



Tudhoe Learning Trust

Safeguarding our children: Early Help through to Child Protection

Policy and Guidance

Approved by: Trust Chief Executive Officer

Date: September 2021

Last reviewed on: September 2021

Next review due by: September 2022

Safeguarding and Child Protection Training Summary

All our Trust schools comply with the advice laid down in ‘Working Together to Safeguard Children’ 2018 and ‘Keeping Children Safe in Education’ September 2021 to undertake regular training.

A record of those trained is retained and certificates are kept, where appropriate to verify the attendance of individuals. Child protection and safeguarding training forms a key part of our induction processes. All staff will receive regular updates regarding child protection and safeguarding as necessary and at least annually.

The designated safeguarding lead and other designated leads in our schools undertake training 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).

	Minimum Training Undertaken
Designated Safeguarding Lead	DSL Training Prevent, CSE, FGM, Child Criminal Exploitation (Including County Lines)
Deputy Designated Safeguarding Lead(s)	DSL Training Prevent, CSE, FGM, Child Criminal Exploitation (Including County Lines)
Nominated Governor for Child Protection and Safeguarding	Level 1 Safeguarding Training Prevent, CSE, FGM, Child Criminal Exploitation (Including County Lines)
Chief Executive Officer, HR Manager and Head Teachers	DSL Training, Safer Recruitment
Whole Staff	Level 1 Safeguarding Training Prevent, CSE, FGM, Child Criminal Exploitation (Including County Lines)

Local Authority Designated Officer (LADO):

Sharon Lewis / Louise Brookes 03000 268835

CYPSSLADOsecure@durham.gov.uk

First Contact Service: 03000 26 79 79

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Safeguarding Unit, Farrer & Co (Adele Eastman, Jane Foster, Owen O'Rorke and David Smellie), Marcus Erooga, Katherine Fudakowski and Hugh Davies QC July 2021

<https://www.farrer.co.uk/news-and-insights/developing-and-implementing-a-low-level-concerns-policy-a-guide-for-organisations-which-work-with-children/>

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1. Introduction

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

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

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

- The Children Act 1989; Children Act 2004.
- The Education Act 2002; Education and Inspections Act 2006.
- Working Together to Safeguard Children July 2018.
- Local Multi-Agency Safeguarding Arrangements and Procedures (www.durham-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 2021.
- 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 regularly reviewed and therefore the DSCP website should be checked for amendments.
- Trust Confidential Reporting Code.
- 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" September 2016.
- *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 Trust schools, the staff and governing body 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 will 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.

2. The Five Main Elements to the Policy

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

The Trust has a number of policies that relate to overall safeguarding arrangements and its duty of care to all pupils. Annual audits are carried out independently at each academy and the Trust provide all new and existing employees access to our Health and Safety Policy and Handbook.

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

Staff that receive Safer Recruitment training are outlined on the front page of this document.

Our Trust schools 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 2021, Part 3.

Our schools will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in ‘Keeping Children Safe in Education’ September 2021 has specific details of the role of the designated safeguarding lead.

- Our schools will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in ‘Keeping Children Safe in Education’, September 2021. We will also ensure that relevant staff are made aware of their responsibilities to disclose anything relating to “Disqualification Under the Childcare Act 2006” [Disqualification under the Childcare Act 2006 - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

As outlined in ‘Keeping Children Safe in Education’, September 2021 (paras 217-229), 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. Risk assessments will be undertaken to determine the level of checks needed for any volunteers within our school (KCSIE 2021 paras 287-294).

In schools, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. KCSIE 2021. It is the policy of the Trust that all our volunteers require

a DBS certificate. DBS certificates for all employees, Directors and Governors are currently renewed every 5 years.

In our schools:

- Volunteers without a DBS certificate 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 Trust Confidential Reporting Code arrangements.
- Supply staff - we ensure that appropriate DBS checks are carried out before employing supply staff. We will obtain written notification that the appropriate checks have been completed. We will also check that the member of supply staff is the same person for whom these checks have been made.
- All those involved in recruitment are made aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow the Trust Recruitment Policy and Procedure.
- Directors of the Trust and members of the governing body in our schools will be subject to an enhanced DBS check and 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 2021 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 which should amongst other things also include the policy and procedures to deal with peer on peer abuse.
- The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying).
- The code of conduct
- 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 2021, will be provided to staff and volunteers at induction. All staff, volunteers and supply staff are required to read this.

