

Keeping Children Safe in School

Safeguarding our children: Early Help through to Child Protection

Policy and Guidance for Durham Schools



Fishburn Primary School

Acting Headteacher – Miss G Ferguson

Chair of Governing Body – Mr J Irvine

Designated Safeguarding Leads – Miss G Ferguson, Mrs S Atkinson and Miss M Hockaday

Date: September 2020

Date for review: September 2021

Safeguarding and Child Protection Training Summary

Our school complies with the advice laid down in ‘Working Together to Safeguard Children’ 2018 and ‘Keeping Children Safe in Education’ September 2020 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).

	Name	Training	Date
Designated Safeguarding Lead	Miss G Ferguson	DSL Training 14.1.20 Prevent May 2020, CSE September 2019, FGM 20.9.19 Child Criminal Exploitation (Incl County Lines) September 2019	
Deputy Designated Safeguarding Lead	Mrs S Atkinson	DSL Training 25.4.19 Prevent 6.10.19, CSE September 2020, FGM, Child Criminal Exploitation (Incl County Lines) September 2020	
Deputy Designated Safeguarding Lead	Miss M Hockaday	DSL 15.1.19 Prevent August 2017, CSE May 2017, FGM 3.8.17, Child Criminal Exploitation (Incl County Lines) June 2019	
Nominated Governor for Child Protection and Safeguarding	Mrs M Watret	Level 1 Safeguarding Training – 10.6.19 Prevent CSE 7.11.17, FGM , Child Criminal Exploitation (Incl County Lines) 21.5.19	
Governor(s) and Staff with Safer Recruitment Training	Miss G Ferguson Mrs S Atkinson Miss M Hockaday Mr J Irvine	6.2.20 6.2.20	
Whole Staff	See separate signed list	Level 1 Safeguarding Training 10.6.19	

Local Authority Designated Officer (LADO):

Sharon Lewis / Carol Gasper 03000 268835

CYPSSLADOsecure@durham.gov.uk

First Contact Service: 03000 26 79 79

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Appendix 6 – Guidance on sexting incidents

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

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https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=

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A. PRINCIPLES OF THE POLICY

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 (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-scp.org.uk)
- What to do if you're worried a child is being abused – DfE 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2020
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfE. July 2013
- County Durham Practice Framework Single Assessment Procedures and Practice Guidance 2016. The procedures and guidance are currently being reviewed and schools should check DSCP website for amendments.
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR/HR advice and support)
[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
- *Prevent* Duty Guidance for England and Wales: HM Government 2015
- The Prevent Duty Departmental advice for schools and childcare providers
Department for Education June 2015

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.

B. THE FIVE MAIN ELEMENTS TO THE POLICY

(1) 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:

See Extranet -> Premises & Facilities -> School HS Policies

<https://gateway.durhamschools.org.uk/premises/healthsafety/Lists/School%20HS%20Policies%20%20Procedures/Current%20Documents.aspx>

The Health and Safety Policy was approved by Governors in the autumn term 2019 and is subject to annual review.

Health and Safety is monitored by the Finance and Premises Committee.

(2) 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 on the front page 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 2020, Part 3.
- 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 B in 'Keeping Children Safe in Education' September 2020 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 2020.

As outlined in 'Keeping Children Safe in Education', September 2020 (paras 137-149), 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.

In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. KCSIE 2020 (para 135).

In our school:

- 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 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.
- Members of our governing body (except associate governors) 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.

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

KCSIE September 2020 Part 1 (para 13) states that '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)',

Copies of policies and a copy of Part 1 of Keeping Children Safe in Education, September 2020, will be provided to staff and volunteers at induction. All staff and supply staff are **required to read** this.

All staff and supply staff will be made aware of:

- Our local 'early help' process and their role in it;
- The process for making referrals to Children's Social Care and section 47 that may follow a referral, along with the role they may be expected to play in such assessments;
- What to do if a child tells them he or she is being abused or neglected, along with maintaining an appropriate level of confidentiality, involving only those who need to be involved, and never promising a child that they will not tell anyone about their abuse.
- The practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium, May 2019.

All adults working in school will receive annual safeguarding and child protection training which is regularly updated. The DSL is responsible for ensuring that the training reflects new priorities and concerns within the County and other multi-agency local priorities.

The date and the names of delegates at these sessions are recorded and held securely to ensure all staff are appropriately trained.

Staff responsible for safeguarding

'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 2020, Part 2 (para 72).

(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 and 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 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 2020 and DfE 'Teaching Online Safety in Schools', June 2019.

Other themes are addressed through our PSHCE and RSE programmes, assemblies, outside visitors and trainers.

