

Safeguarding - KCSIE

Date: September 2022
Review Date: July 2023

Witton le Wear Primary School are currently in the process of joining the
Advance Learning Partnership.

Statement of Intent

Our school complies with the advice laid down in 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' September 2022 to undertake regular training.

A record of those trained may be found in the Single Central Record and certificates are kept to verify the attendance of individuals.

Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years.

We recognise that, as a minimum, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (The Prevent duty DFE June 2015).

The Trust has a zero tolerance approach to abuse.

Local Authority Designated Officer (LADO):

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First Contact Service: 03000 26 79 79

Contents

Acronyms

1. Principles/Legislation/Elements of this Policy

Establishing a safe environment in which children can learn and develop

Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children

Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may need safeguarding

Raising awareness of child protection issues and equipping children with resilience and skills needed to keep them safe

Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- Names of designated safeguarding leads in school
- Recording concerns
- Listening to children and receiving disclosures
- Recording and response of the designated lead professional
- When to discuss concerns with the First Contact Service
- Discussions with First Contact will be followed up in writing
- Attendance at Strategy meetings if assessed as child protection concern

2 Overview: Safeguarding

Definition of 'safeguarding'

Roles and Responsibilities

Safeguarding within schools part of ALP

Safeguarding throughout school life

3. Child Protection within overall safeguarding and Early Help arrangements for all children/young people in school

Life at home

Signs and behaviours of concern

Early Help; Single Assessment Procedure and Practice Guidance

Child in Need: more complex cases Level 3 Amber

Child Protection and significant harm

Prepare for the unexpected

Low Level Concerns

4. Multi-Agency Work in Child Protection

The three safeguarding partners are:

- **Local Authority**
- **Clinical Commissioning Group (CCG)**
- **Chief of Police**

The three safeguarding partners must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.

Initial Child Protection Conference: school responsibilities

- Attendance
- Preparation of a report
- Chronology of significant events
- Sharing of the report

Membership of a Core Group

Review Child Protection Conference

Police and Criminal Evidence Act (1984) – Code C

5. Information-sharing

Parents/carers

School staff

Children transferring to another school

County guidance and protocols

Confidentiality and data protection

6. Concerns about a child and allegations about a member of staff

Concerns about a Child

Concerns about school safeguarding practices

Safeguarding concerns and allegations of abuse against staff

Allegations against teachers and other staff including the role of governors

What school or college staff should do if they have concerns about safeguarding practices within the school or college.

7. **Safer Recruitment**
Safer recruitment
Single central record (SCR)
8. **Vulnerable Groups**
Children with Special Educational Needs and Disabilities
CLA and PCLA
LGBTQ+ children
Private Fostering
9. **Safe Touch/Use of Reasonable Force**
Safe Touch Physical contact other than to control or restrain
Physical control and restrictive physical intervention: use of reasonable force
10. **Additional Educational Provision**
Alternative Provision
Work Experience
11. **Training**
12. **Monitoring and Reporting**
13. **Equality Statement**
14. **Complaints Statement**

Policy Links:

School Behaviour policy
Anti-bullying, including cyber-bullying
Risk Management
Medical/First Aid policies
Intimate/Personal Care Policy
School visits including risk-assessments
Online Safety and E-Safety which details AUP
SEND
Children Missing Education
Children looked after CLA
Equality and Objective Policy

Relationships and Sex Education Policy, PSHE
Safeguarding for Governors
Parental Conduct
Photo Consent
Prevent
Positive handling and powers to search
Whistle Blowing
Attendance
Safer Recruitment
Exclusion
Data Protection Policy
Staff Code of Conduct

Annex – 1-13 - Click on title to open the document

- 1 [Roles, Responsibilities and entitlements](#)
- 2 [Signs and indicators of abuse and key definitions](#)
- 3a [Referral form for First Contact](#)
- 3b [First Contact Service Guidance for professionals](#)
- 4 [Summary of multi-agency meetings](#)
- 5a [Information Sharing July 2018 \(HM Government\)](#)
- 5b [The seven golden rules for information sharing](#)
- 6 [Summary of DfE advice on dealing with sharing nudes](#)
- 7 [Sexual Harassment and Sexual Violence](#)
- 8 [When to call the police](#)
- 9 [Children missing Education](#)
- 10 [Behaviour guidelines for staff and volunteers](#)
- 11 **School Prospectus:**
 - [Staindrop](#)
 - [Parkside](#)
 - [Dene](#)
 - [Whitworth Park](#)
 - [Hartside](#)
 - [Wolsingham](#)
 - [Bishop Barrington](#)
 - [Howden-Le-Wear](#)
 - [Brandon](#)
 - [New Brancepeth](#)
 - [Moorside](#)

Appendices – A - C are located at the end of this policy

- A **Universal services and specialist support staff**
- B **Safeguarding and Child Protection training details (Names/contact/dates)**
- C **Specific Safeguarding Issues**

Useful Acronyms

Please find below a list of useful acronyms which may be used within this policy/safeguarding documents across Trust/Schools.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS (Families first/First contact)	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for children who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the child.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.

HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
CLA	Children looked after	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
[Academies] MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PCLA	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PCLA are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which children learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all children. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to children with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

1. Principles/Legislation/Elements of the policy

This policy applies to all staff, governors and volunteers working in school. There are five main elements to the policy:

- a) Establishing a safe environment in which children can learn and develop
- b) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- c) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may need safeguarding
- d) Raising awareness of child protection issues and equipping children with resilience and skills needed to keep them safe
- e) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

Principles

Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed multi-agency safeguarding arrangements procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus, this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (Annex 1).

To emphasise the caring ethos of our school, the staff and governors are committed to the following principles: -

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and colleagues that act as designated safeguarding leads that such information should be promptly passed on to.
- ◆ Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

Legislation:

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Apprenticeships, Children and Learning Act 2009
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

Statutory guidance

- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2018) 'Disqualification under the Childcare Act 2006'
- DfE (2022) 'Keeping children safe in education 2022'
- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'

- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
[https://gateway.durhamschools.org.uk/staff/hradvice/Lists/HR%20Policies%20Procedures%20and%20Guidance/Document.aspx?ID=6&Source=https://gateway.durhamschools.org.uk/staff/hradvice%2FLists/HR Policies Procedures and Guidance](https://gateway.durhamschools.org.uk/staff/hradvice/Lists/HR%20Policies%20Procedures%20and%20Guidance/Document.aspx?ID=6&Source=https://gateway.durhamschools.org.uk/staff/hradvice%2FLists/HR%20Policies%20Procedures%20and%20Guidance)

- A Guide for Professionals on the Sharing of Information County Durham Safeguarding Adults Inter-Agency Partnership and Durham Safeguarding Children Partnership
<http://www.safeguardingdurhamadults.info/media/23716/Collaborative-Working-Protocol/pdf/Collaborative-working-and-information-sharing-protocol.pdf>
- Procedures for locating missing pupils and the removal of pupils from roll. *June 2017* See DfE document “Children Missing Education” Sept 16
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

Elements:

a) ***Establishing a safe environment in which children can learn and develop***

This links to the school’s overall safeguarding arrangements and duty of care to all students.

