposes and if you feel it is appropriate ensure you know the name of the DSL.

**Schools should always ask you to sign in** – and if they don't it's okay to ask them if they have a signing in book!

7

If you have any concerns about the behaviour of an adult in school you must contact the Designated Officer (DO).

**His name is Adam Hall and you can call him on 01670 623979.**

8

The [OFSTED safeguarding guidance to inspectors](#) gives schools clarity on what the inspectors will look for - **they want to know a school's safeguarding practice is effective and that they are providing a safe learning environment.**

If you see anything on a school visit which contradicts this you must inform your line manager.

9

Ensure that your safeguarding training is up to date, not just the basic awareness of what abuse looks like but an understanding of current agendas such as Prevent, Child Sexual Exploitation, Female Genital Mutilation etc.

10

**AND... if in doubt call Carol Leckie on 01670 622720 or email [Carol.Leckie@northumberland.gov.uk](mailto:Carol.Leckie@northumberland.gov.uk)**



SCHOOLS' SAFEGUARDING  
AND WELLBEING



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Webpage: [Inclusion and the Virtual School Safeguarding children: information for professionals](#)



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# 10 things you should know about Prevent



1

**Prevent** is a government strategy to safeguard people and communities from the threat of terrorism. It aims to stop people from becoming terrorists or supporting terrorism.

2

Schools have a legal duty to prevent people being drawn into terrorism or extremist activity. This duty is described in '[The Prevent duty: Departmental advice for schools and childcare providers June 2015](#)'.

3

**All school staff**, including governors, must be aware of the content of the Prevent departmental advice and the references made to Prevent in '[Keeping Children Safe in Education \(September 2016\)](#)'.

4

Schools can have a separate policy which describes the school's approach to meeting the Prevent duty. This can be based on the template Northumberland County Council shared with schools - [Tackling Extremism and Radicalisation Policy](#).

# 5

The school's child protection policy must make reference to the Prevent duty, recognising that the school sees this as a safeguarding issue.

# 6

Schools in Northumberland can access a prevent self-assessment tool to identify priorities for an action plan which demonstrates that the Prevent duty is being met. It is the school's responsibility to maintain their self-assessment and act on any identified gaps or concerns. The template can be sent to schools on request.

# 7

Schools may be addressing this area of work through a variety of routes in their curriculum and the organisation of their school day. These routes could include delivery through PSHE, citizenship or religious education or through how they promote fundamental British values or social, moral, spiritual and cultural education (SMSC) within their school.

# 8

Any concerns school staff have should be reported, using their Designated Safeguarding Lead as a first point of contact. All information should be recorded using the school's incident recording systems.

# 9

The latest government guidance on recognising the terrorist threat and remaining vigilant can be accessed via: [www.nactso.gov.uk](http://www.nactso.gov.uk) School staff, as with all other members of the public, are asked to remain vigilant and to report any suspicious behaviour or activity to the UK Anti-Terrorist Hotline 0800 789 321. Concerns can also be raised by calling **101 extension 63854** or in an emergency always call 999. For further information about reporting suspicious behaviour visit: <https://act.campaign.gov.uk/>.

# 10

The people who are most at risk from being drawn into terrorism can be helped. To make a Prevent referral the Designated Safeguarding Lead (or any member of staff) should contact:

- the social care single point of contact (SPOC),;
- stating clearly that it is a Prevent referral;
- e-mail: [specialbranch@northumbria.pnn.police.uk](mailto:specialbranch@northumbria.pnn.police.uk)
- or if in doubt contact Carol Leckie from the Education & Skills Service 01670 622720



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# 10 things you should know about Education for Pupils with Health Needs



1

The Education Other than at School - or EOTAS - service is delivered by the Schools' Safeguarding and Wellbeing team and fulfils the local authority's statutory duty to provide education for those children who are not attending school full time because of a diagnosed health condition.

