

# Keeping Children Safe in School

## Safeguarding our children: Early Help through to Child Protection

Policy and Guidance for Trust Academies



<b>Approved by:</b>	Kimberley Ivory	<b>Date:</b> September 2018
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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.

Trust schools are 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 (Appendix 1).

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

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children July 2018
- Local Multi-Agency Safeguarding Arrangements and Procedures ([www.durham-lscb.org.uk](http://www.durham-lscb.org.uk))
- What to do if you're worried a child is being abused - DfES 2015
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- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013

- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance August 2016
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- *Prevent Duty Guidance: for England and Wales*  
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To emphasise the caring ethos of our schools, 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 also 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.

# 1. Overview: Safeguarding

## ➤ *Definition of 'safeguarding'*

'Keeping children safe in education', DfES, 2018, defines safeguarding and promoting the welfare of children as:

'Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes' (4)  
'Children' includes everyone under the age of 18'.

## ➤ *Safeguarding within Trust schools*

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position 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 social care, the police and health services both 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:

- School Behaviour policy
  - Whole-school Anti-bullying policy, including cyber-bullying and other forms of peer-peer abuse
  - Health and Safety policies
  - Medication in school/First Aid policies
  - Intimate care policy
  - School visits including risk-assessments
  - Online Safety
  - SEND/LAC
  - Equal Opportunities
- ⇒ Local multi-agency safeguarding arrangements and policies are on the following website: on [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk). The online document is always current.
- ⇒ County Durham Practice Framework: Single Assessment Procedure & Practice Guidance. August 2016
- ⇒ Managing Allegations against Staff (Durham online local multi-agency safeguarding arrangements and policies)
- ⇒ Keeping Children Safe in Education. September 2018

## ➤ *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 schools operate as a listening school where children are able to 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, 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 new 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)

(PSHCE/SEAL) curriculum, 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), sex education and healthy relationships, 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**

The following professionals are also available to support individual children in school:

Designated Safeguarding Lead  
The school nurse  
Parent Support Adviser  
Attendance and Inclusion Officers  
School Counsellor  
Educational Psychologist  
Child and Adolescent Mental Health Service  
Learning mentors

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

Community police, Jet and Ben stranger danger, Fire Brigade/safety carousels, domestic abuse workers, Child line in schools etc.

### **The extended day**

Our schools offer a number of extensions to the usual school day:

Breakfast club  
Lunchtime activities, meals and supervision by catering/supervisory staff



## After-school activities on and off site

These all provide further opportunities for pupils 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 (The Designated Teacher for CP) 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 schools believe 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:  
Parent Voice questionnaires, pupil progress meetings etc.

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:  
Newsletters, letters home, website, training/information sessions e.g. e-safety, bullying etc.

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.

## ➤ ***Safeguarding and Child Protection training for all staff/adults working in school***

Our schools comply with the advice laid down in 'Working Together to Safeguard Children' 2018 and 'Keeping children safe in education' September 2018 to undertake regular training.

This is covered in more detail in Section 3

A record of those trained may be found in the Safeguarding File. Individuals have a certificate to verify their attendance which is kept in personnel files held securely in school.

- 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 (The Prevent duty DFE June 2015).
- Each school has a nominated Child Protection Governor and the Trust has appointed a Trust Designated Safeguarding Lead to oversee SG practice.
- 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 (Appendix 3)
- Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium. October 2015.

## 2. 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 and 2004:

- Safeguarding arrangements in school: entitlements under Every Child Matters
- Early Help (Level 2 Yellow Durham Stairway) within universal services
- More complex cases requiring Early Help (Level 3 Amber))
- Child in Need (Level 4 Red Durham Stairway) yet consent required as for Levels 2 and 3
- Child Protection (Level 4 Red ‘Safeguarding’ Durham Stairway)

The Single Assessment Procedures & Practice Guidance, August 2016, show these diagrammatically on the ‘Durham Staircase and continuum of Need’.

The five steps span a continuous process of assessment from Early Support and Intervention (Levels 1-3) to statutory arrangements (Levels 4 and 5).