The following policies are relevant;

- School Behaviour policy, Anti-bullying, including cyber-bullying
- Risk Management
- Medical/First Aid policies
- Intimate/Personal Care Policy
- School visits including risk-assessments
- Online Safety and E-Safety which details AUP
- SEND
- Looked After Children (CLA)
- Equality and Objective Policy
- Relationships and Sex Education Policy, PSHE
- Safeguarding for Governors
- Parental Conduct
- Photo Consent
- Prevent
- Positive handling and powers to search
- Whistle Blowing
- Attendance

b) ***Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.***

Staff and governors who have received Safer Recruitment training are listed in appendix B of this document.

- Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements ‘Key Safeguarding Employment Standards’ and in the DSCP Child Protection procedures as well as national documentation in ‘Keeping Children Safe in Education’ September 2022, Part 2.
- Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex C in ‘Keeping Children Safe in Education’ September 2022 has specific details of the role of the designated safeguarding lead.

- Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in 'Keeping Children Safe in Education', September 2022.

As outlined in 'Keeping Children Safe in Education', September 2022 (KCSIE 2022 - para 236-247), the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved. As most staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments, which will be updated every 5 years as best practice.

Keeping children safe in education - for schools and colleges has been updated to reflect legal changes following EU exit, including guidance on checking the past conduct of individuals who have lived or worked overseas. (KCSIE 2022 - para 279 - 284).

In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. (KCSIE 2022 - para 304 - 307).

- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). We will be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors are aware of the Durham County Council Confidential Reporting Code arrangements.
- Supply staff – we ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- Our trustees and local governing body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- All senior leaders including trustees and members of our governing body will be subject to a Section 128 check.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

Dates for training

- Each year staff receive full safeguarding training with refresher sessions throughout the academic year. Every year all staff and governors MUST receive, read and sign to confirm the annual updated KCSIE Part one has been read.

A record of those trained may be found in the Single Central Record in each school. Individuals have a certificate to verify their attendance.

- Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years.
- Prevent training.
We recognise that, as a minimum, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- There is a nominated Governor with responsibility for safeguarding.
- The Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'.
- There is a leaflet entitled 'Behaviour Guidelines for Staff and Volunteers' with important practical advice (Annex 10)
- Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium. October 2015.

Please see **appendix b of this document** for the list of staff mentioned above for each school.

c) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.

- 'All staff members should be aware of systems within their school or college which support safeguarding, and these should be explained to them as part of staff induction. This should include:
 - Safeguarding policy, which should amongst other things also include the policy and procedures to deal with child on child abuse;
 - behaviour policy and anti-bullying, including cyberbullying Policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
 - staff behaviour policy (sometimes called a code of conduct);
 - safeguarding response to children who go missing from education; and
 - role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).
 - KCSIE September 2022 Part 1 (para 13)

Copies of policies and a copy of Part 1 of Keeping Children Safe in Education, September 2022, will be provided to staff and volunteers at induction. All staff are **required to read** this.

All staff and supply staff will be made aware of:

Staff responsible for safeguarding

- The following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:

DSL, Deputy DSL – Please refer to **appendix A** for names in this document.

- 'The designated safeguarding lead and any deputies will undergo training to ensure that they have the knowledge and skills required to carry out their role. The training should be updated every two years. Keeping children safe in education, September 2022, Part 2 (para 123).
 - There is a nominated Governor with responsibility for Safeguarding. (see **appendix A, in this document**)
 - The Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'. (see **appendix B, in this document**)
- d) *Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe.***

Children

- Awareness of IT, online safety issues including cyber-bullying, sexting and hazing. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. All schools in the County have the new Smoothwall filtering and monitoring system in place for this and other potentially risky content. It is wise for a Designated Safeguarding Lead to review these records regularly to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in the Keeping Children Safe in Education, September 2022 and DfE 'Teaching Online Safety in Schools, June 2019.
- Other themes are addressed through our PSHE and RSE programmes, assemblies, outside visitors and trainers. Notable recent events include:

Online safety_unit of work

RSE delivery

PSHE delivery

Names (and photographs) of staff and adults are displayed in school that children can speak to if they have concerns (school, family or community issues).

Parents/Carers

- Our school brochure, website and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- See school website, for a copy of the statement relating to safeguarding and child protection.
- Newsletters, letters to parents about specific issues, our school web site and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information.
- In addition, we also offer events/briefings and workshops that they may attend on particular issues: Wellbeing, Mental Health, Anti-Bullying and online safety.
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect:
 - Current address and telephone contacts. We are aware that, as a school, it is good practice to hold more than one emergency contact number for each child KCSIE 2022 (para 101 – bulletin point 3)
 - which adults have parental responsibility

- court orders which may be in force
- children on the Child Protection list
- the child's name at birth and any subsequent names (taking care over unusual spellings)
- any other changes to home circumstances

e) *Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.*

ALL concerns and disclosures passed to the designated safeguarding leads must be written, signed and dated or recorded on the electronic monitoring system – CPOMS. All concerns recorded should be factual; staff should complete CPOMS using bullet points, avoid using emotive language & avoid recording their opinions. All recordings should be made within a timely manner and follow-up actions should be added in a timely manner after the initial logging of the incident has taken place. CPOMS is monitored by the safeguarding team regularly throughout each school day.

Staff should write the exact words used by the child. Any original notes/jottings/reminders made by the adult must be scanned into CPOMS as first-hand information, that could be important if a case went to court or scanned into the electronic monitoring system.

The more relevant details staff document the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff should use the body map on CPOMS to indicate areas of the injury. Staff can express concern about an injury (open ended questions) but should not ask direct questions. They should never do so in front of other children.

'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'. Keeping Children Safe in Education, September 2022, Part 1.

Names of designated safeguarding leads in school

All staff, including part-time, peripatetic and adults working with children in school should be informed who these colleagues are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh new face that a child might disclose something important to. Please refer to **appendix A, in this document**.

Listening to Children and Receiving Disclosures

- We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them. Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
- Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school.
- If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
- Staff are aware that children may not feel ready or know how to tell someone that they are being abused. This should not prevent staff from having a professional curiosity and raising concerns with the DSL.
- When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.

- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to.

Please remember:

- (i) The child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) The member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) Should not probe for any information that the child does not volunteer.

Recording and Response of the designated lead professional

All information received is recorded on CPOMS. Records are kept securely on CPOMS and the safeguarding team require dual authentication to access these records. Any written notes from an initial disclosure are scanned into CPOMS. Our designated safeguarding leads can access these documents in an emergency or in the event of an enquiry for information by the MASH (Multi-Agency Safeguarding Hub) Team, for example. If a child has a child protection file all files are kept locked away in a filing cabinet, in a locked office, securely where only the safeguarding team have access.

CPOMS forms a chronology of significant events for all children in school if recordings are required. This assists, should the MASH Team make contact about issues beyond school and inform any other concerns in school.