2

The education provision is delivered by a large team of fully qualified teachers. Provision is tailored to individual need and the aim is to deliver teaching which allows the young person to achieve well and particularly in English, maths and science. Pupils are entered for GCSE and other accredited qualifications.

3

Referrals to the service can be made by the school where the pupil is on roll, social care, health professionals or the education welfare service.

4

All referrals must be submitted on the official referral form, known as a **passport**, which is available on our webpage – [Inclusion and the Virtual School](#) – and should provide as much detail as possible about the pupil.

5

Supporting medical evidence is usually provided by CYPS (the local Child and Adolescent Mental Health Service), primary mental health workers or paediatricians. These services will usually provide the reason the child cannot attend school full time, may make recommendations in relation to the duration the young person may be out of school and the type of teaching that would be most suitable (eg teaching at home, 1:1 teaching or attendance at group sessions).

6

Where the supporting evidence is provided by a child's GP it is important that it contains detailed information on the reason why the child cannot attend their school. If the information provided is generalised this may delay access to the service.

7

Referrals will not proceed until the service has a complete passport and a supporting medical evidence.

8

There is no legal timeframe by which local authorities must have started to provide education for children with additional health needs. But we do work in partnership with all professionals and families to provide the most suitable provision as quickly as possible.

9

This EOTAS provision is funded by reclaiming individual pupil funding, or the AWPU, from the school where the pupil is on roll and by high needs funding provided by the local authority. Pupils remain on the roll of their school throughout the provision and schools are expected to monitor the quality of the provision and progress closely. EOTAS teachers send regular progress reports to schools.

10

The team works with schools to set up an individually tailored re-integration plan for each child. This plan will also include consultation with health professionals, family and the pupil.



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# 10 things you should know about Child Sexual Exploitation



1

Current national data tells us that:

- 25% of girls and 18% of boys will be physically abused by a partner by the age of 16
- 31% of girls will be sexually abused by a boyfriend by the age of 16
- 72% of girls will be emotionally abused by a boyfriend by the age of 16.

Although the statistics relate to girls as victims, child sexual exploitation, or CSE, isn't gender specific. Victims and perpetrators are both male and female.

2

Northumberland Safeguarding Children Board expects that at least one member of staff in school will have completed on line CSE training.

*It is recommended for schools with secondary aged pupils that at least one member of staff attends the face to face CSE training. Dates for this can be found on the Learning Together pages on the [Northumberland County Council website](http://www.northumberlandcc.gov.uk).*

3

The delivery of high quality PSHE in schools is recognised as a protective factor. Teaching young people about healthy relationships will help them to understand what is acceptable and what is not acceptable in a relationship.

4

Your school safeguarding policy should make reference to CSE, recognising that your school acknowledges that CSE is a safeguarding issue and that staff have received training.

5

Non-attendance is one of the key risk indicators for pupils who might be victims of CSE. Make sure your recording systems are robust and non-attendance and punctuality are followed up. If young people are in alternative provision ensure that contact is maintained and you are notified of absences.

6

If you have any concerns about a young person make your Designated Safeguarding Lead aware of your concern and use your school recording system to put your concerns in writing.

7

All concerns involving sexual exploitation should be raised with your locality social care team. You can also seek advice from the social worker for missing children – Lorraine Topping 01670 629200.

8

Resources providing more information for schools are available at this link on the [NSCB website](#) and [www.nspcc.org.uk](http://www.nspcc.org.uk) and [www.barnados.org.uk](http://www.barnados.org.uk)

9

Social media is often a characteristic of CSE cases. Please ensure that you use the [NSCB e-safety incident flowchart](#) when concerns arise.

10

If in doubt call the Schools' Safeguarding and Wellbeing team on 01670 622720.



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# 10 things you should know about Operation Encompass



1

**Operation Encompass** is a joint operation between NCC Children's Services, NCC Education and Skills Service, Northumbria Police and the Police and Crime Commissioner. This operation started in Northumberland in April 2017.