All staff, volunteers 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 sections 17 and 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. Adults will also receive updated training and guidance throughout the year as necessary.

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 be given sufficient time and undergo training to ensure that they have the knowledge and skills required to carry out their roles. The training should be updated every two years and a record of this will be kept.

In addition to this formal training all employees receive regular safeguarding and child protection updates e.g. e-mail, staff meetings at regular intervals and at least annually to provide relevant skills and knowledge to enable them to safeguard children effectively.

(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

We are mindful that children are safe from terrorist and extremist material when accessing the internet in our schools. All Trust schools have a Firewall filtering and monitoring system in place for this and other potentially risky content. The school Designated Safeguarding Lead will review IT records to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in line with Annex D of Keeping Children Safe in Education, September 2021 and DfE ‘Teaching Online Safety in Schools’, June 2019.

Other themes are addressed through our school curriculum, policies, PSHCE and RHSE programmes, assemblies, outside visitors and trainers. These may be part of our typical, planned curriculum or in response to issues arising in school, the community or nationally.

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.

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.

Parents have been consulted on our RSHE policy.

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. Trust schools will update records held to reflect:

- Current address and telephone contacts. We are aware that, it is good practice to hold more than one emergency contact number for each child and this is particularly important for children who are a safeguarding or welfare concern.
- 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

The culture of our school is that 'it could happen here'. Staff are trained to identify indicators of abuse and are aware of circumstances that could potentially make children and young people more vulnerable to abuse.

Names of designated safeguarding leads in school

All staff, including peripatetic, adults working with children in school, supply staff and students on work-placement are made aware of who these colleagues are. It is recognised that new faces in school can be the person a child might disclose something to.

Listening to Children and Receiving Disclosures

We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them. Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.

Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.

Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school.

If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.

'Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.' Keeping Children Safe in Education, September 2021, Part 1.

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.

Recording concerns

ALL concerns and disclosures passed to the designated safeguarding leads must be written, signed and dated on the relevant record form and the electronic monitoring system CPOMS. All concerns recorded should be factual; staff will avoid using emotive language & recording their opinions.

Staff will write the exact words used by the child. Any original notes/jottings/reminders made by the adult will 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 will not ask direct questions. They will never do so in front of other children.

If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher or if the concerns relate to the Head Teacher, the matter should be passed to the Trust Chief Executive Officer or the Trust HR Manager via the Trust Office 01388 811765 or office@tudhoelearningtrust.co.uk The member of staff concerned must not be spoken to.

Please remember:

- (i) The child should be allowed to make the disclosure at their own pace and in their 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.

Concerns about staff members or other adults in school

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. If the concern regards the Head Teacher, this should be passed onto the Trust Chief Executive Officer. If the concern relates to the Chief Executive Officer, the concern should be referred to the Trust Chair of Directors. Further information is included in Section G of this policy and KCSIE 2021, Part 4.

Recording and Response of the designated lead professional

All information received is stored in the child's electronic record on CPOMS as a simple central chronology of significant events. Access to this information is restricted and records are kept securely and away from the child's individual school records. (The child's school record is marked to show the existence of any concerns). Our Trust 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. The MASH Team may contact us if there are any issues that are ongoing outside of school and this chronology of events will inform of any concerns that relate to school life.

We ensure that records include:

- a clear and detailed summary of the concern

- details of how the concern was followed up and resolved
- notes of any actions taken, decisions reached and the outcome

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

The Trust recognises that our schools have a pivotal role to play in multi-agency safeguarding arrangements and therefore must ensure that they contribute to multi-agency working in line with statutory guidance.

We use the local authority Referral Form for notifying First Contact of concerns. Early help referrals are completed online using the following link:

https://doitonline.durham.gov.uk/service/Early_Help_Referral via DCC CRM system.

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, procedures and guidance are regularly reviewed and our Trust schools will check DSCP website for any 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. Early help referrals are completed online using the following link:

https://doitonline.durham.gov.uk/service/Early_Help_Referral via DCC CRM system. 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, 2021, 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 available on the DSCP website.

