



Durham Johnston

SAFEGUARDING (CHILD PROTECTION)

1	SUMMARY	Safeguarding (Child Protection) Based on 'Keeping children safe in school: Child protection within safeguarding Policy and Guidance for Durham Schools'			
2	RESPONSIBLE PERSON:	Designated Safeguarding Lead			
3	APPLIES TO:	Staff, parents and carers, students and other stakeholders			
4	GROUPS/ INDIVIDUALS WHO HAVE OVERSEEN THE DEVELOPMENT OF THIS POLICY:	Designated Safeguarding Lead, Governing Body: Pupil Wellbeing Sub-Committee			
5	RATIFYING COMMITTEE(S) & DATE OF FINAL APPROVAL:	Governing Body: Pupil and Staff Wellbeing Sub-Committee			
6	VERSION:	2.1			
7	AVAILABLE ON:	Staff Shared Drive	YES	Website	YES
8	RELATED DOCUMENTS:				
9	DISSEMINATED TO:	All, via website			
10	DATE OF IMPLEMENTATION:	November 2020			
11	DATE OF NEXT FORMAL REVIEW:	November 2021			

DOCUMENT CONTROL

Date	Version	Action	Amendments
8 April 2021	2.1	Appendices section updated	Statement to clarify that the appendices are additional information for school staff.

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1. Introduction

1.1 Principles of the Policy

Children maximise their potential in an environment that 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 Local Safeguarding Children's Board 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
- The Local Safeguarding Children Board (DSCP) procedures (www.durham-scp.org.uk)
- What to do if you're worried a child is being abused – DfES 2015
- Keeping children safe in education. Statutory guidance for schools and colleges. Sept 2020
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2016
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance August 2016
- Confidential Reporting Code, Durham Schools Extranet; Documents Library/HR
- A Guide for Professionals on the Sharing of Information
- County Durham Safeguarding Adults Inter-Agency Partnership and Durham Safeguarding Children Partnership
- Procedures for locating missing pupils and the removal of pupils from roll. Durham County Council Sept 2019
- Prevent Duty Guidance: for England and Wales; HM Government 2015- updated March 2016
- The Prevent duty Departmental advice for schools and childcare providers; Department for Education June 2015. Updated 2016.
- Durham Prevent Guidance Update June 2018
- COVID -19: safeguarding in schools, colleges and other providers

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 the 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 of 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.

2. Overview: Safeguarding

2.1 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 mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes every one under the age of 18'.

2.2 Safeguarding within this school

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 working with our 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:

- Attendance
- Behaviour
- Complaints Policy
- Online Safety
- SRE/PSHE – Relationships and Sex Education Policy 2020
- SEND
- Looked after Children
- Confidential reporting code (Whistle blowing)
- Grievance Policy and Procedures
- School Code of Conduct

- Staff Disciplinary Policy
- Staff / student acceptable use policies
- Recruitment and Selection policy
- Equal Opportunities
- Durham Safeguarding Children partnership's Child Protection Policy on www.durham-scp.org.uk
- County Durham Practice Framework: Single Assessment Procedure & guidance. August 2016
- Managing Allegations against Staff (Appendix 5 of DSCP Child Protection Procedures)
- Keeping children safe in education. September 2020, Statutory guidance for schools and colleges, DfE. Sept 2016

2.3 Safeguarding throughout school life

2.3.1 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 are able to approach adults with concerns. These will be taken seriously and relevant Local Safeguarding Children Board (DSCP) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

2.3.2 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 section 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)

The Relationships and Sex Education and health education curriculum and collapsed days programme, 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.