Discussing concerns with the First Contact Service - 03000 26 79 79

We use the local authority Referral Form for notifying First Contact of concerns.

Procedures detailing local multi-agency arrangements, including detailed information about the management of individual cases, may be found at www.durham-scp.org.uk. The threshold document is currently being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

The procedures and guidance are currently being reviewed and schools should check DSCP website for amendments.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers will be informed of this **unless to do so would place the child at further risk of harm.**

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed, and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact, we will phone the Police on 0845 60 60 365 and ask to speak to a colleague in the Vulnerability Unit concerning a child (see Annex 8 on guidance about when to contact the police).

Police Switchboard: 0345 6060365
Ask for the nearest local Vulnerability Unit to school

Discussions with First Contact will be followed up in writing

Discussions of concern and requests for support will be followed up in writing, using the referral form. The information will be sent via e-mail to First Contact. A copy is kept on the child's concern file.

If a member of staff feels that the designated safeguarding lead and/or Head Teacher are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves.

'**Any staff member** who has a concern about a child's welfare should follow the reporting and referral process outlined in the Reporting Safeguarding Concerns Process in the KCSIE 2022 – page 22.

First Contact Service
firstcontact@durham.gov.uk
Telephone: 03000 26 79 79

Attendance at Strategy meetings if assessed to be child protection concern

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. Local multi-agency procedures have detailed guidance about these meetings www.durham-scp.org.uk.

The threshold document is currently being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to investigate the concerns that have been raised.

These meetings may be called at short notice, and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency, they should be invited to attend these meetings. *(School is able to offer a venue if there is a suitable room where confidentiality can be assured).*

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting. A report can be printed from CPOMS containing the mentioned information.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give support and reassurance to the child.

All information should be treated with discretion and confidentiality and shared in accordance with the National Guidance on information sharing and the GDPR and Data Protection Act 2018.

If concerns are not substantiated following the section 47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child.

2. Overview: Safeguarding

➤ **Definition of 'safeguarding'**

'Keeping children safe in education', DfE, 2022, defines safeguarding and promoting the welfare of children as:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical 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.

'Children' includes everyone under the age of 18'.

➤ **Roles and Responsibilities**

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the child.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, weekly staff bulletins, bespoke training package and staff briefing meetings as required, regularly throughout the year.
- Be aware of the local early help process and understand their role in it.
- Work in collaboration with the DSL/DDSL.

- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a child may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put children at risk of harm.
- Be aware of behaviours that could potentially be a sign that a child may be at risk of harm.

Teachers, including the Headteacher, have a responsibility to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

The trustees have a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Ensure that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Ensure that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff read Part one of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a governor is linked to safeguarding arrangements across the school
- Ensure a DSL / DDSL(s) appointed.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place to enable children to be able to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.

- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Be aware of the Trust's Safeguarding arrangements.
- Make sure that children are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support children to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in children, including clear routes to escalate concerns and clear referral and accountability systems.
- Ensure that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment process has undertaken safer recruitment training and this is renewed every two years. (It can be any member of the panel, such as the Headteacher).
- Ensure that all staff receive safeguarding training updates via emails, weekly staff bulletins, bespoke training and weekly briefing meetings as required, regularly throughout the year.
- Governors and trustees receive appropriate safeguarding training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that there are procedures in place to handle children's allegations against other children.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of children and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Ensure that there are systems in place for children to express their views and give feedback.
- Ensure the school has a designated person for CLA.
- Ensure appropriate safeguarding responses for children who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- All involved in Governance to be subject to an enhanced DBS check.
- Trustees to have a right to work in the UK check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and the local multi-agency safeguarding arrangements.

The Headteacher has a duty to:

- Ensure that the policies and procedures adopted by the governors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

The DSL has a duty to:

- Take lead responsibility for safeguarding, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
 - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
 - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
 - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
 - To the police where a crime may have been committed.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.
- Liaise with the mental health lead, where available, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Work with the Headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- Ensuring that the academy knows which children have or had a social worker.
 - Understanding the academic progress and attainment of these children.
 - Maintaining a culture of high aspirations for these children.
 - Supporting teachers to provide additional academic support or reasonable adjustments to help these children reach their potential.
 - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding issues these children are experiencing with teachers and the SLT.
 - Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
 - Ensure that a child's child protection file is transferred as soon as possible, and within 5 days, when transferring to a new school, and consider any additional information that should be shared.
 - Ensure each member of staff has access to and understands the school's Safeguarding Policy and procedures – this will be discussed during the staff induction process.
 - Work with the governors to ensure the school's Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
 - Ensure the trusts Safeguarding Policy is available publicly, and parents are aware that each academy may make referrals for suspected cases of abuse or neglect, as well as the role the academy plays in these referrals.
 - Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
 - Undergo training, and update this training every two years.
 - Obtain access to resources and attend any relevant or refresher training courses.
 - Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
 - Support and advise staff and help them feel confident on welfare and safeguarding matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
 - Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.
 - Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
 - Keep detailed, accurate, secure written/electronic records of concerns and referrals, and understand the purpose of this record-keeping. Staff will record concerns using CPOMS.
- The designated teacher has a responsibility for promoting the educational achievement of CLA and PCLA, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

➤ ***Safeguarding within schools part of ALP***

Everyone who encounters children and their families has a role to play in safeguarding children. School staff are particularly important as they are able to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children by working with our 3 safeguarding partners in Durham

Safeguarding Children Partnership – Durham County Council, Durham Constabulary and the Clinical Commissioning Groups to promote the welfare of children and protect them from harm.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly, this policy links with many other related policies in school as detailed on page 5.

This policy is also linked to local multi-agency safeguarding arrangements. Current, up to date documentation can be found at <https://www.durham-scp.org.uk/professionals/> and include:

- Managing Allegations against Staff (Durham online local partnership safeguarding arrangements and policies)
- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance.
- Keeping Children Safe in Education. September 2022

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

➤ ***Safeguarding throughout school life***

Caring ethos

We aim to create and maintain a **caring ethos** where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children can approach adults with concerns. These will be taken seriously and relevant local multi-agency safeguarding procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

Curriculum

Children have access to an appropriate curriculum, including the teaching of Relationships & sex education, and health education, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015, we are aware of the importance of building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making. (See Section 9)

Relationships & Sex Education, health education, Religious Education, Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate

important issues including lifestyles, health, safety and well-being (physical and emotional), family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

Universal services and specialist support staff – See appendix A, *in this document*.

Please see **appendix A**, *in this document* for the following details:

Local One Point hub.

The School Nurse.

Parent Support Adviser.

Attendance and Inclusion Officers.

School Counsellor.

Educational Psychologist.

Child and Adolescent Mental Health Service.

Learning mentors.

Within each school there are professionals available to support children. The professionals are:

DSL – Designated Safeguarding Lead

DDSL – Deputy Designated Safeguarding Lead

Pastoral team (Pastoral covers many staff examples could include; SLT, Year leaders, Tutors, Inclusion Managers, Attendance Managers).

All staff have regular up to date training to ensure children are kept safe at all times and are able to recognise signs and symptoms of abuse and aware of reporting and recording procedures.