### ➤ *Every Child Matters*

The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people’s wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Education settings have a significant role in promoting these five outcomes as part of their every-day safeguarding work with pupils.

The Children, Young People and Families Plan 2016-2019, produced by the County Durham and Families Partnership includes the following objectives that link directly to our safeguarding work in schools:

#### **Objective 1: Children and Young People realise and maximise their potential:**

Outcome 1: Children are supported to achieve and develop during their early years

Outcome 2: Children and young people are supported to achieve and attain during school years to prepare them for adulthood

Outcome 3: Young people are supported to progress and achieve in education, employment and training to achieve their potential

Outcome 4: Children with additional needs are supported to achieve and attain

**Objective 2: Children and young people make healthy choices and have the best start in life**

Outcome 5: Negative risk-taking behaviour is reduced

Outcome 6: Children and young people are more resilient

Outcome 7: A range of positive activities are available for children and young people

**Objective 3: A think family approach is embedded in our support for families**

Outcome 8: Early intervention and prevention services improve outcomes for families

Outcome 9: Children are safeguarded and protected from harm

Outcome 10: Children who cannot live with their families achieve permanence and stability

### ➤ **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

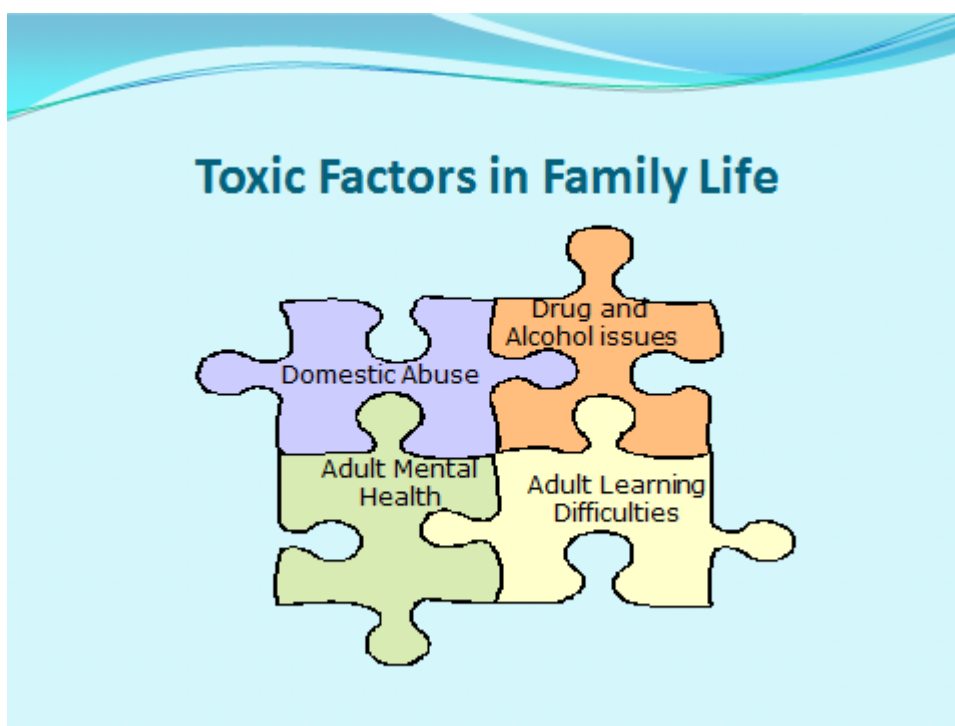


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

Trust schools believe 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



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). Durham LSCB 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***

‘All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection’. Keeping children safe in education, *September 2018, Part 1 (19)*

*Paragraph 18 of the document emphasises that staff should be particularly alert to the need for early help for the following groups of children:*

*-is disabled and has specific additional needs;*

-has special educational needs (whether or not they have a statutory education, health and care plan);

-is a young carer

-is frequently missing/goes missing from care or home;

-is misusing drugs or alcohol;

-is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or

-has returned home to their family from care.

‘All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively’. *Keeping children safe in education, September 2018, Part 1(14)*.