2.3.3 Universal services and specialist support staff

One Point Hub – Chester-le-Street
Burns Green
Chester-le-Street
County Durham
DH3 3QH
Telephone: 03000 261112

Families First - Durham
The Durham Federation, Bracken Court
Ushaw Moor
Durham
DH7 7NG
Telephone: 03000 262889

- School Counsellor – Christine Toas – christine.toas@durham.gov.uk. Tel 03000263333
- Emotional Wellbeing and Effective Learning Team- sarah.tighe@durham.gov.uk.
Tel 03000 263333
- School nurse – Joanna McCabe – Joanna.mccabe@nhs.net Tel 03000261507

2.3.4 Visitors

Visitors also contribute to our work to safeguard and promote the welfare of our students. Visitors are always accompanied or DBS checked by home organization. This is through both SRE/PHSE themed events and Pupil Enrichment week.

<http://www.durhamjohnston.org.uk/information/parents/16-parents/215-promoting-pshe-and-citizenship-at-durham-johnston>

2.3.5 The extended day

Our extracurricular activities are many and varied. See <http://www.durhamjohnston.org.uk/news/extra-curricular>

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 lead (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.

2.3.6 Working with parents and carers

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

- Kirkland Rowell Survey
- Microsoft 365 Surveys
- Parents' consultation evenings
- Parental Information Programme
- Other subject specific questionnaires (e.g.SRE)

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

- Website information
- Items in the Friday bulletin
- Year 6 Transition e-safety programme

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).

2.4 Safeguarding and Child Protection training for all staff / adults working in school

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. This is covered in more detail in Section 3.

Date of last training: June 2020 next session scheduled June 2023. A record of those trained may be found in the Single Central Record. Individuals have a certificate to verify their attendance.

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

The Designated Senior Person (DSP) for child protection is:
Nick Weaver, Assistant Head (n.weaver@durhamjohnston.org.uk)

Additional safeguarding officers:

- Mrs J Bell, Assistant Headteacher (j.bell@durhamjohnston.org.uk)
- Mr S Bowman, Year Leader (s.bowman@durhamjohnston.org.uk)
- Mrs J Coady, Attendance and Welfare Manager (j.coady@durhamjohnston.org.uk)
- Mr P. Digby, Year Leader (p.digby@durhamjohnston.org.uk)
- Mrs A Lennon, Head of Sixth Form (a.lennon@durhamjohnston.org.uk)
- Mr J Wilbraham, Deputy Head of Sixth Form (j.wilbraham@durhamjohnston.org.uk)
- Mr B Noble, Year Leader (b.noble@durhamjohnston.org.uk)
- Miss W Owen, Year Leader (w.owen@durhamjohnston.org.uk)
- Mr M Simpson, Year Leader (m.simpson@durhamjohnston.org.uk)
- Mrs L Wood, Student Support Centre Manager (l.wood@durhamjohnston.org.uk)
- Mr S McArdle, Assistant Headteacher (s.mcardle@durhamjohnston.org.uk)

Prevent training update (N Weaver June 2018)
Full staff Level 1 update training June 2020

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

The Nominated Governor with responsibility for Child Protection is Dr Sandra Whitton
Date of training: September 20

The Head Teacher, other staff responsible for recruitment and the Chair of the Governing Body have undertaken 'Safer Recruitment Training' with High Speed Training Ltd

- Dr S Whitton – February 2021
- Mr A O'Sullivan – February 2021
- Mr N Weaver – February 2021

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

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 to 2013.

Safeguarding arrangements in school:

- Early Help (Amber Durham Staircase) within universal services
- Child in Need (Safeguarding Red Durham Staircase)
- Child Protection (Safeguarding Red Durham Staircase)
- Durham Safeguarding Children Partnership's guidance and procedures (see www.durham-scp.org.uk)

3.1 The Children and Young People's Strategy

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

Aim 1 All children and young people have a safe childhood.

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

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

Aim 2: Children and Young People enjoy the best start in life, good health and emotional wellbeing. Better outcomes for children cannot be achieved through health and social

care service improvement in isolation. How children live, learn and play are all key drivers of healthy development. Parenting is critical to a child's development and evidence shows children who are exposed to adverse events such as domestic abuse or alcohol misuse can be affected negatively, both physically and mentally, throughout their adolescence and into adult life. Education, housing, community connections, employment and poverty all determine whether a child will be more likely to thrive and achieve their optimum potential in life. We will work to ensure our children enjoy the best start in life and have good health and wellbeing, offering help when required. For our more vulnerable children and families we will provide a more targeted offer of support to reduce inequalities in outcomes. Children and young people will be supported to achieve their optimum mental health and wellbeing.