Various **visitors** also contribute to our work to safeguard and promote the welfare of our students:

Local Police

School Nurse

CSCS

One Point

Drug and Alcohol service

Bridge Young Carers

Educational Psychologist

CAMHS

The extended day

Schools may offer a breakfast club provide lunchtime activities, meals and supervision by catering/supervisory staff and After-school activities on and off site. Regular updates on the extended day will be provided by each school.

These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children, are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated

safeguarding leads and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

Working with parents and carers

Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways:

Parental engagement evenings
Parent evenings
Surveys
Questionnaires
Parent forums

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:

Newsletters, letters home, website, Facebook, School Comms (emails/texts) training/information sessions, parent's evenings and parental engage evenings.

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is not always appropriate. This obligation is set out in our school prospectus/brochure (Refer to school website for latest version of the prospectus – Annex 11).

3. Child Protection within safeguarding arrangements for all children/young people in school

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 to 2004:

- Safeguarding arrangements in school
- Early Help within universal services
- More complex cases requiring Early Help
- Child in Need yet consent required as for Levels 2 and 3
- Child Protection
- Durham Safeguarding Children's Board's guidance and procedures (see www.durham-scp.org.uk)

The Children and Young People's Strategy

The Children and Young People's Strategy 2019-2022, prepared jointly by all public services and voluntary and community services including the Council, local health services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership.

Aim 1

All children and young people have a safe childhood. We will provide a range of services for children, young people and families to help ensure they achieve this aim. We will focus on preventative measures through our early help and intervention services and will ensure that all children in need of help and protection are protected from harm. We will ensure that young people are protected from crime and those who get into trouble are supported by a range of services, including the youth offending service.

For those needing our statutory support services we will ensure that our social work practice is of a high standard. We will be an excellent corporate parent to the children and young people within the Council's care and for those leaving the care system. We will work with education, youth support and other networks to ensure good services are available to all our children, young people and their families.

Aim 2

Children and Young People enjoy the best start in life, good health and emotional wellbeing.

Better outcomes for children cannot be achieved through health and social care service improvement in isolation. How children live, learn and play are all key drivers of healthy development. Parenting is critical to a child's development and evidence shows children who are exposed to adverse events such as domestic abuse or alcohol misuse can be affected negatively, both physically and mentally, throughout their adolescence and into adult life. Education, housing, community connections, employment and poverty all determine whether a child will be more likely to thrive and achieve their optimum potential in life. We will work to ensure our children enjoy the best start in life and have good health and wellbeing, offering help when required. For our more vulnerable children and families we will provide a more targeted offer of support to reduce inequalities in outcomes. Children and young people will be supported to achieve their optimum mental health and wellbeing.

Aim 3

Young people gain the education, skills and experience to succeed in adulthood. We will focus on improving the educational attainment of our children and young people. We also need to ensure that young people have the right skills and are prepared for work and we need to work together to ensure children develop a love of learning in addition to ensuring that there are sufficient employment and training opportunities available. We will also ensure that young people have the opportunity and support to progress in education, employment and training on leaving school through our DurhamWorks programme.

Aim 4

Children and young people with special educational needs and disabilities achieve the best possible outcomes. We aim to ensure that children and young people with special educational needs and disabilities have high quality support which meets their needs. Children, young people and their families will be involved in the design and plans for these services, with their voice being listened to and where possible acted upon. It is important that we are able to support these children and young people to secure meaningful employment which enables and prepares them to live independently into adult life.

➤ Life at Home

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:

- Child's developmental needs (How I grow and develop)
- Parenting capacity (What I need from people that look after me)
- Family and environmental factors (My wider world)

This structure is mirrored in the Referral form for First Contact Service



Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

This school believes that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

Staff are made aware in training of the 'toxic quad.' issues in home life that could have an impact on the way children are parented (Munroe, 2010). The Government research into Serious Case Reviews reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children in that household:

- Domestic abuse (violence)
- Substance misuse (alcohol and or drugs)
- Adult mental health
- Learning Disabilities

Toxic Factors in Family Life



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). Durham DSCP have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017. Both documents are on their website.

➤ **Signs and behaviours of concern**

Abuse and neglect

For the purposes of this policy, “abuse” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, including cyberbullying, causing the child

to frequently feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that children can be at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a child being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images. If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, and education.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies.

More information can be found in the mental health and behaviour in schools' guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

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

Paragraph 20 of the KCSIE document emphasises that staff should be particularly alert to the need for early help for the following groups of children:

- *is disabled or has certain health conditions and has specific additional needs;*
- *has special educational needs (whether they have a Statutory Education, Health and Care Plan);*
- *has a mental health need;*
- *is a young carer;*
- *is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;*
- *is frequently missing/goes missing from care or from home;*
- *is at risk of modern slavery, trafficking, sexual or criminal exploitation;*
- *is at risk of being radicalised or exploited;*
- *has a family member in prison, or is affected by parental offending;*
- *is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;*
- *is misusing drugs or alcohol themselves;*
- *has returned home to their family from care;*
- *is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;*
- *is a privately fostered child; and*
- *is persistently absent from education, including persistent absences for part of the school day.*

'All staff should receive appropriate safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. *Keeping children safe in education, September 2022, Part 1 (para 14).*

In our school we do these regular updates through:

- Statutory training
- Bespoke Safeguarding CPD – 6 sessions planned over the academic year on various elements of safeguarding set half termly to be completed by staff
- Weekly safeguarding bulletins
- Staff briefing
- Website updates
- Emails
- Scenario discussion
- Retention of knowledge checks
- DSL Network Meetings

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. CSCS - First Contact Service: 03000 267979.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made'.

➤ **Early Help - Single Assessment Procedure & Practice Guidance**

'All school and college 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 years. Keeping children safe in education, September 2022 (para 8).

This relates to work with other universal agencies and following DSCP procedures and guidance (see <https://www.durham-scp.org.uk/>). Our school is aware that *'No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.* KCSIE 2022 (para 3).

Local Police	One Point	Educational Psychologist
School Nurse	Drug and Alcohol Service	CAMHS
CSCS	Bridge Young Carers	

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the document, 'A Guide for Professionals on the Sharing of Information' (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a 'Team around the Family' meeting is not forthcoming. These professionals' meetings are important to share concerns, suggest ways forward along with further work to encourage participation by parents/carers in early help processes. 0-19 Hubs, One Point colleagues and Early Help Advisers are also a useful source of advice in these circumstances.

Team around the Family (TAF) is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. See www.durham-scp.org.uk

Please refer to **appendix A**, in this document, to view details of your schools local one-point hub, CSCS Team.

Durham Multi-Agency Safeguarding Hub (MASH)

Where concerns are identified as amber or red on the Durham Staircase, our school will cooperate promptly and fully, with relevant information, to inform further assessments undertaken by the MASH team.

[Durham-Council-Document-FINAL-09-09-20-V6-1-003.pdf \(durham-scp.org.uk\)](#)

➤ **Child in Need**

Section 17 of the 1989 Children Act

Working Together to Safeguard Children 2018

“A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989” KCSIE 2022 (para 62).