In our schools we do these regular updates through:  
Staff briefings, notice-boards and formal training. Notes of these and attendance lists at briefings are kept in schools safeguarding file.

Our schools understand 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. 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.** *Keeping Children Safe in Education September 2018 Part 1 (29)*.

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’.

### ➤ **Single Assessment Procedure & Practice Guidance**

‘All school and college staff should be prepared to identify children who may benefit from early help’ *Keeping children safe in education, September 2018 (8)* This relates to work with other universal agencies on Level 2 and Level 3 of the Durham Staircase and Continuum of Need. Our school is aware that ‘no single professional can have a full picture of a child’s needs and circumstances’. Also that ‘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 2018 (3).

We work with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new 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 Advisors 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-lscb.org.uk](http://www.durham-lscb.org.uk)

### ***Durham Multi-Agency Safeguarding Hub (MASH)***

Where concerns are identified as Level 3 or 4 on the Durham Staircase, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team.

#### ***➤ Child in Need***

Section 17 of the 1989 Children Act  
Working Together 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. KCSIE 2018 (29)

This school recognises the importance of this early support and intervention work in more complex cases undertaken with the consent of parents and carers at Step 3 (Amber) of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family meetings and contributing relevant and timely information for updating the Family Plan.

#### ***➤ Child Protection and significant harm Step 4 (red) 'Safeguarding concerns' on the Durham Staircase***

Section 47 of the 1989 Children Act  
Working Together 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, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation'. KCSIE 2018 (29)

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.