Aim 3: Young people gain the education, skills and experience to succeed in adulthood.

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

Aim 4: Children and young people with special educational needs and disabilities

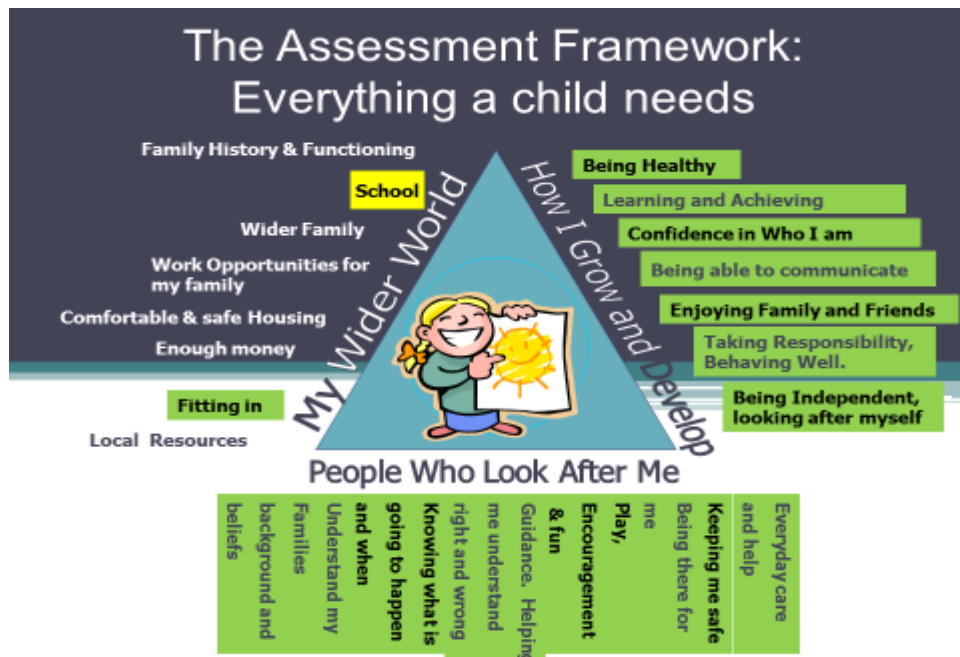
achieve the best possible outcomes. We aim to ensure that children and young people with special educational needs and disabilities have high quality support that meets their needs. Children, young people and their families will be involved in the design and plans for these services, with their voice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

3.2: 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 Single Assessment Framework Early Help assessment

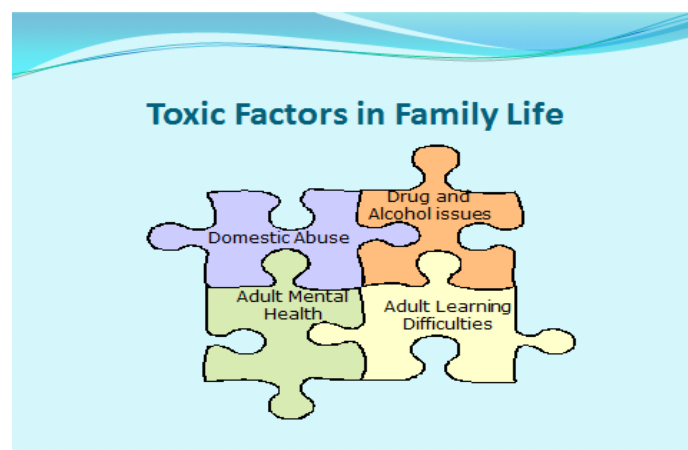


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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 that is the welfare of children in this school.