Names (and photographs) of staff and adults will be on display 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, it is good practice to hold more than one emergency contact number for each child KCSIE 2020 (pg. 19)
- 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

Recording concerns

ALL concerns and disclosures passed to the designated safeguarding leads must be written, signed and dated on the relevant '*Concern*' form (available in the staffroom) or electronic monitoring system – CPOMS. All concerns recorded should be factual; staff should avoid using emotive language & recording their opinions.

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 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 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 2020, Part 1.

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.

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 stored in the child’s ‘concern’ file. Where this is in electronic form, we provide 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 is marked to show the existence of the additional ‘concern’ file).

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.

We keep a simple central 'chronology of significant events' for all children in school. This assists, should the MASH 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 Appendix 13 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 referral processes set out in paragraphs 36-47'. Keeping Children Safe in Education, 2020, Part 1 (para 9).

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.

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.

C. OVERVIEW: SAFEGUARDING

Definition of 'safeguarding'

'Keeping children safe in education', DfE, 2020, 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 acting to enable all children to have the best outcomes'
(para 4)

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

Safeguarding within this school

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, including:

- 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
- Children with Special Educational Needs (SEN) and Looked After Children (LAC)
- Equal Opportunities
- Relationships and Sex Education Policy (from 2020)

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 2020

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**.

We have links with the local Church, other schools in the cluster, the Local Authority and One Point Staff.

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

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

One Point Hub 03000 261113

The school nursing service 03000 263538

Attendance Improvement Team 03000 265528/265650

Educational Psychologist Diane Hodgson 03000 261113

Child and Adolescent Mental Health Service 0191 2888400

Health Visitors, Dean Bank Children's Centre 03000 269036

Future Steps 01642 807669

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

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

Childcare Arrangements Before and After School (including extra curricular activities)

Breakfast club runs from 7.30am to 9.00am each morning during term time.

After-school activities on site including reading club and after school club from 3.20pm to 5.30pm.

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:

- Parent/Carer questionnaires
- Parents evenings

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

- Newsletters
- Individual letters
- School website
- Evening and daytime training e.g. e-safety
- Parent/Carer questionnaires

- Parents evenings
- Social Media

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 (see Appendix 4).

D. 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 2018:

- 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 <https://www.durham-scp.org.uk/>)

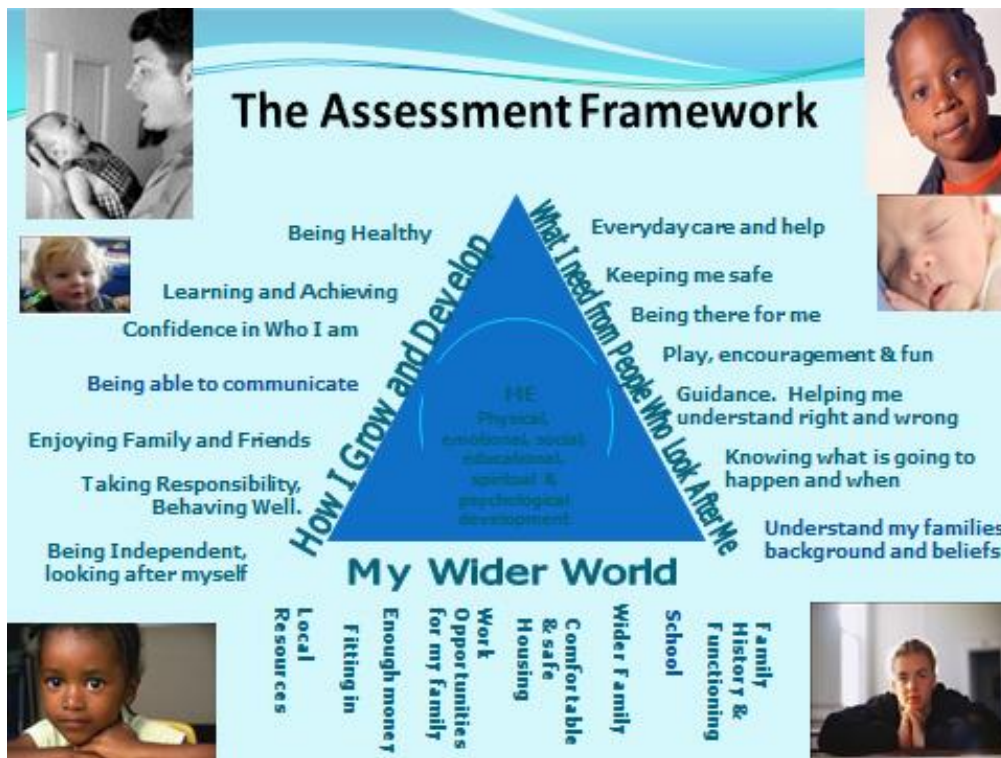
The Durham Children and Young People's Strategy

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.