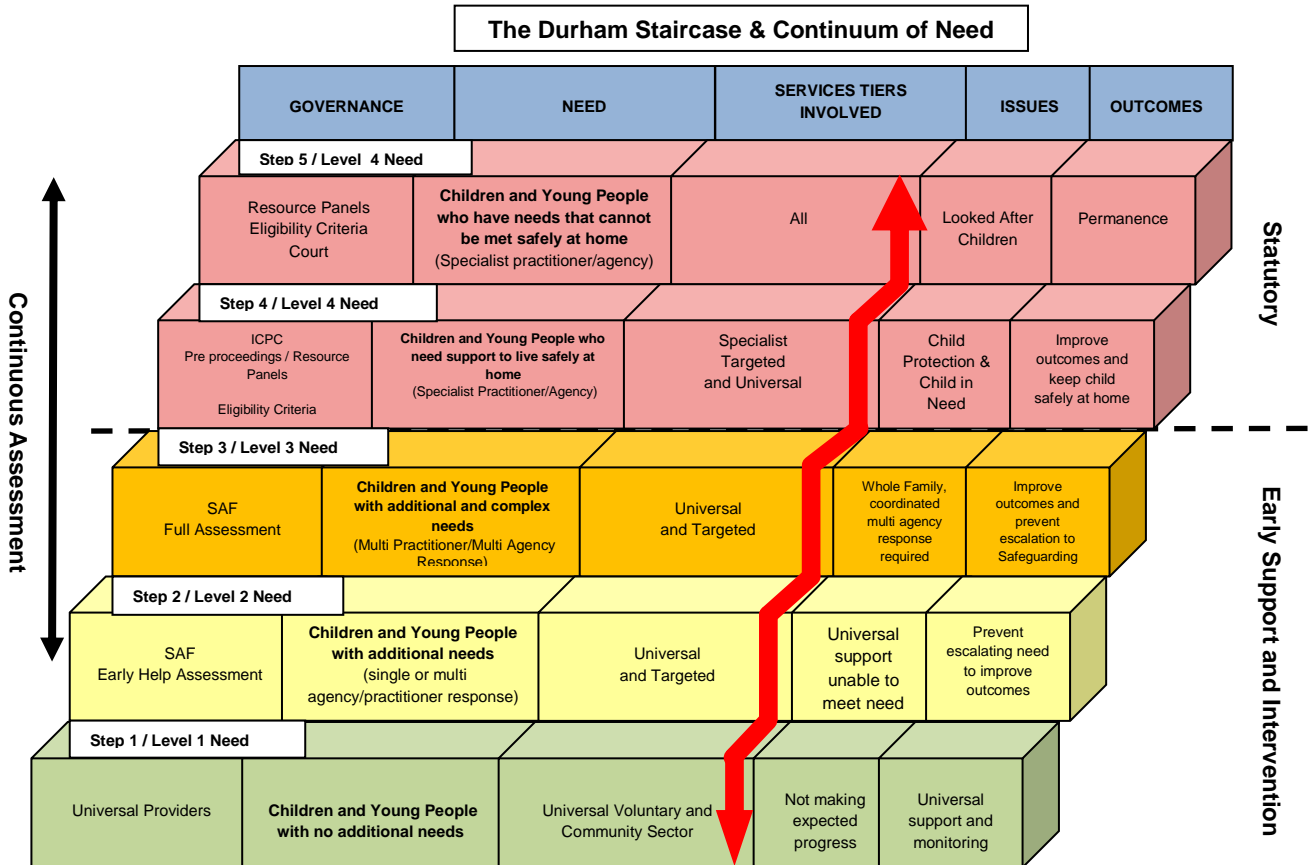
#### ***➤ Prepare for the unexpected***

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 2018 (21).



➤ **The Durham Staircase**

This is a diagrammatic representation of the continuum of assessment and intervention in Durham from universal services through to child protection arrangements.





**Level 1 - Universal Provision Children with no additional needs.**

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal services remain in place regardless of which level of need a child is experiencing.

**Level 2 - Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.**

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

**Level 3 - Early Help – Targeted Provision for Children with multiple issues or complex needs where a co-ordinated multi-agency response is required.**

These are children and families whose needs are not being met due to the range, depth and significance of their needs which makes them very vulnerable and at risk of poor outcomes. A multi-agency response is required using either the single assessment framework whole family assessment tools as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make change and reduce the likelihood of moving into Level 4 services.

**Level 4 - Services to keep the child safely at home – where a statutory response is required.**

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children's Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

**Level 4 (step 5) - Need that cannot be managed safely at home.**

Children and young people who require intensive help and support from a range of specialist

In general, children and young people with disabilities will have their needs met through early help and targeted services at levels 1, 2 and 3.

However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.

### 3. Child Protection Policy for Trust Schools

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

- (1) Establishing a safe environment in which children can learn and develop
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) 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
- (4) Raising awareness of child protection issues and equipping children with resilience and skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with their agreed child protection plan

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

The Trust has a number of policies that relate to overall safeguarding arrangements and its duty of care to all pupils. Annual H&S audits are carried out independently at each academy and the Trust provide all new staff and existing staff with a H&S handbook.

More details about Trust Health & Safety can be found at [www.tudhoelearningtrust.co.uk/policies](http://www.tudhoelearningtrust.co.uk/policies)

#### ***(2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children***

Relevant staff and Governors in each academy receive regular Safer Workforce Training. Recruitment in Trust schools is lead by the Trust HR Manager who is also trained.

- Our schools will comply with the requirements outlined in local multi-agency safeguarding arrangements ‘Key Safeguarding Employment Standards’ and in the LSCB Child Protection procedures as well as national documentation in ‘Keeping children safe in education’ September 2018, Part 3.
- Our schools 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 B in Keeping Children Safe in Education September 2018 has specific details of the role of the designated safeguarding lead.
- Our schools 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 2018.

As outlined in KCSIE 2018 (109-116), 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 (99). As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments (100).

- In a school or college a **supervised** volunteer who regularly teachers or looks after children is not in regulated activity (KCSIE 2018 (102)).
- 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). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors must be aware of the Trusts Confidential Reporting Code arrangements.
- Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff.
- Staff involved in the selection and appointment of new employees will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow Trust guidance.
- 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.

**(3) 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:

- The child protection policy
- The behaviour policy (sometimes called a code of conduct); and
- The safeguarding response to children who go missing from education;
- The role of the designated safeguarding lead' (including the identity of the designated safeguarding lead and any deputies), KCSIE September 2018 Part 1 (13)

Copies of policies and a copy of Part 1 of Keeping children safe in education, September 2018, should be provided to staff at induction.