Staff are made aware in training of the 'toxic four' 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 Safeguarding Children Partnership have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017.

3.3 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'.¹KCSIE Sept 2020 Part 1

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.

In addition to discussion and resources from the introductory course that all staff attend, it is vital that staff are regularly reminded of these between their three-year cycles of training. In our school, we constantly keep these issues to the fore through cohort meetings, pupil wellbeing meetings, staff briefing twice weekly and pastoral whole school training throughout the year

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

'If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made'.

Keeping children safe in education, September 2020

3.4 The Single Assessment Procedure & Practice Guidance

All staff should be prepared to identify children who may benefit from early help' Keeping children safe in education, September 2020, Part 1 (9). This related to work with other universal agencies on step 2 of the Durham Staircase and Continuum of Need. Staff updates June 2020 and September 2020.

The following member/s of staff have attended briefings/training:

N Weaver, Assistant Head

- Safeguarding Update January 2020
- Level 3 Child Protection Update October 2019
- Operation Encompass Relaunch May 2019
- Signs of Safety November 2018
- Prevent update briefing June 2018
- Toxic Quad Level 3 training May 2018
- Level 3 Learning lessons from Serious Case Reviews Briefing March 2018
- Level 3 CSE Course – November 2017
- LSCB Harmful sexual behaviour and AIM procedure update – November 2017
- LADO briefing January 2017
- Operation Encompass, Domestic Violence briefing – Dec 2016

This school works with the consent of parents and carers jointly to 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. All school and college staff should be prepared to identify children who may benefit from early help' Keeping children safe in education, September 2020, Part 1 (9). This related to work with other universal agencies on step 2 of the Durham Staircase and Continuum of Need.

All school and college staff should be prepared to identify children who may benefit from early help' Keeping children safe in education, September 2020, Part 1. This related to work with other universal agencies on step 2 of the Durham Staircase and Continuum of Need.

One Point Hub - Durham
The Durham Federation
Bracken Court, Ushaw Moor
Durham
DH7 7NG
Telephone: 03000 261115

Families First - Durham
The Durham Federation
Bracken Court, Ushaw Moor
Durham
DH7 7NG
Telephone: 03000 262889

Durham Multi-Agency Safeguarding Hub (MASH)

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

3.5 Child in Need

Section 17 of the 1989 Children Act
Working Together 2013
Durham LSCB Child Protection procedures

'those (children) whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled'

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 Steps 2 (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 the production of relevant reports for these.

3.6 Child Protection and significant harm

Step 4 (Red) 'Safeguarding concerns' on the Durham Staircase

Section 47 of the 1989 Children Act
Working Together To Safeguard Children 2018
Durham Safeguarding Children Partnership Child Protection Procedures