2

**Operation Encompass** was initiated in February 2011 with the purpose to *'safeguard children and young people (4 – 16 years old) who are affected by domestic abuse by ensuring appropriate services are made aware of an incident at the earliest possible opportunity'*.

3

**Domestic Violence and Abuse Home Office Definition (2013)** - Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass, but is not limited to, the following types of abuse: financial, sexual, physical, emotional and psychological.

4

**Data from Northumbria Police Northumberland Area Command, 2015-2016**

- 4,639 DVA incidents reported = average of 386 per month or 13 per day
- 82% partner / ex-partner
- 1,943 incidents involve children (42%)
- 1,221 victims identified
  - 76% female
  - 8% black minority ethnic
- 169 high risk victims identified
- 30% of incidents result in one or more crimes.

*'The psychological impact of living with domestic abuse is no smaller than the impact of being physically abused'*.

# 5

The school's child protection policy must make reference to the Operation Encompass duty, recognising that the school see this as a safeguarding issue.

# 6

## Children Can Perpetrate Domestic Abuse

- NCC have recently been involved in a multi-agency Domestic Homicide Review (DHR) following the killing of a mother by her 16 year old son in 2015
- All professionals need to be aware of the Home Office Guidance 'Adolescent to Parent Violence and Abuse' (APVA)
- We must ensure that the child/young person and the adult are being safeguarded and supported
- Any concerns regarding Adolescent to Parent Violence and Abuse should be discussed with children's social care or adult safeguarding - 01670 536400.

# 7

**Operation Encompass Process** – Police attend a DV incident in a home where a young person present → police record child name, age and school → CCN sent to social care → social care notify secure school email addresses (2) by 10:30 → school informs relevant staff → young person supported as needed → log updated to record actions.

# 8

## School Actions

- Inform parents that the school is part of Operation Encompass
- Consider school prospectus and website awareness
- Check your mailbox by 10 am and again at lunch time for any Operation Encompass emails
- Operation Encompass information must be secured to ensure that information remains confidential
- If young people are in alternative provision the DSL of the school should inform the DSL of the provision of the issues raised.

# 9

## Key Contacts

Janice Rainey, Team Manager for Single Point of Access (SPA)

**[Janice.rainey@northumberland.gov.uk](mailto:Janice.rainey@northumberland.gov.uk)**

Carol Leckie, Education and Skills Service

**[Carol.Leckie@northumberland.gov.uk](mailto:Carol.Leckie@northumberland.gov.uk)**

# 10

## Support for Adults and Children

Northumberland Domestic Abuse Service (NDAS) 01434 608030



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# 10 things you should know about Safer Recruitment



1

It is vital that schools plan their recruitment process with safeguarding in mind. The right messages must be sent to potential applicants and there should be a consistent and thorough process to obtain relevant information about applicants.

2

Ensure your job description and person specification include a statement of responsibility and requirements for safeguarding and that this is also reinforced in your advert.

3

Use application forms not CVs.

4

Obtain references **before** interview and ensure these include specific requests about the candidate's background in relation to safeguarding. **Do not accept open references - that's what Ian Huntly provided!**

5

Requirements are that there should be at least one panel member who has had Safer Recruitment training, however best practice suggests at least two panel members should. Training can be completed on line or face to face. Training is available from Northumberland local authority.

6

At interview, ensure you have a safeguarding question included. It is not good practice for your safeguarding question to be a *'what would you do if...'* type question. Use the person specification to help you devise a question which tests out the candidate's attitudes, motives and suitability for the role.

7

And once you have decided on your successful candidate, make sure you carry out all of the necessary checks before they start work with you and that you have in place the necessary induction training and a probationary period.

8

Ensure your school has an ongoing culture of vigilance – a belief that it could happen here, high standards of behaviour expected from all staff, clear whistleblowing procedures, policies and procedures which are up to date and are applied, and regular training for all staff.