- 'If staff have **any concerns** about a child's welfare, they should act on them immediately'. KCSIE Part 1 (23). They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision'.
- In addition staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording. This will include how to record information about concerns on CPOMS if this system is used in school.
- All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium. October 2015.
- All adults working in school receive regular whole-school safeguarding and child protection training on a three-yearly cycle. The majority of staff receive training in twilight sessions or INSET days. Training is delivered either 'in house', for Good and Outstanding schools, or by officers from Education Durham for other categories of schools and Special Schools. In either case the same resources and themes are covered. This course, 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and other multi-agency local priorities.. Currently a case study focusses on the impact of Neglect. Durham Education offers schools a 'Train the Trainer' course to prepare them with the necessary resources for this training to be undertaken in schools.

- Staff who miss these sessions or join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school. Education Durham are also providing some centrally based ‘catch-up’ sessions for these colleagues.
- Names of adults at these sessions are recorded in the Safeguarding File.
- In addition, the following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum: Designated Safeguarding Lead in each school and Trust DSL.
- Member of the team supporting the designated safeguarding lead specialise in promoting certain themes within school
  - Young carers
  - Domestic abuse awareness
  - Drugs and alcohol
  - Child Sexual Exploitation
  - Prevent
- ‘The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years’. Keeping children safe in education, September 2018, Part 2 (66).
- Courses are delivered by Education Durham, Durham County Council, and details are displayed on the Durham Schools Extranet as well as in the CPD directory. In addition to school-specific single agency training courses, staff are encouraged to attend other local multi-agency courses a. These include a Level 2 Safeguarding processes course as well as specialist themes on Level 3 courses.
- The Head Teacher, other staff responsible for recruitment and one Governor have attended ‘Safer Recruitment Training’ details are held in the Safeguarding File.

**(4) *Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe***

We raise other related issues with children and their parents/carers in the following ways:

**Children**

- Awareness of IT, e-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 line with Annex C of Keeping children safe in education, September 2018.

- Other themes are addressed through our PSHCE and SRE programmes, assemblies, outside visitors and trainers.
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues).

### **Parents/Carers**

- Our school brochure, web site 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.
- Appendix 4 is a copy of the statement relating to safeguarding and child protection from our school brochure
- 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:
- 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 we are required to hold more than one emergency contact number for each child KCSIE 2018 (57)
  - 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

### ***(5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse***

#### **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.

#### **Recording concerns**

ALL concerns passed to the designated safeguarding leads must be written, signed and dated on the relevant 'Concern' or electronic monitoring system, CPOMS, Behaviour Watch or Sleuth.

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

Disclosures of worrying information by children must also be recorded on a ‘*concern*’ form or electronic database.

‘All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead...’

‘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 2018, Part 1 (17).

Staff should write the exact words used by the child. Any original notes/jottings/reminders made by the adult must be stapled to the form as first-hand information that could be important if a case went to court.

### **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 members 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 members should always act in the **best** interests of the child.’ Keeping children safe in education, September 2018, Part 1 (21).
- 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.
- 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 should be stored in the child's 'concern' file. Some schools keep these in electronic form with appropriate levels of access to information. Records are kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all 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.

Good practice is to have a simple central 'chronology of significant events' for all children in school. This assists should the MASH make contact about issues beyond school and also inform any other concerns in school.

Chronologies are made use of in all multi-agency work from Early Help arrangements and Team around the Family right through to Child Protection conferences and meetings. The chronology along with a report is essential preparation for Initial Child Protection conferences. Care must be taken not to alter the fixed widths of columns on this template.

**Discussing concerns with the First Contact Service 03000 26 79 79** Procedures detailing local multi-agency arrangements may be found on [www.lscb-durham.org.uk](http://www.lscb-durham.org.uk), including detailed information about the management of individual cases. In addition staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, September 2015.