This school recognises the importance of this early support and intervention work in more complex cases undertaken with the consent of parents and carers and follows the Durham Threshold Guidance document, which includes the “Durham Staircase and Continuum of Need Model. [Durham-Council-Document-FINAL-09-09-20-V6-1-003.pdf \(durham-scp.org.uk\)](#)

➤ **Child Protection and significant harm**

Section 47 of the 1989 Children Act

Working Together to Safeguard Children 2018

‘Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect, female genital mutilation, or other so-called ‘honour’-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.’ KCSIE 2022 (para 63)

Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

➤ **Prepare for the unexpected**

Our staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with First Contact Service as soon as possible. In all cases, it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school. ‘Staff working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child’. KCSIE 2022 (para 51).

➤ **Low-Level Concerns**

As part of our safeguarding culture where ALL concerns regarding adults are shared responsibly in line with our school's safeguarding reporting systems and will be recorded in writing and held securely on our CPOMS system. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and appropriate actions taken. (See KCSIE 2022, Para 423-428).

We will ensure that:

- staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- staff know how to share any low-level safeguarding concerns and are empowered to do so;
- unprofessional behaviour is addressed and the individual is supported to correct it at an early stage;
- we will provide a responsive, sensitive and proportionate handling of such concerns when they are raised;
- we will use concerns to help identify any weakness in the school safeguarding system.

We will instil a culture where staff feel safe to report any concerns using our safeguarding reporting system identified in this policy. We would also encourage the staff member themselves to report any behaviour that could be classed as a low-level concern. Where the report has been made by a third party, as much evidence as possible will be gathered by the head teacher/principal from the person reporting the concern, the individual named and any witnesses. All of this will be recorded to determine whether any further action needs to be taken alongside a recorded rationale as to the decisions taken.

In the case of reports about supply staff and contractors, we will report any concerns to their line managers so that any concerning, problematic or inappropriate patterns of behaviour can be identified.

Low level concerns will not be recorded on any references given unless they meet the threshold for reporting to the LADO. CPOMS will retain information regarding low level concerns until child reaches the age of 25.

4. Multi-Agency Work in Child Protection

➤ The three safeguarding partners

- local authority
- clinical commissioning group (CCG)
- chief of police

The three safeguarding partners must make arrangements to work together with relevant agencies (as they consider appropriate) to safeguard and protect the welfare of children in the area.

For up-to-date school responsibilities and LA arrangements and procedures please see the local partnership website - <https://www.durham-scp.org.uk/professionals/>

➤ Initial Child Protection Conference: school responsibilities

See local partnership procedures for more details, <https://www.durham-scp.org.uk/professionals/>.

Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.

A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be within **15 working days** after the last strategy meeting.

Attendance at Conference

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays).

Preparation of a report

Schools would be expected to prepare a report and may wish to amplify and develop information provided on the referral form <https://www.durham-scp.org.uk/professionals/> as the basis of their report.

Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the DSCP website: <https://www.durham-scp.org.uk/professionals/>. The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

Sharing of the report

The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference.

The report will be passed to the Conference Clerk via the e-mail system ready for dissemination to other professionals attending the conference.

➤ **Membership of a Core Group**

(See partnership safeguarding arrangements and procedures - www.durham-scp.org.uk) This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

The merged multi-agency chronology will be regularly updated as part of this on-going work.

➤ **Review Child Protection Conference**

The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child to complete the tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place. This report will detail the progress made towards the tasks outlines on the Child Protection Plan.

➤ **Police and Criminal Evidence Act (1984) – Code C**

The Designated Safeguarding Lead (and deputy) are aware of the requirement for children to have an appropriate adult when in contact with Police officers who suspect them of an offence. PACE states that anyone who appears to be under 18, shall, in the absence of clear evidence that they are older, be treated as a child for the purposes of this Code and any other Code. PACE also states that If at any time an officer has any reason to suspect that a person of any age may be vulnerable, then that person is entitled to be accompanied by an appropriate adult at any point.

The designated safeguarding lead (or deputy) will communicate any vulnerabilities known by the school to any police officer who wishes to speak to a pupil about an offence they may suspect. This communication will be recorded on CPOMS under the specific category PACE.

If having been informed of the vulnerabilities, the designated safeguarding lead (or deputy) does not feel that the officer is acting in accordance with PACE, they should ask to speak with a supervisor or contact 101 to escalate their concerns.

A person whom there are grounds to suspect of an offence must be cautioned¹ before questioned about an offence², or asked further questions if the answers they provide the grounds for suspicion, or when put to them the suspect's answers or silence, (i.e. failure or refusal to answer or answer satisfactorily) may be given in evidence to a court in a prosecution. A Police Officer must not caution a juvenile or a vulnerable person unless the appropriate adult is present. If a child or a vulnerable person is cautioned in the absence of the appropriate adult, the caution must be repeated in the appropriate adult's presence.

¹ The police caution is: *"You do not have to say anything. But it may harm your defence if you do not mention when questioned something which you later rely on in Court. Anything you do say may be given in evidence."*

² A person need not be cautioned if questions are for other necessary purposes, e.g.: (a) solely to establish their identity or ownership of any vehicle; to obtain information in accordance with any relevant statutory requirement; in furtherance of the proper and effective conduct of a search, e.g. to determine the need to search in the exercise of powers of stop and search or to seek co-operation while carrying out a search; or to seek verification of a written record.

The appropriate adult' means, in the case of a child:

1. the parent, guardian or, if the juvenile is in the care of a local authority or voluntary organisation, a person representing that authority or organisation.
2. a social worker of a local authority
3. failing these, some other responsible adult aged 18 or over who is not:
 - a. a police officer;
 - b. employed by the police;
 - c. under the direction or control of the chief officer of a police force; or
 - d. a person who provides services under contractual arrangements (but without being employed by the chief officer of a police force), to assist that force in relation to the discharge of its chief officer's functions,

Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

<https://www.gov.uk/government/publications/pace-code-c-2019/pace-code-c-2019-accessible>

5. Information-sharing

Staff at our school are aware of the need to share information appropriately. KCSIE 2022 (Para 114-118)

If there are concerns that sharing of information with individuals could result in significant harm to any individual, legal advice should be sought before the information is shared.

Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

➤ Parents/Carers

Staff and Head Teacher must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. Rather schools should discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents must be aware that once matters have been referred to the First Contact Service the school can only explain the procedure and is not able to give 'progress reports' on the case.

➤ School staff

There is a delicate balance to be struck between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient detail to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

➤ Children transferring to another school

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information securely and separately from other records.

If a child for whom there are other existing serious concerns transfers to another school, the new receiving school will be informed immediately, and written records will follow. Both schools should maintain evidence of the secure transfer and receipt of information. Schools that both use CPOMS should transfer this information electronically.

Data that is not being transferred to another school should be kept in line with the school's Data Retention Policy, e.g. electively home educated pupils or moving to full time employment.