9

The Bichard Report (2004) which followed the Soham case stated: **'for those agencies whose job it is to protect children and vulnerable people, the harsh reality is that if a sufficiently devious person is determined to seek out opportunities to work their evil, no one can guarantee they will be stopped. Our task is to make it as difficult as possible for them to succeed...'**

10

**And if in doubt call...**

HR -

Wendy Stewart 01670 623612

Schools' Safeguarding and Wellbeing team manager -

Carol Leckie 01670 622720

Governor Support -

Sandra Hunter 01670 623609



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# 10 things you should know about Managed Moves



## 1

A managed move involves a pupil moving to a new school in a planned manner, usually at some time during a school year, and usually for the following reasons:

- being at risk of permanent exclusion;
- experiencing difficulties because of inappropriate peer relationships, or
- the relationship of trust between school and home has broken down.

## 2

A managed move:

- can be proposed by the parent or by the school;
- must be agreed in advance by the schools concerned, the child and the parent;
- is for a fixed period, normally 6 weeks;
- enables education to be provided at the receiving school while the child remains on roll at the home school;
- may be terminated at any stage by the Headteacher of the receiving school;
- will take into account home to school transport implications.

# 3

A **formal** managed move can only proceed after the original school has discussed the case with a team member from the Inclusion Team.

# 4

Schools reaching an **informal** agreement for a pupil to have a trial in a second school for reasons other than their being at risk of permanent exclusion is not classed as a formal managed move by the local authority. Transport from the local authority will not be available if the move is successful.

# 5

A successful managed move should use a solution orientated approach in response to the pupil's difficulties and should only be considered after all other strategies to support the learner have been exhausted.

# 6

A managed move is therefore not appropriate when the child:

- is a persistent non-attender;
- is seeking a straightforward transfer to another school;
- isn't on the roll of a school or is home educated;
- would **not** return to the home school if the placement was unsuccessful.

# 7

For pupils with statements of SEND or Education Health and Care Plans, any change of school needs to be agreed and allocated through the review process and must involve the SEND Team.

# 8

Schools should not use threat of a permanent exclusion to persuade an unwilling parent to accept a managed move.

# 9

Advising parents to remove their child from roll and around 'education otherwise' or at home is not in compliance with statutory guidance for Elective Home Education and is not recommended.

# 10

When a formal managed move for a pupil is successful then a funding transfer from the original to the new school is arranged.

The local authority does not hold any funding centrally to support managed moves.



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# 10 things you should know about Inclusion Support



The **Inclusion** team is in the Education & Skills Service and delivers statutory and non-statutory services to schools, academies and education settings.

1

The team is responsible for fulfilling Northumberland County Council's statutory duties for learners who have been permanently excluded from school.

2

When a pupil is permanently excluded the school notifies the team which then ensures that full time education provision is in place by the 6th day after the date of exclusion.

3

Support continues for permanently excluded pupils and their parents/carers during the period of the exclusion or until the pupil is successfully re-integrated back into school. For some pupils in Years 10 and 11 a school place is not viable so the Inclusion team continues to provide and monitor their education until they finish statutory schooling at 16.

# 4

The team has responsibility for the Pupil Placement Panel which is our statutory arrangement for ensuring fair access to school places. The Panel is a mechanism used to ensure that our hard to place pupils receive their entitlement to full time education based on fair access principles.

# 5

Permanently excluded learners, or those at risk of exclusion, are often placed into alternative provision. The team has responsibility for the quality assurance of the alternative providers on Northumberland County Council's Alternative Provision procurement framework.

# 6

Inclusion Support Workers provide a non-statutory service and actively promote inclusive practice and provide early help for pupils who might become at risk of exclusion or who are persistent absentees. The team works collaboratively with social care and education welfare professionals.