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 our Trust schools should attend wherever possible. If the school is the referring agency, they should be invited to attend these meetings. Our schools are 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 will monitor the child discreetly for any further concerns or signs that are worrying and give support and reassurance to the child.

All information will 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 schools 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.

3. Overview: Safeguarding

Definition of 'safeguarding'

'Keeping children safe in education', DfE, 2021, 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 our Trust schools

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 our schools, including:

- School Behaviour policy
- Curriculum policy
- Anti-bullying policy, including on-line safety policy and peer on peer abuse policy
- Health and Safety policies
- Medication in school/First Aid policies
- Intimate care policy
- School visits including risk-assessments
- Children with Special Educational Needs (SEN) and Looked After Children (LAC)
- Accessibility plan
- Relationships and Sex Education Policy
- Managing Allegations against Staff Policy
- Complaints policy
- Remote Learning Policy

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:

- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance.
- Keeping Children Safe in Education. September 2021

Safeguarding throughout school life

Caring ethos

We aim to create and maintain a **caring ethos** where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our schools operate as a listening school where children 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.

School staff are well placed to observe children and identify those whose behaviour may suggest that they may be experiencing a mental health concern, or are at risk of developing one. The Trust has recently introduced a pupil wellbeing policy to support the mental wellbeing of our children.

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

All of our Trust Schools have a member of staff that is trained and qualified as a Mental Health First Aider.

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 our schools as appropriate:

- Designated Safeguarding Leads and SENDco
- First Aider for Mental Health
- The school nursing team
- Parent Support Adviser
- Attendance and Inclusion Officers
- School Counsellor
- Educational Psychologist
- Child and Adolescent Mental Health Service
- Learning mentors

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

Community police, Jet and Ben stranger danger, Fire Brigade/safety carousels, and the NSPCC.

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

- Breakfast club
- Tea-time Club
- After-school activities on and off site

From time to time, these clubs may be available in our Trust schools. Such clubs all provide further opportunities for pupils to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children, are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding leads and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

Working with parents and carers

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

- Surveys
- Questionnaires
- Parent's evenings

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

- Newsletters
- Email's/Texts home
- School Website

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.

4. 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 Partnership 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. It can be accessed here: [ChildrenAndYoungPeoplesStrategy2019-22.pdf \(durhaminsight.info\)](#)

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)

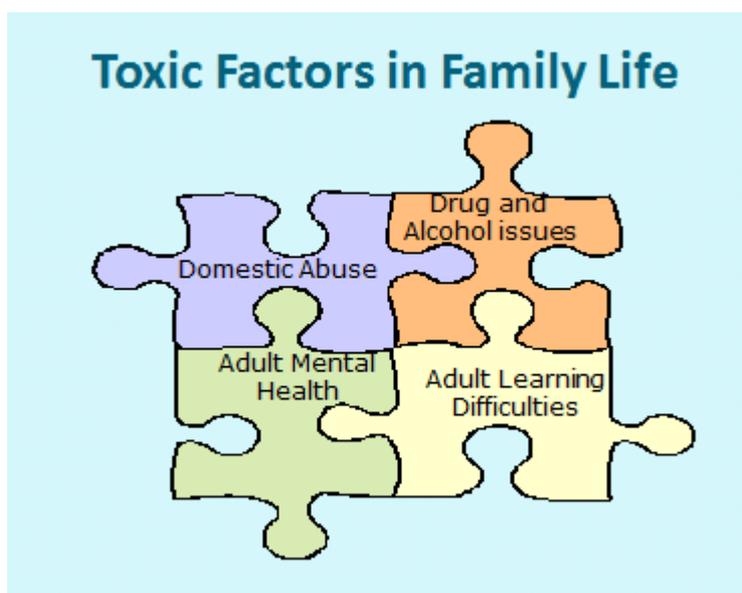


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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

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

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



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). Durham DSCP have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017. Both documents are on their website. It can be found here: [Early Help Strategy for children, young people and Families \(durham-scp.org.uk\)](http://durham-scp.org.uk)

Signs and behaviours of concern

'All staff should be aware of indicators of abuse and neglect'. Knowing what to look for is vital for the early identification of abuse and neglect (see paragraphs 26-30), and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paragraphs 32-39) so that staff are able to identify cases of children who may be in need of help or protection. Keeping children safe in education, September 2021, Part 1 (20)

All of our staff are familiar with KCSIE September 2021 and their responsibilities highlighted within this (paragraphs 20 to 52).