Home-educated children

In some cases, home educated children can mean that children are less visible to the services needed to safeguard and support them. In line with the Education (Child Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a child is taken off roll. In special cases, such as the COVID-19 Pandemic, contact is maintained with home in order to support return to school.

➤ **County Guidance and protocols**

See DSCP website for further details, 'Information sharing' - www.durham-scp.org.uk and the **National Guidance on information sharing and the GDPR and Data Protection Act 2018**.

National Guidance on Information Sharing Advice for Practitioners:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

Further advice about legal issues is available from Corporate Legal Services

Seven Golden Rules for Information-sharing and flowchart (See annex 5b).

➤ **Confidentiality and data protection**

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children;

- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests

Further details on information sharing can be found:

- in Chapter one of Working [Together to Safeguard Children](#), which includes a myth-busting guide to information sharing
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful
- at [The Information Commissioner's Office](#) (ICO), which includes ICO UK GDPR FAQs and guidance from the department
- in Data protection: [toolkit for schools](#) - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

6. Concerns

➤ Concerns about children

If a member of staff has any concern about a child's welfare, or a child has reported a safeguarding concern in relation to themselves or a peer, they will act on them immediately by speaking to the DSL or deputy DSL(s).

Staff will be aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a child.

All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing, as outlined in the communication and confidentiality section of this policy.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSLs with the matter. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the child. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the child.

If early help is appropriate, the case will be kept under constant review. If the child's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded by the DSL and kept securely on CPOMS.

If a child is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a child has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the child's wishes are always taken into account, and that there are systems available for children to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the child feels like they are being listened to and believed.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

The safeguarding team will undertake supervision and will attend half-termly DSL network meetings where cases are reviewed and lessons learnt identified. The safeguarding team will report up to governance to share findings.

➤ **Concerns about school safeguarding practices**

Any concerns regarding the safeguarding practices at the academy will be raised with the SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

➤ **Safeguarding concerns and allegations of abuse against staff**

All allegations against staff, supply staff, volunteers and contractors will be managed by the Headteacher. If a concern is raised about the Headteacher, this would be then directed to the Chair of Governors. Allegations will be managed in line with recognised procedures and consultation with the LADO would be instigated, if required. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the academy will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as low-level concerns. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

➤ **What school or college staff should do if they have concerns about safeguarding practices within the school or college**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing;
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

➤ **Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors**

See Part 4 of Keeping Children Safe in Education September 2022. There is an extensive section in the DSCP online Child Protection Procedures (under Core Procedures).

Allegations of abuse by adults and peers in schools must be investigated in accordance with the DSCP procedures, and when dealing with any allegation against adults and peers, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

Receiving an allegation

On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, see contact details at front of policy) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Head Teacher must not start to investigate.**

If an allegation is made for a person not directly employed by the school recognised procedures should be followed, e.g. a supply teacher, sports coach etc. Under no circumstances should a school cease the use of a supply teacher due to safeguarding concerns without liaising with the LADO. (See KCSIE 2022 Para 356-358)

Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

Where it is suspected that a crime has been committed, then the matter should be reported to the police with immediate effect.

Local Authority Designated Officer (LADO)

Sharon Lewis / Louise Brookes 03000 268835

First Contact Service

03000 26 79 79

CYPSSLADOSecure@durham.gov.uk

Carrying out an investigation

Investigations will be carried out by the appropriate agencies.

In dealing with any allegation the Head Teacher and governors need to balance:

- The seriousness of the allegation.
- The risk of harm to pupils.

- Possible contamination of evidence.
- The welfare of the person concerned.

Suspension of the member of staff/adult in school will be considered:

- (a) if there are any grounds for doubt as to the suitability of the employee to continue to work
- (b) where suspension may assist in the completion of an investigation.

Suspension will be carried out in line with Trust guidelines. Headteachers should contact Human Resources for guidance.

Suspension should not be an automatic response. Wherever possible, redeployment should be considered as an alternative considering the seriousness of the allegation made. See KCSIE, 2022, Part 4 para 378 - 381.

During the investigation, support will be offered to both the pupil making the allegation and the adult/peer concerned. A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action. Detailed records will be kept by all parties involved.

Recommendations following an investigation

Where recommendations are made to school regarding the outcome of a Child Protection investigation, the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

The following definitions are now 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 or cause harm to the person subject to the allegation.
- **False:** there is sufficient evidence to disprove the allegation;

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

Where it is considered that an individual has engaged in conduct that has harmed (or is likely to harm) a child or if a person otherwise poses a risk to harm a child, the Head Teacher and/or governors will make a referral to the DBS in line with their legal requirement to do so.

7. Safer recruitment

Safer recruitment:

The trust's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK will be conducted.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability

All centres providing care for children under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an

individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single central record (SCR)

Each academy keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the academy will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The academy is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the academy.

8. Vulnerable Groups

➤ Children with Special Educational Needs and Disabilities or physical health issues

When managing safeguarding in relation to children with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the child's disability without further exploration; however, it should never be assumed that a child's indicators relate only to their disability
- Children with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for children with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a child with SEND, the DSL will liaise with the school's SENCO, as well as the child's parents where appropriate, to ensure that the child's needs are met effectively.

Further information can be found in the Department's: [SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.](#)

➤ **CLA and PCLA**

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PCLA, also known as care leavers, can also remain vulnerable after leaving care.

The governors will ensure that staff have the skills, knowledge and understanding to keep CLA and PCLA safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the child.

The DSL/designated teacher for CLA will be provided with the necessary details of children's social workers and the VSH.

The designated teacher for CLA will undertake training every two years to keep abreast of any updates.

➤ **LGBTQ+ children**

The fact that a child may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ children can be targeted by other individuals. Staff will also be aware that, in some cases, a child who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.

Staff will also be aware that the risks to these children can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these children and provide a safe space for them to speak out and share any concerns they have

➤ **Private Fostering**

Private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home.

A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

Where the arrangements come to the attention of the school or college (and the school or college is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child. Schools and colleges who are involved (whether or not directly) in arranging for a child to be fostered privately must notify local authorities of the arrangement as soon as possible after the arrangement has been made. Notifications must contain the information specified in Schedule 1 of The Children (Private Arrangements for Fostering) Regulations 2005 and must be made in writing.

Comprehensive guidance on private fostering can be found here: [Private fostering: local authorities.](#)

9. Safe Touch/Use of Reasonable Force:

- **Safe Touch Physical contact other than to control or restrain. Physical contact other than to control or restrain**

Schools have either a policy/guidelines on the use of touch, this could be an Intimate Care policy or may also be known as Personal Care policy and may cover such points as:

- assisting in the washing of young children who have wet/soiled themselves
- intimate care risk assessments for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching or other practical subjects.
- administering First Aid
- supporting younger children and children with special needs who may need physical prompts or help
- giving appropriate comfort to a child who is distressed
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
- ensuring a consistent approach where staff and pupils are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

- **Physical control and restrictive physical intervention: use of reasonable force.**

Our school has a policy (Positive handling including powers to search) on the use of restrictive physical interventions covering the appropriate use of reasonable force.