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

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

First Contact Service: 03000 267979

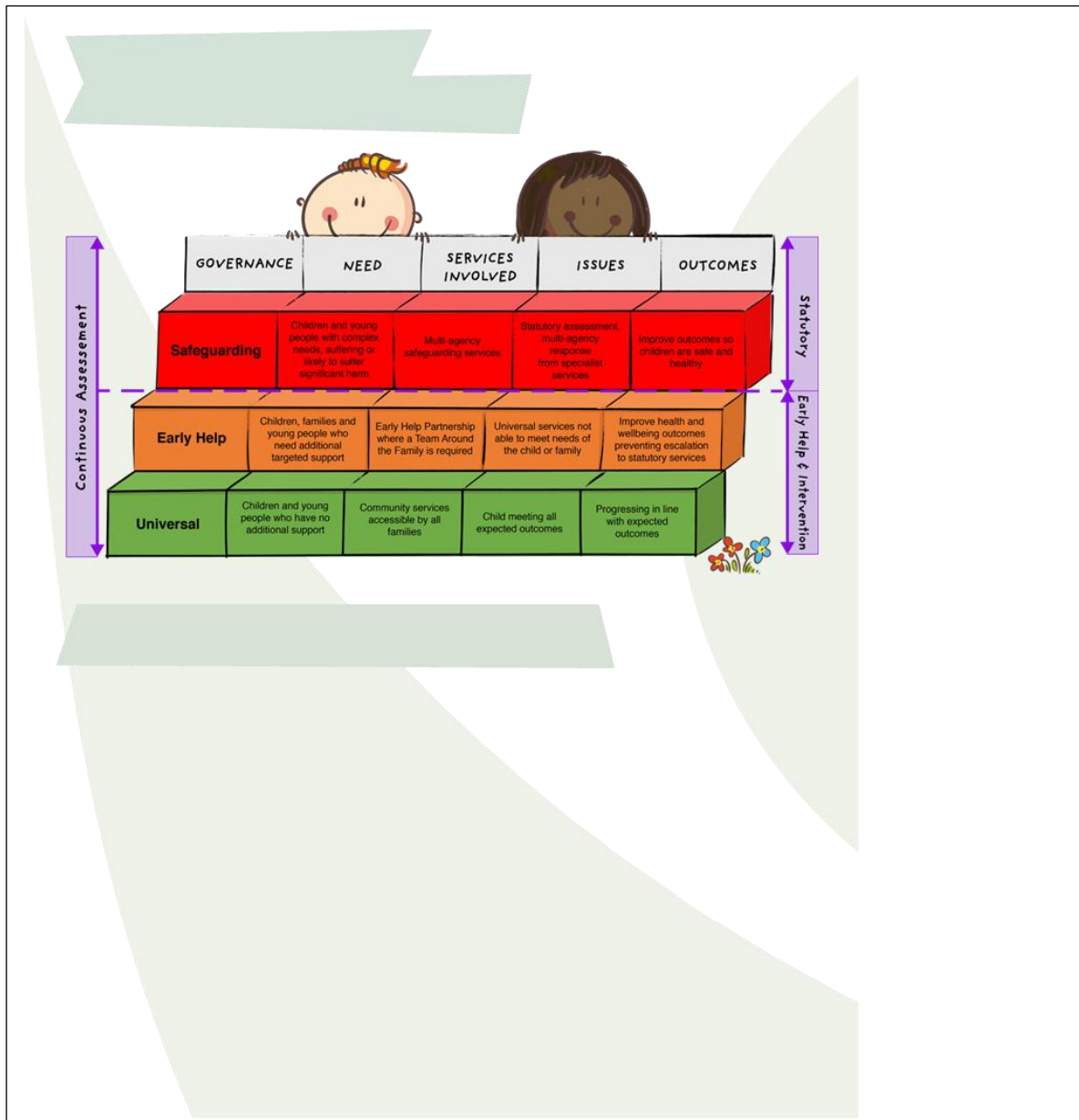
3.7 Prepare for the unexpected

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 the 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'. Keeping children safe in education 2020.

3.8 The Durham Staircase - change with new threshold 3 steps

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

<https://durham-scp.org.uk/wp-content/uploads/2020/09/Durham-Council-Document-FINAL-09-09-20-V6-1-003.pdf>



4. Safeguarding (Child Protection) policy for Durham Johnston School 4.

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 the 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 his/her agreed child protection plan

4.1 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:

- Attendance
- Behaviour
- Complaints Policy
- Online Safety
- SRE/PHSE policy- Relationships and sex education policy 2020
- SEND
- Looked after Children
- Confidential reporting code (Whistle blowing)
- Grievance Policy and Procedures
- School Code of Conduct
- Staff Disciplinary Policy
- Staff / student acceptable use policies
- Recruitment and Selection policy
- Health and Safety

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

The following staff and governors have received Safer Recruitment training:

- Dr S Whitton February 2021
- A O'Sullivan February 202
- N Weaver February 2021
- Our school will comply with the requirements outlined on the DSCP website 'Key Safeguarding Employment Standards' and in the DSCP Child Protection procedures as well as national documentation in 'Keeping children safe in education' 2020.