# 7

Inclusion Support Workers work with pupils, families and professionals to ensure that the social, emotional and health development of learners is fully supported. This approach allows the team to integrate with Early Help, children's social care and other partner agencies so that education outcomes for vulnerable learners improve.

# 8

Members of the team can:

- support a school with authoring or leading on an Early Help Assessment (EHA);
- develop inclusive practices for teaching and non-teaching staff;
- work with learners on a 1:1 basis;
- provide support to families and school where attendance is decreasing but an Education Welfare Officer is not yet involved.

# 9

Schools, academies and education settings can access the non-statutory services provided by the Inclusion team through the Education & Skills Service Level Agreement.

# 10

The team integrates with other local authority services and partner agencies to promote inclusive practice for vulnerable learners, and in particular with Northumberland Adolescent Services.



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# 10 things you should know about Alternative Provision Placements



1

All other interventions should have been exhausted before placing a learner into alternative provision. Agreement from all relevant parties is needed to ensure the placement is necessary, appropriate and in the best interests of the learner.

2

Northumberland has a strong framework of alternative education providers. Providers are subject to regular quality assurance checks and are evaluated using the judgements of the current Ofsted framework. Schools are able to use the framework but can also commission provision from other providers.

3

All learners are entitled to full time education (generally 25 hours per week). Learners placed in alternative provision *must remain on their school roll* unless permanently excluded. Learners should study English and mathematics as part of their core offer.

# 4

When making a decision to place a learner into an alternative provision setting, schools/LA must have regard to The Education (Independent School Standards) Regulations 2014 (<http://www.legislation.gov.uk/ukxi/2014/3283/schedule/made>).

# 5

Schools can arrange alternative provision by referring directly to the provider. The Inclusion Team is available to provide advice and guidance if needed. If the school is a Special school or involves a pupil with an EHCPlan, the SEND monitoring officer will arrange the provision.

# 6

The school is responsible for all associated costs for the alternative provision for learners who have been identified as “at risk”. This includes transport.

# 7

Some providers include transport costs but if it is not included the school must arrange and pay for the service.

# 8

All providers on the Northumberland framework are subject to quality assurance and monitoring checks from the children’s commissioning team, and each has an annual School Improvement Partner visit arranged and funded by the local authority. The visits cover all aspects of monitoring, progress, attendance and safeguarding. Schools are responsible for “Keeping In Touch” meetings with the provider, the school and the learner.

# 9

Learners in alternative provision require regular reviews to assess the ongoing suitability of the placement, to plan for transition back into school or to a post 16 provider. Learners are entitled to receive advice and guidance about their progression route.

# 10

Learners placed in alternative provision should be given clear objectives linked to outcomes. Schools are responsible for ensuring objectives are met and outcomes are evaluated regularly throughout the placement. At the end of the placement outcomes should be reviewed to determine the success of the intervention.



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# 10 things you should know about Education Support for Looked After Children



The Education Support for Looked After Children (ESLAC) team is part of Northumberland's Virtual School for Looked After Children. Our Virtual Headteacher is Jane Walker.

When a child comes into care it is our role to support that child to achieve well in school. Personal Education Plans (**PEPs**) are completed by the **ESLAC** team. We offer advice, guidance and support to young people, schools, carers and other professionals.

1

Every child who comes into care has a PEP completed by an Education Support Worker (ESW). The plan is then reviewed every six months for as long as the pupil is in care. Pupils are encouraged to attend their PEP meetings and to share their views.

2

Every team member is a champion for children in the care of Northumberland local authority, challenging attitudes and ensuring that there is equal access to resources and opportunities.

3

The team monitors progress, attendance and exclusions throughout the academic year and reports on Year 11 exam results and Year 6 SATs results.

4

Training is offered throughout the year to Foster Carers and Designated Teachers of looked after children to help them support pupils in care.