Our school policy relates to the following:

DfE Guidance: Use of Reasonable Force in Schools (2013)

- Our school Policy on the Use of Restrictive Physical Interventions gives guidance on:
- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable

- recording of incidents where physical handling has been used
- The Policy also makes it clear that corporal punishment is NOT allowed.

10. Additional Educational Provision:

➤ Alternative Provision

Each academy will remain responsible for a child's welfare during their time at an alternative provider. When placing a child with an alternative provider, each academy lead responsible for alternative provision will visit, conduct checks, and receive written confirmation that the provider has conducted all relevant safeguarding checks on staff. Visits will be made at least half-termly to meet with the pupil and check on their welfare.

➤ Work Experience

When a child is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has children conduct work experience at the school, an enhanced DBS check will be obtained if the child is over the age of 16. Visits will be made at least weekly to check on pupils' welfare.

11. Training:

Staff members will undergo safeguarding and child protection training at induction, which will be on-going throughout the academic year through weekly safeguarding bulletins, bespoke CPD training, emails and staff briefing meetings and/or whenever there is a change in legislation.

The induction training will cover:

- Safeguarding Policy.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behaviour Policy.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSLs.

All staff members will also receive regular safeguarding updates as required, but at least annually. Training will cover, at a minimum:

- Statutory training
- 6 bespoke safeguarding sessions half-termly
- On-going weekly updates on elements of safeguarding
- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding (being aware of the issues within the geographical area of the school)
- Awareness of vulnerable groups.
- Updated online safety training.
- Prevent Training

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSLs will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSLs will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, children with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by children with SEND.

Reporting:

Staff are all made aware during training sessions and regular updates on how to report concerns/disclosures on all elements mentioned above.

All incidents are recorded on CPOMS and the safeguarding team are alerted who would then follow up with reporting to relevant agencies if required.

Staff are all aware of any disclosures which are deemed to indicate that the child is at risk of significant harm, staff are aware to contact the safeguarding team immediately in person, with follow up on CPOMS.

During staff training staff are made aware of the importance of reporting concerns which have not been directly reported. E.g., Overhearing a conversation between children throughout the school day.

All staff are made aware of procedures and necessary reporting forms required through alerts to policies.

12. Monitoring and Reporting

This policy is reviewed at least annually by the Trustees, CEO and the Safeguarding and Compliance Manager across the trust. This policy will be updated as needed to ensure it is up-to-date with safeguarding issues as they emerge and evolve, including any lessons learnt. Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

13. Equality statement

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of age, race, disability, gender reassignment, sexual orientation, sex, marriage & civil partnership, pregnancy & maternity, religion/ belief or political/ other personal beliefs. We believe that this policy is in line with the Equality Act 2010, as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality across the Trust.

14. Complaints Statements

All complaints should be raised with the school in the first instance.

The details of how to make a formal complaint can be found in the School Complaints Policy.

Appendix A - Universal services and specialist support staff.

Each school will provide the following details on the school safeguarding web page.

DSL Name, location and contact details	
CSCS Name, email address and contact number	
Local One Point Hub address and contact number	
Attendance and Inclusion officer's name, email address and contact number	
School Counsellor name, email address and contact number	
School nurse name, email address and contact number	
Education Psychologist name, email address and contact number	
Child and Adolescent Mental health Service name, email address and contact	
Parent support advisor name, email address and contact	
The three safeguarding partners	Local authority Chief of police CCG (clinical commissioning group)
Police – Urgent 999	
Police – Non-urgent 101	

Links to Safeguarding page for each school:

Staindrop	Hartside
Parkside	Howden-Le-Wear
Dene	New Brancepeth
Bishop Barrington	Moorside
Wolsingham	Brandon
Whitworth Park Academy	

Appendix B - Safeguarding and Child Protection training details.
Each school will provide the following details on the school safeguarding web page.

DSL/DDSL and any other members of the safeguarding team that are level 3 trained – names and dates of training – Training to be updated every 2 years – National College – Advanced certificate in safeguarding for safeguarding leads	
Lead Prevent designated staff member – name and training date – recommended training every year for PREVENT Lead. Training can be accessed on National College	
Chair of Governors and Named Governor linked to safeguarding – Name, any training completed and dates – recommended training every 2 years with interim refreshers where statutory alongside Safer Recruitment PREVENT and LADO training	
Safer Recruitment Training – Headteacher, Governor and any other staff inclusive of training dates – Recommended training every 2 years National College LADO Training – Headteacher, DSL and any other staff member Name, training completed and dates – Recommended training every two years DSCP (Durham Safeguarding Children’s Partnership) can organise this training	
Designated Teacher for Looked after Children – Recommended every two years – National College	

Links to Safeguarding page for each school:

<u>Staindrop</u>	<u>Hartside</u>
<u>Parkside</u>	<u>Howden-Le-Wear</u>
<u>Dene</u>	<u>New Brancepeth</u>
<u>Bishop Barrington</u>	<u>Moorside</u>
<u>Wolsingham</u>	<u>Brandon</u>
<u>Whitworth Park Academy</u>	

Appendix C - Specific safeguarding issues

This appendix sets out details about specific safeguarding issues that children may experience.

Here are the issues covered:

- **Radicalisation**
- **The Prevent duty**
- **Modern Slavery and the National Referral Mechanism**
- **Honour-based abuse including Forced Marriage.**
- **Female Genital Mutilation**
- **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**
- **County Lines**
- **Domestic abuse**
- **Online Safety**
- **Child on child abuse (including Child on Child Sexual Violence and Sexual Harassment)**
- **Serious Violence**
- **Harmful Sexual Behaviour (Including details on sexual violence and sexual harassment)**
- **Homelessness**
- **Children missing from education**
- **Child abduction and community safety incidents**
- **Cyber-crime**
- **Mental Health**

Radicalisation

For the purposes of this policy, “radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “extremism” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “terrorism” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public and be made for the purpose of advancing a political, religious or ideological cause.

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of children being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in children’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify children who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the child's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹³³ to the need to prevent people from being drawn into terrorism”. ¹³⁴ This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders in schools should familiarise themselves with the revised [Prevent duty guidance](#): for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools (and also covers childcare). Designated safeguarding leads and other senior leaders in colleges should familiar themselves with the Prevent duty guidance: for further education institutions in England and Wales. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

In our school:

- staff can identify children who may be vulnerable to radicalisation. Information or concerns are shared with the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern, who will then follow procedures in line with DSCP guidance.
- policies and procedures are in line with those of DCC, Durham Constabulary and the DSCP.
- throughout the life of the school as well as in specific lessons to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust online policies are mindful of guidance within Keeping Children Safe in Education, September 2022, Annex D 'Online safety', and DfE guidance 'Teaching Online Safety in School' June 2019.