- 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.
- The level of DBS and other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (see page 24 of Keeping children safe in education September 2020) thus most appointments will require an enhanced DBS check with barred list information.
- In our school a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity Keeping children safe in education 2020
- 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 Durham County Council Confidential Reporting Code arrangements.
- Supply staff - 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.

- Relevant staff will be required by the Head Teacher to complete the 'Disqualification by Association' declaration form. This is included in the pre-employment checks for those posts covered by the provision as part of recruitment. (Durham Schools Extranet, Document Library/HR)

4.3 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 staff behaviour policy (sometimes called a code of conduct); and
 - The role of the designated safeguarding lead', KCSIE September 2020 Part 1
- Copies of policies and a copy of Part 1 of Keeping children safe in education, September 2020, should be provided to staff and volunteers at induction. All staff are required to read this
- Every member of 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.
- They will be informed who the designated safeguarding lead is and other trained designated teachers supporting this work within school.
- Safeguarding responsibilities of all staff will be re-enforced before they start work. This policy along with a booklet covering safe professional practice, 'Behaviour Guidelines for Staff', will be made available to them. 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', DCSF May 2019
- All adults working in school will be asked to read Part 1 'Safeguarding information for all staff', pages 1-17 from 'Keeping children safe in education' 2020.
- 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 priorities of the DSCP. 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.

- Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.
- Last whole school training was June 2020
- Last whole school update briefing was 4th January 2021
- In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. Safeguarding is embedded in all our work within school. We do this in the following ways in school:
- cohort meetings, pupil wellbeing meetings, twice weekly staff briefings, confidential memos and whole school pastoral training throughout the year
- The following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:
 - Paul Kennedy (Subject Leader, Guidance)
 - Callum Blake (Subject Leader SRE/PHSE)
 - Leanne Forbes (Senior teacher, Subject leader, Business and Computing)
 - Debby Coleman (Subject Leader, Science)
 - Nick Weaver (Assistant Head with responsibility for assemblies)
 - Anne Lennon (Head of Sixth Form with responsibility for pastoral)
- Member of the team supporting the safeguarding lead specialise in promoting certain themes within school. Nick Weaver (AHT) has overview of all pastoral themes (young carers, domestic abuse awareness, CE, Prevent), and with support from Julie Bell (AHT) who leads the pastoral team.
- The designated safeguarding lead and 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.

Education Durham, Durham County Council, delivers courses and details are advertised on the Durham Schools Extranet as well as in the CPD directory.

In addition to the school courses, staff are encouraged to attend multi-agency courses available through the DSCP. These include a Level 2 Safeguarding course as well as specialist themes on Level 3 courses.

- The Nominated Governor with responsibility for Child Protection is Dr Sandra Whitton who has undertaken the following training:
 - Safeguarding Lead Refresher - April 2018
 - Looked After Children Safeguarding – Jan 2018
 - Engagement with Families Safeguarding L3-January 2016
 - Child Protection Conference Training Safeguarding L3 -March 2016
 - Serious Case Review Training -May 2016

- The Head Teacher, other staff responsible for recruitment and one Governor have completed online 'Safer Recruitment Training' (High Speed Training Ltd).
 - Dr S Whitton - February 2021
 - Mr A O'Sullivan – February 2021
 - Mr N Weaver – February 2021

4.4 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 KCSIE September 2020 and DfE 'Teaching Online Safety in schools, June 2019.
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues)
- Our SRE(Relationships and Sex Education 2020) curriculum is outlined here. We have a wide variety of visitors (always accompanied or DBS checked by home organization) to support the PSHE programme (see Parents/Carers <http://www.durhamjohnston.org.uk/information/parents/16-parents/215-promoting-pshe-and-citizenship-at-durham-johnston>)

Parents/Carers

- Our school brochure, website and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- Newsletters, letters to parents about specific issues, our school website and Parents Consultation Evenings are used to disseminate and re-enforce key safeguarding and child protection information
- Parents are advised that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will endeavour to update records promptly. It is good practice to hold more than one emergency contact for each child. KCSIE Sept 2020 as follows:
 - current address and telephone contacts
 - 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
 -

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

4.5.1 Names of designated safeguarding leads

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.