5

Schools receive a Pupil Premium Plus grant for eligible looked after and previously looked after pupils to accelerate progress and improve education achievement. The grant is distributed by the Virtual School Headteacher after schools identify targets for improvement and then provide evidence of the impact that this funding has on outcomes for children.

6

ESLAC ensures that looked after pupils enjoy enrichment activities both through and at school including extra tuition, educational school trips, resources and books.

7

ESLAC has a team member who works with young people who are at risk of exclusion or who are disengaged with school. She works with schools and other professionals to ensure they receive an appropriate education.

8

ESLAC has a Careers Adviser who meets with young people who choose not to stay at school Post-16 to discuss and develop pathways into further education, training and employment.

9

The ESLAC team is supported by an Educational Psychologist to work directly with children and to develop training for designated teachers, foster carers and all Virtual School team members.

10

ESLAC celebrates achievement in national tests and examinations, but also rewards good attendance, effort and progress.



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FOR LOOKED AFTER CHILDREN



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# 10 things you should know about Child Employment



Northumberland Education Welfare Service is part of the Virtual School in the Education and Skills Service

1

Education Welfare work to ensure the local authority's statutory duties and responsibilities for safeguarding children in relation to school attendance, elective home education, children missing education, child employment and performance licensing are carried out to the highest possible standard.

2

Legislation in relation to Child Employment applies to all children from birth until compulsory education ends. It is designed to ensure a child's welfare is paramount.

3

The youngest age a child can work part-time is 13, except children involved in areas like: television, theatre and modelling. Children working in these areas will require a performance licence.

4

There are several restrictions on when and where children are allowed to work. Children are not allowed to work: without an employment permit; in places like a factory or industrial site; during school hours, before 7am or after 7pm; for more than one hour before school (unless local bylaws allow it); for more than 4 hours without taking a break of at least 1 hour; in most jobs in pubs and betting shops and those prohibited in local bylaws; in any work that may be harmful to their health, well-being or education.

# 5

There are also special rules which apply during term times and school holiday times. During term time children can only work a maximum of 12 hours a week. This includes: a maximum of 2 hours on school days and Sundays; a maximum of 5 hours on Saturdays for 13 to 14-year-olds, or 8 hours for 15 to 16-year-olds.

# 6

During school holidays 13 to 14-year-olds are only allowed to work a maximum of 25 hours a week. This includes: a maximum of 5 hours on weekdays and Saturdays; a maximum of 2 hours on Sunday.

15 to 16-year-olds can only work a maximum of 35 hours a week. This includes: a maximum of 8 hours on weekdays and Saturdays; a maximum of 2 hours on Sunday.

# 7

Licences are issued by the local authority in which the employment is to take place. Checks are made to ensure compliance with regulations. The local authority may refuse, or revoke a work permit if: the child does not attend at school; they are frequently late for school; their school work suffers because of the employment; their health suffers because of the employment; the employment is, or becomes, unlawful.

# 8

Local bylaws list the jobs that children can't do. If a job is on this list, a child under the minimum school leaving age can't do this work. Local bylaws may also have other restrictions on working hours, conditions of work and the type of employment.

# 9

Licence information and applications are available at:  
[www.northumberland.gov.uk](http://www.northumberland.gov.uk)  
or contact [educationwelfare@northumberland.gov.uk](mailto:educationwelfare@northumberland.gov.uk)

# 10

We are always happy to discuss any queries you may have:  
Angela Cunningham, Education Welfare Service Manager  
Celia Armit, Child Employment Admin Lead Officer  
Tel no 01670 622800



EDUCATION WELFARE TEAM



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# 10 things you should know about Elective Home Education



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1

Education Welfare work to ensure the local authority's statutory duties and responsibilities for safeguarding children in relation to school attendance, elective home education, children missing education, child employment and performance licensing are carried out to the highest possible standard.

2

Elective Home Education is where parents or carers of a child decide to educate their child at home instead of sending them to a school. The parent or carer has full responsibility for providing a full time education suitable to the child's age and ability and to any special educational needs they may have.