There is a new Referral Form for notifying First Contact of concerns. In cases where there is not an immediate Level 4 (Red) 'Safeguarding' concern, DSLs should e-mail or fax the information through. First Contact will triage the concerns raised and pass on to colleagues in the appropriate One Point Hub or the MASH Team for further enquiries to take place.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers should 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 they should phone the Police on 0845 60 60 365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

**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 new referral form.

The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a GCSX account. 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 referral processes set out in paragraphs 23-34. Keeping children safe in education, 2018 , Part 1 (9).

<p style="text-align: center;"><b>First Contact Service</b> <b>5, Parson's Court, Newton Aycliffe, DL5 6ZE</b> <b>Telephone: 03000 26 79 79</b> <b>Fax: 0191 383 5752</b></p>
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#### **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 has detailed guidance about these meetings [www.lscb-durham.org.uk](http://www.lscb-durham.org.uk)

There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.

School staff may be invited by a to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to look into 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.

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 'A Guide for Professionals on the Sharing of Information'. Durham LSCB, 2014.

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.

***(6) Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work. See Section 4 below:***

## **4. Multi-Agency Work in Child Protection**

### ***Initial Child Protection Conference: school responsibilities***

See local multi-agency procedures for more details, [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk)  
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.

### **School responsibilities**

#### **Attendance**

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for other colleagues with a working knowledge of the child and family to attend. School will determine the most appropriate colleague: Class Teacher, Head Teacher, designated lead professional for child protection. This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the LSCB procedures.

#### **Preparation of a report**

Schools may wish to amplify and develop information provided on the new Referral form as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

The report will contain objective information and provide evidence to support the views contained within it. It will refer to all aspects of the child's life in school, noting specific changes or areas/situations where the child's attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

### **Chronology of significant events**

A single-agency chronology should also be produced for this meeting using the template available on the LSCB website [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk). The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

### **Sharing of the report**

This may cause tensions between school and the child's parents and carers but this is in line with local multi-agency arrangements and procedures. It is the responsibility of all professionals attending the conference. 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. If there are areas of the report which are confidential then the designated lead professional should contact the Independent Reviewing Officer who chairs the conference.

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

### ***Membership of a Core Group***

(See local multi-agency safeguarding arrangements and procedures) We recognise 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***

(See local multi-agency safeguarding arrangements and procedures)

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 outlined on the Child Protection Plan.

## **5. Information-sharing**

### **(1) 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.

### **(2) 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 to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

### **(3) 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 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. If the school is within the County or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both schools to sign to confirm receipt of the records. Schools that both use CPOMS can transfer this information electronically.

Any child transferring to another school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new school. If schools fail to do this the new school should phone the previous school and clarify that there are no issues that school should be aware of.

### **(4) County Guidance and protocols**

(See LSCB website for further details, 'Information sharing')

### **Eight Golden Rules for Information-sharing and flowchart**

#### **County Durham Protocol for Working Together in the Delivery of Services to Adults and Children**

Local Multi-agency safeguarding arrangements and procedures

#### **A Guide for Professionals on the Sharing of Information**

County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).

**Information Sharing** Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018). Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.

Our schools take 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.

## 6. Allegations against teachers and other staff

See Part 4 of Keeping children safe in education September 2018. There is an extensive section in the LSCB Multi-Agency online Child Protection Procedures (under Core Procedures).

Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, 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.

- On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, Sharon Lewis) 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.**
- 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.

<p><b>Local Authority Designated Officer (LADO)</b> <b>Sharon Lewis 03000 268835</b> <b>First Contact Service</b> <b>03000 26 79 79</b></p>
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- 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 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 and with HR support.
- During the investigation support will be offered to both the pupil making the allegation and the member of staff 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.
- 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;
- **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.

## 7. Safe Touch

### Physical contact other than to control or restrain

- 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.



## **8. Physical control and restrictive physical intervention: Use of reasonable force**

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force.

Our school policy relates to the following pieces of legislation:

**Education Act 1996**

**Education and Inspections Act 2006**

**Violent Crime Reduction Act 2006**

**Apprenticeships, Skills, Children and Learners Act 2009**

**Guidance: The use of force to control or restrain pupils (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.

## **9. The Prevent duty**

The Counter Terrorism and Security Act 2015 places a due on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfES has produced non-statutory advice for schools, 'The Prevent duty' June 2015. This duty applies to all schools from 1<sup>st</sup> July 2015.