Life at Home

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings and is mirrored in the Referral form for First Contact Service.

- 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)

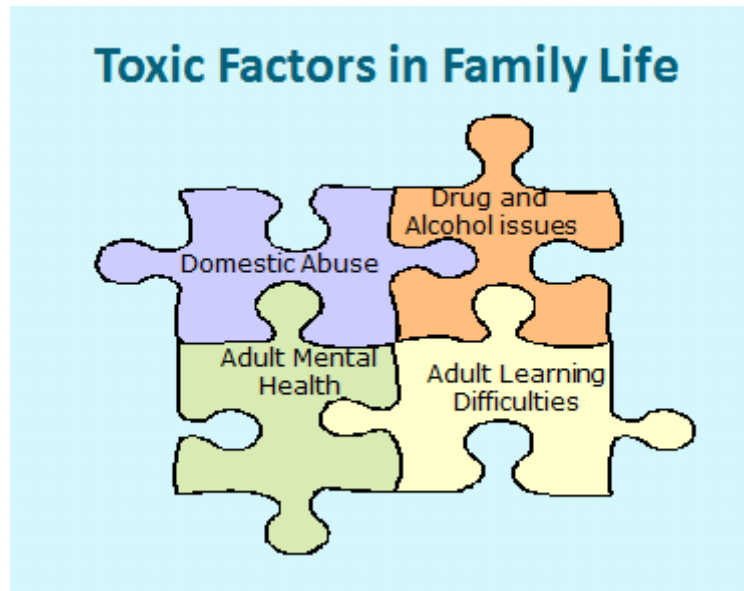


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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



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

'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 2020, Part 1 (19)

'All staff should also 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 and that where this is also a safeguarding concern immediate action should be taken by the DSL or deputy DSL following this policy'. Keeping children safe in education, September 2020, Part 1 (34-38)

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 they have a Statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- 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 alcohol or drugs themselves;

- has returned home to their family from care; and
- is a privately fostered child.

'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 2020, Part 1 (para 14).

In our school we do these regular updates through:

Staff meetings and briefings, circulating new materials and adding information to the Safeguarding noticeboard in the staffroom. The SBM holds the Safeguarding file that includes signed sheets confirming that staff and Governors have read appropriate documents.

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. First Contact Service: 03000 267979.

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.

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.

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 2020 (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 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 2020 (para 3).*

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

Our local one-point hub, Families First Team and Early Help Mentor contacts are based at Ferryhill Hub – 03000 261113.

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. 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.

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. KCSIE 2020 (pg.13).

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. 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.

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, 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 2020 (pg. 14)

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 2020 (para 41).

E. MULTI-AGENCY WORK IN CHILD PROTECTION

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.

F. INFORMATION-SHARING

Staff at our school are aware of the need to share information appropriately. KCSIE 2020 (Para 83-86)

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.

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

G. ALLEGATIONS AGAINST TEACHERS AND OTHER STAFF

See Part 4 of Keeping Children Safe in Education September 2020. There is an extensive section in the DSCP online Child Protection Procedures (under Core Procedures).

Allegations of abuse by staff in schools must be investigated in accordance with the DSCP 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.

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 2020 Para 214-217)

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.

Local Authority Designated Officer (LADO)

Sharon Lewis / Carol Gasper 03000 268835

First Contact Service

03000 26 79 79

CYPSLADOSecure@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 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 LA guidelines. Head Teachers should contact Human Resources for guidance.

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.

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;
- **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.

H. SAFE TOUCH

Physical contact other than to control or restrain

Our school has a policy/guidelines on the use of touch, including an Intimate Care policy and this includes 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.

I. 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:

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.

J. THE PREVENT DUTY

The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfE has produced non-statutory advice for schools, 'The Prevent duty' June 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. The PREVENT duty (July 2015) summarises four areas in which schools might be involved: 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 2020, Annex C '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.

Further information is included in Section A of KCSIE Pages 90-91

The Prevent Team
 HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435
Community.safety@durham.gov.uk

The DSCP website (<https://www.durham-scp.org.uk/professionals/multi-agency-safeguarding-arrangements/prevent-counter-terrorism/>) 'Professionals; Prevent-Counter Terrorism', has examples of policies produced by the Safe Durham Partnership as well as further information including e-learning opportunities.