3

Parents choose to home educate for many reasons, for example; cultural, religious, philosophical, specific SEN needs.

If you are considering home educating to avoid prosecution for non attendance at school or because of a disagreement with school we would advise you to contact the school directly or contact education welfare service to discuss your options.

4

You do not have to ask permission to begin educating your child at home unless your child attends a special school. If your child does attend a special school then you must consult with the local authority before home educating.

5

You are required to inform the school in writing that you intend to home educate your child. The school will then inform the LA.

6

The LA would not be able to offer you any financial help towards educating your child at home. You will need to consider the cost of writing equipment, text books, paper, examination fees, college placements etc.

7

You do not have to teach the National Curriculum. You should, however, consider the effects it may have on your child if the National Curriculum is not followed. It may cause your child to fall behind in terms of their social/academic achievement compared to other children his or her own age who are attending a school. You are able to teach your child on any day of the week and choose the hours that you feel are suitable. You should consider that children in schools receive around 25 hours education a week over 38 weeks a year, this is considered full time education.

8

Elective Home Education is not the same as EOTAS. Local authorities provide home tuition if a child is sick and cannot attend school. If your child is home educated the local authority does not provide tutors or keep a bank of tutors for you to contact.

9

In the majority of cases, families who home educate provide their child with a great education. Occasionally a parent can not meet the needs of their child. If it appears the education you are providing is unsatisfactory, the LA could issue a School Attendance Order which will require your child to be placed on a school roll.

Quite often, children or their parents find that home education is not for them. We can advise you on how to get your child back into a school.

10

We are always happy to discuss any queries you may have:

**[educationwelfare@northumberland.gov.uk](mailto:educationwelfare@northumberland.gov.uk)**

Angela Cunningham, Education Welfare Service Manager  
Claire Johnston, EHE, Admin Lead Officer  
Tel no 01670 622800



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Wellbeing and Community Health  
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NE61 2EF

# 10 things you should know about Children in Entertainment



Northumberland Education Welfare Service is part of the Virtual School in the Education and Skills Service

1

Education Welfare work to ensure the local authority's statutory duties and responsibilities for safeguarding children in relation to school attendance, elective home education, children missing education, child employment and performance licensing are carried out to the highest possible standard.

2

Legislation in relation to Children in Entertainment applies to all children from birth until compulsory education ends. It is designed to ensure a child's welfare is paramount.

3

A child requires a licence at any performance: if the child is paid; absence from school is required; at licensed premises or a registered club in connection with which a charge is made; when taking part in a performance which is broadcast or recorded for future broadcast.

4

A child does not require a licence if: they perform for up to 4 days in any six month period providing there is no absence from school; school performances; performances put on by a body of persons approved by the Secretary of State (Home Office) or the local authority; any activity which the LA does not consider to be a performance.

5

There are rules about how many hours, days and types of performance a child can undertake depending on their age.

6

Licences are issued by the local authority in which the child resides.

7

The person responsible for the production applies for the licence. Checks are made to ensure compliance with Children in Entertainment regulations.

8

Where a licence has been issued the law requires the child is cared for at all times by an approved chaperone.

9

Licence information and applications are available at:  
[www.northumberland.gov.uk](http://www.northumberland.gov.uk);  
or contact: [educationwelfare@northumberland.gov.uk](mailto:educationwelfare@northumberland.gov.uk)

10

We are always happy to discuss any queries you may have:  
Angela Cunningham, Education Welfare Service Manager  
Linda Stephenson, CEE Admin Lead Officer  
Tel no 01670 622800



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# 10 things you should know about Children missing education (CME)



Northumberland Education Welfare Service is part of the Virtual School in the Education & Skills Service.

1

Education Welfare work to ensure that the local authority's statutory duties and responsibilities for safeguarding children in relation to school attendance, elective home education, children missing education, child employment and performance licensing are carried out to the highest possible standard.