The Designated Senior Person (DSP) for child protection is:
Nick Weaver, Assistant Head (n.weaver@durhamjohnston.org.uk)

Additional safeguarding officers:

- Mrs J Bell, Assistant Headteacher (j.bell@durhamjohnston.org.uk)
- Mr S Bowman, Year Leader (s.bowman@durhamjohnston.org.uk)
- Mrs J Coady, Attendance and Welfare Manager (j.coady@durhamjohnston.org.uk)
- Mrs A Lennon, Head of Sixth Form (a.lennon@durhamjohnston.org.uk)
- Mr P Digby, Year Leader (p.digby@durhamjohnston.org.uk)
- Mr B Noble, Year Leader (b.noble@durhamjohnston.org.uk)
- Miss W Owen, Year Leader (w.owen@durhamjohnston.org.uk)
- Mr M Simpson, Year Leader (m.simpson@durhamjohnston.org.uk)
- Mr J Wilbraham, Deputy Head of sixth Form (j.wilbraham@durhamjohnston.org.uk)
- Mrs L Wood, Student Support Centre Manager (l.wood@durhamjohnston.org.uk)
- Mr S McArdle, Assistant Headteacher (s.mcardle@durhamjohnston.org.uk)

Recording concerns

ALL concerns passed to the designated safeguarding leads must be written, signed and dated on the relevant 'Concern form' [R\Staff Share\2.Admin\Heads of Year\CHILD PROTECTION\CONCERN FORM.docx](#). Hard copies of this form are in all staff resource areas, Year Leader and Leadership Group offices.

The more relevant details staff have observed 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. **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. This means only involving those who need to be involved, e.g. Designated Safeguarding lead (& deputy) or Children's Social Care.'

'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.

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.

4.5.2 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 2020, Part 1 (19).
- 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 should not probe for any information that the child does not volunteer.

4.5.3 Recording and Response of the designated lead professional

All information received should be stored in the child's 'concern' file. This is 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.

Good practice is to have a simple 'chronology of events' sheet at the start of the file. This enables more efficient regular monitoring of children's files as part of the on-going work of the designated lead professional. This also assists, should the MASH (Multi-Agency

Safeguarding Hub) make contact about issues beyond school and also inform any other concerns in school.

Schools should make use of the official DSCP chronology template, downloaded from the internet site. 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.

4.5.4 Discussing concerns with the First Contact Service 03000 267979

The DSCP Child Protection procedures www.durham-scp.org.uk has 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.

We use the local authority 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**. First Contact will triage this and pass on to colleagues in the appropriate Assessment and Intervention/Families First team within the County.

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 6060365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

<p style="text-align: center;">Police Switchboard: 0345 6060365 Ask for the nearest local Vulnerability Unit to school</p>
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4.5.6 Discussions with First Contact will be followed up in writing

Discussions of concern or specific referrals will be followed up in writing, using the new referral form.

The information will be sent via secure e-mail to First Contact, by post (using a tamper-proof envelope), or by e-mail to a gx 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.

Section 34: **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately** (First Contact in Durham). **Anybody can make a referral.**

**First Contact Service
5, Parson's Court,
Newton Aycliffe
DL5 6ZE**

**Telephone: 03000 267979
Fax: 0191 383 5752**

4.5.7 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. DSCP procedures section 5.150 onwards has detailed guidance about these meetings. See www.durham-scp.org.uk

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

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 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 that are usually held at A&I/Families First Hubs/Team offices. *(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'. DSCP, 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.

- 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.

5. Multi-Agency Work

5.1 Initial Child Protection Conference: school responsibilities

Please refer to local partnership procedures for more details, www.durham-scp.org.uk

Following the final strategy meeting (some complex cases such as 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 Assessment and Intervention 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 15 working days after the last strategy meeting.

5.1.1 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 safeguarding (or Year Leader/SSC staff). 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 DSCP procedures.