Paragraph 19 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 2021, Part 1 (para 14).

In our schools we do these regular updates through:

- Case study discussion
- Staff briefings
- Notice-boards

Notes of these and attendance lists at briefings are kept.

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

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 2021 (para 8). This relates to work with other universal agencies and following DSCP procedures and guidance (see <https://www.durham-scp.org.uk/>). Our school is aware that *'no single practitioner can have a full picture of a child's needs and circumstances'*. 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 2021 (para 3).

All new Designated Safeguarding Leads receive Safeguarding Training to Level 3. DSL's receive a refresher every 2 years thereafter. All other Trust staff receive Safeguarding Training to Level 1. The Training is delivered via Education Durham on-line or delivered internally by Trust Staff that are qualified to do so. Updates are provided to all staff annually.

Trust schools work with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the 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

Durham Multi-Agency Safeguarding Hub (MASH)

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

Child in Need

Section 17 of the 1989 Children Act
Working Together to Safeguard Children 2018

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. *Local authorities are required to provide services for children in need for*

the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989” KCSIE 2021 (para 65).

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

We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family meetings and contributing relevant and timely information for updating the Family Plan.

Child Protection and significant harm

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, forced marriage and extra-familial threats like radicalisation and sexual exploitation’. KCSIE 2021 (para. 66)

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 will 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 will 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 2021 (para 55).

Low Level Concerns

Please see: KCSIE 2021 (Para 407-426) and Appendix 7

As part of our safeguarding culture where ALL concerns regarding adults are shared responsibly in line with our school’s safeguarding reporting systems and will be recorded in writing and held securely on our safeguarding record keeping system. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and appropriate actions taken.

We have also set out our Low Levels Concerns Policy within our Staff Code of Conduct.

We will ensure that:

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

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

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

We will retain information regarding low level concerns until the person leaves school's employment.

Low level concerns will not be recorded on any references given unless they meet the threshold for reporting to the LADO.

5. 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 will make every effort to attend (unless the date coincides with school holidays).

Preparation of a report

Trust schools are expected to prepare a report and may 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 will 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 will 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) Trust schools recognise that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

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

Review Child Protection Conference

The Trust 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

Staff at our school are aware of the need to share information appropriately. KCSIE 2021 (Para 105-113) If there are concerns that sharing of information with individuals could result in significant harm to any individual, legal advice will 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 if they are

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 they are unsure.

Parents/Carers

School staff including the 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 the school representatives 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 will therefore 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 Legal Services

7. Allegations Against Teachers and Other Staff

See Part 4 of Keeping Children Safe in Education September 2021. There is an extensive section in the DSCP online Child Protection Procedures (under Core Procedures).

Allegations of abuse by adults and peers in schools must be investigated in accordance with the Trust Policy which is based upon DSCP procedures. It is therefore important that any concerns or allegations relating to adults and peers are referred to the Head Teacher immediately.

Where concerns relate to the Head Teacher of our Trust schools, these should be referred to the Trust Chief Executive Officer and/or the Local Authority Designated Officer in accordance with Trust Policy. The policy relating to Dealing with Allegations of Abuse Against Staff can be found on the Trust Website at www.tudhoelearningtrust.co.uk

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 Trust 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 2021 Para 356-359)

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

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

Local Authority Designated Officer (LADO)

Sharon Lewis / Louise Brookes 03000 268835

First Contact Service

03000 26 79 79

CYPSSLADOSecure@durham.gov.uk

Carrying out an investigation

Investigations will be carried out by the appropriate agencies. In dealing with any allegation the Head Teacher and governors need to balance:

- The seriousness of the allegation.

- The risk of harm to pupils.
- Possible contamination of evidence.
- The welfare of the person concerned.

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

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

Suspension will be carried out in line with Trust guidelines. Head Teachers should contact the Trust HR Manager 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 or cause harm to the person subject to the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

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

8. Safe Touch

There are circumstances where it is appropriate for staff to use reasonable force to safeguard children and young people. Here are some examples where it may be appropriate to safely touch a child or young person.