K. CHILD SEXUAL EXPLOITATION (CSE)

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping Children Safe in Education, September 2020 (pg. 79-80), provides a definition (that may be updated).

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 DSCP has a section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools: <https://www.durham-scp.org.uk/professionals/missing-and-exploited-children/child-sexual-exploitation/>.

The multi-agency ERASE team website is available as a source of help and information for children, parents and the wider community, <http://www.eraseabuse.org/Pages/Home.aspx>.

For concerns relating to sexualised behaviour by children and young people, the Brook Traffic Light Tool (<https://www.brook.org.uk/>) is a useful resource. This information can be used to supplement other information as part of a wider referral to First Contact.

Appendix 12, DFE, May 2018 is also a useful reference.

L. FEMALE GENITAL MUTILATION

If there are concerns that an act of FGM has been undertaken on a girl under the age of 18, this MUST be reported to the police immediately.

FGM 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.

There is an FGM Helpline also on 0800 028 3550. There is also a useful website: fgmhelp@nspcc.org.uk

Guidance leaflets have been produced by the Home Office & the National FGM Centre:

<http://nationalfgmcentre.org.uk/wp-content/uploads/2019/06/FGM-Schools-Guidance-National-FGM-Centre.pdf>

<https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

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

Virtual college e-learning: Recognising and Preventing FGM.

M. ONLINE SAFETY (incl. Sexting)

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

- 2019 DFE 'Teaching Online Safety in Schools'

- September 2020 Durham LA Online Safety Policy Template for Educational Settings
- School's Behaviour Policy
- School's Anti-bullying Policy

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 DSCP 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'

N. PEER ON PEER ABUSE (incl. Upskirting)

Peer on peer abuse is taken very seriously KCSIE 2020 Part 1 (Para 29) and our staff are aware 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, peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

Peer on peer abuse may take different forms:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting, also known as Youth Produced Sexual Imagery
- Initiation/hazing type violence and rituals
- 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, either standalone or as a pattern of abuse.

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

- provide a developmentally appropriate relationships & sex education and health education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe and will be in line with DfE guidance from September 2020.
- 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).

Victims, perpetrators and any other child affected by peer on peer abuse will be supported by the School Counsellor, Miss palmer or another DSL.

O. CHILD CRIMINAL EXPLOITATION (CCE) INCLUDING COUNTY LINES

(KCSIE Sept 2020 Pages 83-84)

We will ensure that all staff are aware of the indicators that may signal that children are at risk from, or involved with CCE

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- in exchange for something the victim needs or wants
- for the financial or other advantage of the perpetrator or facilitator
- through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. It can be linked to serious violence (See 15 below)

Some of the following can be indicators of CCE:

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

Please see the home office 'Preventing Youth Violence and Gang Involvement' and 'Criminal Exploitation of Children and Vulnerable Adults: County Lines').

P. SERIOUS VIOLENCE

Keeping Children Safe in Education, September 2020 (para 31 to 33)

We will ensure that all staff are aware of the indicators that may signal that children are at risk from, or involved with, serious violent crime.

Indicators may include:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff will also be made aware of the associated risks and understand the measures in place to manage them.

Q. SO-CALLED HONOUR BASED VIOLENCE

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. Actions If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151.

R. SEND PUPILS

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. School staff should recognise the fact that this vulnerable

group have additional barriers when identifying abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff should be aware of these vulnerabilities and have an increased awareness when dealing with concerns with children from this vulnerable group. Any concerns should be reported in the usual way.

S. CHILDREN MISSING FROM EDUCATION

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of the school's unauthorised absence and children missing from education procedures. Report concerns in the usual way.

T. GROOMING

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation. Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomer may be female or male. They can be any age. Many children and young people don't understand that they have been groomed; or that what has happened is abuse. Concerns will be reported to a Designated staff member.

U. HUMAN TRAFFICKING

The Modern Slavery Act 2015 requires public authorities to notify the Government where they have reasonable grounds to believe that a person may be a victim of slavery or human trafficking. It is everyone's responsibility to be vigilant regarding children leaving and joining our school. A common transfer form is completed for all children upon admission and contact will be made with previous schools to ensure appropriate information sharing. When pupils leave our school we make every effort to make contact with receiving schools in order to make sure this chain of information remains unbroken.

Schools need to be aware of the requirements of the Act and how to engage with relevant partners. At our school, staff will report any concerns to a Designated staff member and/or Social Care Direct.

V. FORCED MARRIAGE (FM)

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic

violence. Young men and women can be at risk in affected ethnic groups. Forced marriage is one entered into without full or free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional or psychological. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either First Contact 03000 267979 or the Forced Marriage Unit 020 7008 0151.