The person attending the conference should be knowledgeable about the child. School will determine the most appropriate colleague: Class Teacher, Head Teacher, designated lead professional for child protection or head of year.

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.

5.1.2 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. The report 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.

5.1.3 Chronology of significant events

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

5.1.4 Sharing of the report

This may cause tensions between school and the child's parents and carers but this is in line with local partnership 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.

5.2 Membership of a Core Group

(See local partnership safeguarding arrangements and procedures)

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.

5.3 Review Child Protection Conference

(See local partnership 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 outlines on the Child Protection Plan.

6. Information-sharing

6.1 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.

6.2 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 information to prepare them to act with sensitivity towards a distressed pupil. They do not need to know details.

6.3 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.

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.

6.4 County Guidance and protocols

(See DSCP 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

DSCP Child Protection Procedures Section 2.234

A Guide for Professionals on the Sharing of Information

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

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 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.

**Further advice about legal issues is available from Corporate Legal Services:
Julian Wilson, solicitor (Children and Adults Services) 03000 269680**

7. Allegations against teachers and other staff

(See Part 4 of Keeping children safe in education 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.

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

Local Authority Designated Officer (LADO):
Sharon Lewis / Carol Glasper 03000 268835
CYPSSLADOSecure@durham.gov.uk

First Contact Service: 03000 26 79 79

- 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 may find it useful to contact the LA Human Resources Department 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.
- 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.

8. 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, CDT
- 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.

9. 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:

DfE Guidance: Use of Reasonable Force in Schools 2013

- Our school policy on the Use of Restrictive Physical Interventions gives guidance on:
- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used
- The Policy also makes it clear that corporal punishment is NOT allowed.

10. 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 duty applies to all schools from 1st 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. 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. The DSLs then follow procedures in line with DSCP guidance.
- policies and procedures 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 and mindful of new guidance within Keeping children safe in education, September 2020, Annex C 'Online safety' and DfE guidance 'Teaching

Online Safety in school' June 2019

- be aware of risks within the home especially during any extended period away from school during lockdown

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

D Sgt Jane Freeman and D Sgt. Smith 0191 375 2234

HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435

Community.safety@durham.gov.uk

11. Child Exploitation

Child criminal exploitation

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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) 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.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the county, forced to shoplift or pickpocket, or to threaten other young people.

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; and
- children who regularly miss school or education or do not take part in education
-

Child sexual exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. A definition is provided in Keeping children safe in education September 2020 provides a definition.

'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. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created). A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point' Annex A, page 32.

Abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can include extra-familial abuse.

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

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. 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.

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 sexualised behaviour by children and young people, the Brook Traffic Light Tool (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.

12. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

13. 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

Two new 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 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.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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

14. Online Safety

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

- 2019 DfE 'Teaching Online Safety in Schools'
- February 2021 Durham LA Online Safety Policy Template for Educational Settings
- Safeguarding
- Online Safety
- COVID-19 support for parents and carers to keep their children safe online

One item is referenced in the Appendices Sharing Nudes Appendix 6 - Summary of key information from <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

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

Schools are reminded that a criminal offence has been committed if a person aged 18 or over intentionally communicates with a child under 16, who the adult does not reasonably believe to be 16 or over, if the communication is sexual or if it is intended to encourage the child to make a communication which is sexual. The offence will be committed whether or not the child communicates with the adult. This is the offence of sexual communication with a child under section 67 of the Serious Crime Act 2015

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 Digital Media'.

15. Peer on peer abuse

Peer on peer abuse is taken very seriously KCSIE 2020 Part 1 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 can manifest itself in many ways:

- 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.

Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour – see Part 5 KCSIE September 2020. Any example of harmful sexual behaviour will result in a HSB grid/risk assessment been completed as referred to on p64.

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

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

Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

In order to minimise the risk of peer on peer abuse the school:

- Provides a developmentally appropriate PSHE curriculum that 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)

16. Serious Violence

(Keeping children safe in education, September 2020)

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