Physical contact other than to control or restrain

- assisting in the washing of young children who have wet/soiled themselves.
- intimate care risk assessments for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching or other practical subjects.
- administering First Aid.

- supporting younger children and children with special needs who may need physical prompts or help.
- giving appropriate comfort to a child who is distressed.
- recognising that physical contact is a sensitive issue for some cultural groups.
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence.
- ensuring a consistent approach where staff and pupils are of different genders.
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued.
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

Physical Control and Restrictive Physical Intervention: Use of Reasonable Force

Our Trust 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.

9. 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 Trust schools:

- 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 2021, 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.

10. Child Sexual Exploitation (CSE), Child Criminal Exploitation (CCE) Including County Lines

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears to be consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

We will ensure that all trust 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

If there is a concern that a child or young person may be at risk of sexual or criminal 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>

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

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

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

11. 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; and
- emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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.

If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

12. Serious Violence

Keeping Children Safe in Education, September 2021 (para 51-52)

We will ensure that all trust 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').

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

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

13. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

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.

14. Peer on Peer Abuse

Peer on peer abuse is taken very seriously KCSIE 2021 Part 1 (Para 49) and our staff are aware that children are capable of abusing their peers and that this can happen both in and out of school, online and offline.

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.

All staff are supported to understand, that, even if there are no reports in our schools, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important if staff have any concerns regarding peer-on-peer abuse or sexual harassment, they should speak to the designated safeguarding lead (or deputy).

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 our Trust schools, peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. All staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse may take different forms:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between peers.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, either standalone or as a pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nudes and semi nude images and or videos (also known as sexting or youth produced sexual imagery).
- Sexting, also known as Youth Produced Sexual Imagery and can include sharing of nudes and semi-nudes.
- 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or to cause the victim humiliation, distress or alarm.

- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

- 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 2021.
- will ensure that all reports of alleged abuse or sexual harassment will be acted upon in line with Section 5 of Keeping Children Safe in Education 2021 Part 5.
- will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- where a report of rape, assault by penetration or sexual assault is made, the starting point is that this will be passed on to the police.
- develop robust risk assessments where appropriate and in line with Section 5 of Keeping Children Safe in Education Part 5.
- have relevant policies in place (e.g. behaviour policy, anti-bullying policy).

Victims, perpetrators and any other child affected by peer on peer abuse and/or sexual harassment will be supported by trained school staff.

15. 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.

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). As appropriate, they will activate local safeguarding procedures.

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.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and 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 and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.

Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmfco.gov.uk.

16. Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school to protect and educate the whole school community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Filters and monitoring can limit exposure to the risks from the school's IT system. However, whilst filtering and monitoring is an important part of the online safety picture, it is only one part.

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

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Trust schools should do all they reasonably can to limit children's exposure to risks from the school's IT system and make use of opportunities to teach on-line safety to pupils.

Where children are being asked to learn on-line at home government guidance should be followed to ensure that they do so safely. The Trust also has a remote learning policy of which all staff are made aware.

A summary of key information can be found via <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

There is a Professionals Online Safety Helpline 0844 381 4772

Trust 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 the Digital Media'

17. Mental Health

Schools have an important role to play in supporting the mental health and wellbeing of their pupils. Head Teachers should ensure there are clear systems and processes in place for identifying possible mental health problems including routes to escalate and clear referral and accountability systems.

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

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

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

Staff should take any action on any mental health concerns that are also safeguarding concerns, following the Trust school's child protection policy and speaking to the Designated Safeguarding Lead or Deputy.

There is DfE guidance available on preventing and tackling bullying and mental health and behaviour.

Children potentially at greater risk of harm

Where a child has a social worker, the Designated Safeguarding Officer will hold this information and consider this to make informed decisions about safeguarding, responding to unauthorised absence, missing education or promoting welfare in the best interests of the child's safety, welfare and educational outcomes.

18. Remote Learning

Our Trust takes its' safeguarding responsibilities very seriously and all staff are made aware of the Trust's Remote Learning Policy which outlines our responsibilities in respect of safeguarding.

Our Trust schools are encouraged to develop a number of creative ways to keep in touch with pupils that are learning off school premises.

School staff communicate with pupils that are learning remotely and their parents on a daily basis in order to track progress and engagement. Where there are any concerns identified these are followed up in accordance with our safeguarding procedures.