W. GENDER BASED VIOLENCE (GBV)

We believe that all our pupils have the right to be treated fairly and equally regardless of their faith, ethnic heritage or gender. Gender-based violence (GBV) is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, and dignity, equality between women and men, non-discrimination and physical and mental integrity. GBV reflects and reinforces inequalities between men and women. It includes behaviour designed to control, oppress or demean women or girls. Gender-based violence and violence against women and girls are often used interchangeably as research shows that most gender-based violence is inflicted by men on women and girls. The Council of Europe defines violence against women as: 'all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.' At our school we are continuously alert to abuse and oppression of this nature. Any act of threatened or actual violence or abuse will be strongly challenged and appropriate child protection measures implemented to protect the rights and welfare of our pupils.

X. CUCKOOING

Victims of 'cuckooing' are often drug users but can include vulnerable people, those suffering from mental or physical health problems, female sex workers, single parents and those living in poverty. Victims may suffer from other forms of addiction, such as drugs or alcoholism. Once they gain control, gangs move in with the risk of domestic abuse, sexual exploitation and violence. Children as well as adults are used as drug runners. It's common for gangs to have access to several addresses. They move quickly between vulnerable people's homes for just a few hours, a couple of days or sometimes longer. This helps gangs evade detection. These gangs may use accommodation in rural areas, including serviced apartments, holiday lets, budget hotels and caravan parks. Some vulnerable adults may be forced to leave their homes, making themselves homeless and leaving the gangs free to sell drugs in their absence.

Signs that 'cuckooing' may be going on at a property include:

- * An increase in people entering and leaving
- * An increase in cars or bikes outside
- * Possible increase in anti-social behaviour

- * Increasing litter outside
- * Signs of drugs use
- * Lack of healthcare visitors

Staff also need to be aware of children mentioning that adults have moved into their home.

Any concerns relating to this issue must be reported in the usual way.

Y. PRIVATE FOSTERING

Private fostering is the term used to describe an arrangement made privately (without Local Authority involvement) where a child under 16 (if disabled, under 18) is cared for and lives with an adult who is not a close relative.

Under the Children Act 1989, a close relative is defined as a grandparent, brother, sister, aunt, uncle or step-parent.

A child is considered to be in private foster care if he or she is in the care of someone who is not directly related, or is a legal guardian, for a total of 28 days or longer.

Private foster carers are not approved as local authority foster carers and usually have had no training to become carers. Families find private foster carers themselves, and it is their responsibility to find carers that are suitable

How to identify a private fostering arrangement

If you suspect that a child you work with or a child you know is being privately fostered, you should contact First Contact 03000 267979 and/or inform a Designated Safeguarding Lead.

Some signs that a child might be privately fostered are:

- The child is consistently presenting with a new or unknown carer.
- Someone other than the parent is coming along to parent's evening.
- A child mentions that they are not staying at home or haven't seen their parent for a long time.
- A child not previously known, starts living with a friend or neighbour.
- A child of a friend is no longer in the parental home.

Responsibilities of the parent and foster carer

By law, those involved in the private fostering arrangement (both the birth parent or person with parental responsibility and the private foster carer) must notify the Local Authority via First Contact. The Local Authority must be aware of the situation six

weeks before the child is privately fostered and must then be notified again within 48 hours of the child arriving.

The Local Authority must also be notified of any changes in circumstances such as change of address. By law when a child is privately fostered, the child's parents still have full parental responsibility.

How the Local Authority can help?

Under the Children Act 1989, the Local Authority has a duty to make sure that the proposed arrangement will provide for the child's needs and safeguard their welfare.

The Local Authority will work with the child's parents and the carer to make sure they are meeting the child's needs. They will also explain the rights and responsibilities of both the parents and the carers and help you to meet these.

In addition, the Local Authority will also:

- Visit the parents to find out why the placement is needed and whether any services can be offered to help keep the child at home.
- Visit the private foster carer to check that the placement is suitable for the child and that it is safe.
- When the child is living with the private foster carer, the social worker will visit regularly to make sure everything is going well. If there are any concerns they will be reported immediately to the parents.

The Local Authority have the powers to prohibit a person from privately fostering if they, or their household, are judged to be unsuitable

Z. CHILDREN AND THE COURT SYSTEM

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. A copy of the guidance for 5-11 year olds is available on the Safeguarding noticeboard in the staff room.

AA. 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. NICCO.ORG.UK provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

AB. DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional.

Exposure to 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse.

AC. HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Concerns should be reported in the usual way.