2

Section 436A of the Education Act 1996 (added by section 4 of the Education and Inspections Act 2006) requires all local authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education.

3

A child or young person who is deemed missing education is of compulsory school age - between the ages of five and sixteen - is not on a school roll nor registered at any formally approved education activity and has been out of any education provision for a substantial period of time, usually 20 school days.

# 4

Approved education activity includes provisions such as a maintained school or independent (private) school, city academy, alternative curriculum provision, pupil referral unit and elective home education and registered with the local authority.

# 5

Children can go missing either when they fail to register with a school, or when they fall out of the education system and there is no process in place to identify them and ensure they re-engage with appropriate provision.

# 6

There are a number of recognised points where children or young people can go missing from education. These include; failure to start appropriate provision; inappropriate removal from roll; Parent/Carer withdrawal from the school roll with no named destination; failure to find educational provision when moving to a new address within Northumberland or on arrival in Northumberland from another authority; Child removed and not registered as “home educated”.

# 7

As from 1st September 2016 all schools must notify the LA if a pupil is to be deleted from or added to the admission register. In Northumberland this information is collected through SIMS and guidance can be found on the SIMS Support site.

# 8

Northumberland County Council is committed to ensuring children and young people can return to a suitable form of education as quickly as possible. It is imperative that all professionals who have contact with young people work together to identify these children. We also rely on members of the public alerting us to children who may be missing from education.

# 9

By having clear guidance, policies and procedures in place across Northumberland all professionals and the public will be in a position to ensure support for vulnerable children within our community.

# 10

We are always happy to discuss any queries you may have.  
Angela Cunningham, Education Welfare Service Manager,  
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# 10 things you should know about School attendance



Northumberland Education Welfare Service is part of the Virtual School in the Education & Skills Service.

1

Education Welfare work to ensure that the local authority's statutory duties and responsibilities for safeguarding children in relation to school attendance, elective home education, children missing education, child employment and performance licensing are carried out to the highest possible standard.

2

Education Welfare promote and enforce regular attendance at school for all children in Northumberland in order for them to take full advantage of the educational opportunities available to them. They work in partnership with agencies across Northumberland.

3

Section 7 of the 1996 Education Act states that parents/carers must ensure that children of compulsory school age receive efficient full-time education suitable to their age, ability and aptitude to any special educational needs they may have, either by regular attendance at school, alternative educational provision or otherwise. If a child is registered at a school, parents/carers have primary responsibility for ensuring that their child attends regularly.

# 4

A child becomes of compulsory school age when they reach the age of five. Where a parent has elected to register their child at school, they must start school in the term following their fifth birthday (although parents of many children choose to send them earlier). A child continues to be of compulsory school age until the last Friday in June in the school year that they reach the age of 16.

# 5

If a parent/carer fails to meet their legal responsibility in ensuring their child receives a suitable education either by regular attendance at school, alternative provision or otherwise, legal action may be considered. These include Penalty Notices, Education Supervision Orders, Attendance Orders or Prosecution.

# 6

It is the Head teacher who determines whether or not an absence is authorised. Unauthorised absence is where the school has either not received a reason for absence, or the reason given is unacceptable.

# 7

The current law does not give any entitlement to parents to take their child on leave during term time. There has to be exceptional circumstances in requesting leave and these circumstances will be determined by your child's school. Parents can be issued with a penalty notice or prosecuted for periods of unauthorised holidays.

# 8

When considering Prosecution the local authority must be fair, independent and objective and not let any personal views or any witness influence decisions or be affected by improper or undue pressure from any source.

# 9

The Education Welfare and the local authority must always act in the interests of justice and not solely for the purpose of obtaining a conviction.

# 10

We are always happy to discuss any queries you may have.  
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Sarah Wintringham Senior Education Welfare Officer.  
Tel no 01670 622800



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