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes:

'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'

Through discussion with the specialist colleagues at Durham Constabulary it may be appropriate to make a referral to the Channel programme. This programme focuses on support at an early stage, tailor-made to the individual young person. Engagement with the programme is entirely voluntary. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

The Prevent Team

HQ special branch@durham.pnn.police.uk
DCC Community Safety 03000 265436/435
Community.safety@durham.gov.uk

(The DSCP website 'Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership as well as further information including e-learning opportunities.)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

Useful link for all to refer to for guidance is as follows:

<https://educateagainsthate.com/>

<https://www.gov.uk/government/publications/channel-and-prevent-multi-agency-panel-pmap-guidance>

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (<http://www.gov.uk/>)

Where suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to necessary third parties.

Honour-based abuse including Forced Marriage.

(Inclusive of FGM).

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA. DfE guidance KCSIE 2022 (Annex B).

For more details regarding Forced Marriage please refer to KCSIE 2022, Annex B. (Page 152).

Staff who have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or Headteacher will ensure the child is spoken to privately about these concerns and further action taken as appropriate. Children will always be listened to and their comments taken seriously.

It will be made clear to staff members that they should not approach the child's family or those with influence in the community, without the express consent of the child, as this will alert them to the concerns and may place the child in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among children.

If a child is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The child will be supported by the DSL and senior mental health lead and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage, and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

Female Genital Mutilation

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. 129 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by

the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Further information can be found in the [Multi-agency statutory guidance on female genital mutilation](#) and the [FGM resource pack](#) particularly section 13.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups.

They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help maintain them in education.

Please see the home office 'Preventing Youth Violence and Gang Involvement' and 'Criminal Exploitation of Children and Vulnerable Adults: County Lines'). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Also relevant is the 'Criminal Exploitation of Children and Young Adults: County Lines Guidance': <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Child Sexual Exploitation (CSE)

CSE can be a one-off occurrence or a series of incidents over time and range from

opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any child who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes children aged 16 and above who can legally consent to sexual activity. The school will also recognise that children may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a child is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older partners.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance: Child sexual exploitation: guide for practitioners The department provide: Child sexual exploitation: guide for practitioners.

<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line".

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.

Children are also increasingly being targeted and recruited online using social media.

Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;
- have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child on child abuse is sometimes referred to as 'teenage relationship abuse'.

Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act's provisions, including the new definition, will be commenced over the coming months.

Operation Encompass.

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the [Operation Encompass website](#).

National Domestic Abuse Contacts and useful links see details in KCSIE.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school and college approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

Schools and colleges should ensure online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the designated safeguarding lead and any parental engagement.

The use of mobile and smart technology is covered within the online safety and e-safety acceptable use policies. The policy reflects the fact that many children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G). This access means some children, whilst at school or college, sexually harass their peers via their mobile and smart technology, share indecent images: consensually and non-consensually (often via large chat groups), and view and share pornography and other harmful content. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.

Each academy will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all children will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Child attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a child's online activity.

Each academy will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material. Each academy will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what children can be taught online.

Staff will be aware of the filtering systems in place and will know how to escalate concerns where they are identified.

Further information regarding the school's approach to online safety can be found in the Online Safety Policy.

Communicating with parents - As part of the usual communication with parents, each academy will reinforce the importance of children being safe online and inform parents that they will find it helpful to understand what systems each academy uses to filter and monitor online use. Each academy will also make it clear to parents what their children are being asked to do online for school.

Consensual and non-consensual sharing of indecent images and videos.

Each academy will ensure that staff are aware to treat the consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual images) as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the child, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sharing nudes and semi-nudes in the academy community, including understanding motivations, assessing risks posed to children depicted in the images, and how and when to report instances of this behaviour. Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that children are not unnecessarily criminalised.

Where a member of staff becomes aware of an incidence of sharing nudes and/or semi-nudes, staff will not view images, will follow trust protocols outlined within staff training and will refer this to the DSL or deputy immediately. Guidance available in *Appendix 6*. Summary of DfE advice on dealing with sharing nudes.

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: safeguarding in schools colleges and other providers and [safeguarding and remote education](#). The NSPCC and PSHE Association also provide helpful advice:

- NSPCC [Learning - Undertaking remote teaching safely during school closures](#)
- PSHE - [PSHE Association coronavirus hub](#)

Details can be found within the KCSIE, 2022, regarding reviewing online safety.

Child on child abuse

In line with KCSIE 2022, references to 'peer-on-peer abuse' have been changed to 'child-on-child abuse'.

For the purposes of this policy, "child-on-child abuse" is defined as abuse between children. Each academy has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff will be aware that child-on-child abuse can occur between children of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of child-on-child abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that child-on-child abuse is not occurring. All staff will speak to the DSL if they have any concerns about child-on-child abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as "banter" or "part of growing up".

Child-on-child abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers – sometimes known as ‘teenage relationship abuse’.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the trust’s policy and procedures regarding child-on-child abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

Children will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Children will also be reassured that they will be taken seriously, be supported, and kept safe.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a child is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a child’s vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a child may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Please see the home office 'Preventing Youth Violence and Gang Involvement' and 'Criminal Exploitation of Children and Vulnerable Adults: County Lines'). https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Also relevant is the 'Criminal Exploitation of Children and Young Adults: County Lines Guidance': <https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

Contextual safeguarding/ Extra-familial harm

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Harmful Sexual Behaviour (Including details on sexual violence and sexual harassment)

Sexual abuse, sexual violence and sexual harassment in any form are abhorrent and it is vital that reports of abuse are appropriately investigated and victims supported and protected.

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk.

Staff should be aware of the importance of:

- challenging inappropriate behaviours;
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

For further information on what is sexual violence and sexual harassment and Upskirting, please refer to Annex B of [Keeping Children Safe in Education](#) (KCSIE) which provides schools detailed guidance about child-on-child sexual violence and sexual harassment, including responding to reports of abuse and protecting victims. Annex B also signposts to the wider specialist support that is available.

Upskirting - Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. “Operating equipment” includes enabling, or securing, activation by another person without that person’s knowledge, e.g. a motion-activated camera. Upskirting will not be tolerated. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Alongside this is the DFE guidance on [sexual-violence and sexual harassment between children in schools and colleges advice](#) (annex 7) which supports schools and colleges to understand what child-on-child sexual violence and sexual harassment looks like, how to prevent it, how to respond to reports of it, and how to support victims.

The response to a report of sexual violence

The response to a report of sexual violence or sexual harassment. The initial response to a report from a child is incredibly important. How the school or college responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Schools and colleges not recognising, acknowledging, or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Homelessness

The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Children missing in education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor children that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any child who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more. Where concerns staff will refer to the Children Missing Education Policy.

Child abduction and community safety incidents

For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with children.

Children will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Cyber-crime

For the purposes of this policy, "cyber-crime" is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring children to the National Crime Agency's Cyber Choices programme.

Mental Health

We will ensure that all staff are aware that mental health problems could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will access training or information so that they are aware of how abuse, neglect and/or other traumatic childhood experiences can impact on children's mental health, behaviour and education.

We will ensure that we access professional advice to support us in identifying pupils suffering from mental health problems as well as following best practice mental health guidance in schools, including the following:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Children with a family member in prison will be offered pastoral support as necessary.