This work is part of schools' broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe in education (July 2015) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Thus schools should have:

- staff being able to identify children who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with First Contact Service about these



concerns. Sergeants Jane Freeman and Steve Holden at Durham Constabulary are the specialist officers in this area of work.

- policies and procedures in line with those of the Trust, Durham Constabulary and the LSCB.
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.
- 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 IT policies and mindful of new guidance within Keeping children safe in education, September 2016, Annex C 'Online safety'.

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

Sgt Jane Freeman and Sgt Steve Holden 0191 375 2234

HQ special [branch@durham.pnn.police.uk](mailto:branch@durham.pnn.police.uk)

DCC Community Safety 03000 265436/435

[Community.safety@durham.gov.uk](mailto:Community.safety@durham.gov.uk)

*(The LSCB website 'Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership)*

## 10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping children safe in education, September 2016, provides a definition (that may be updated)

‘Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point’ KCSIE 2018, Annex A, page 76-77.

The definition makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as ‘bad’ not ‘sad’. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting school the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

Durham LSCB has section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. A new website has been launched by a multi-agency ERASE team, as a source of help and information for children, parents and the wider community, [www.eraseabuse.org](http://www.eraseabuse.org).

In Primary Schools ‘Child line’ offers a talk on ‘The Underwear Rule’ PANTS:

- Privates are private
- Always remember your body belongs to you
- No means no
- Talk about secrets that upset you
- Speak up, someone can help

For concerns relating to sexualized behaviour by children and young people, the Brook Traffic Light Tool ([brook.org.uk](http://brook.org.uk)) is a useful resource. Concerns (green, amber and red) are listed within four age categories 1-5; 5-9; 9-13 and 13-17 years. This information can be used to supplement other information from the 0-19 levels of need document as part of a wider referral to First Contact.

## **11. Female Genital Mutilation**

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl. If adults working with girls suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

The Home Office has produced some free, informative, on-line training that designated leads might wish to access:

Virtual college e-learning: Recognising and Preventing FGM.

If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.

## **12. Online Safety**

This policy links to the wealth of other policies that schools may download and customise from the following sources:

Durham Schools Extranet

Pupils

Safeguarding

Online Safety

Two items are referenced in the Appendices on Sexting:

Annex G from Sexting in schools and colleges: Responding to incidents and safeguarding young people

Advice for schools: Responding to and managing Sexting Incidents (UK Safer Internet Centre)

There is a Professionals Online Safety Helpline 0844 381 4772

On the LSCB website in the Multi-agency online Procedures Manual, part 2, Safeguarding Practice Guidance there is further information under 'E-safety: Children Exposed to Abuse through the Digital Media'

## 13. Peer on Peer Abuse

- Peer on peer abuse is taken very seriously (KCSIE 2018 (89)) and all staff should recognise that children are capable of abusing their peers.

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or

Whether the perpetrator has repeatedly tried to harm one or more other children; or

Whether there are concerns about the intention of the alleged perpetrator.

- In this school will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can be such that girls are more likely victims and boys, perpetrators.
- Peer on peer abuse may take different forms:
  - There is recent advice on sexual violence and harassment from the D for E (December 2017)
  - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
  - Sexting 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (2016)
  - Initiating/hazing type violence and rituals

- To support this agenda, the following steps are taken in school to minimise these risks:

Provide a developmentally appropriate PSHE curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.

Develop robust risk assessments where appropriate

Have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

Allegations of peer on peer abuse will be investigated by:

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at [www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool](http://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool)

Guidance on responding to and managing sexting incidents can be found at:

[http://www.thegrid.org.uk/info/welfare/child\\_protection/reference/index.shtml#sex](http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex)

The Trust has a Peer Abuse Policy that can be obtained from [www.tudhoelearningtrust.co.uk/policies](http://www.tudhoelearningtrust.co.uk/policies)