



# Policy and Procedures

## Safeguarding (Child Protection)

Safeguarding our children: Early Help through to Child  
Protect

<b>Policy Reference:</b>	S11
<b>Approved by:</b>	Full Governing Body
<b>Date Ratified:</b>	Autumn 2023
<b>Review Date:</b>	Autumn 2024

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## Section 1: Introduction & purpose

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.

Durham Sixth Form Centre 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 Durham Safeguarding Children Partnership procedures and practices.

Our policy applies to members of the school community in its widest sense. This therefore 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.

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

- The Children Act 1989; Children Act 2004 [Children Act 1989 \(legislation.gov.uk\)](#); [Children Act 2004 \(legislation.gov.uk\)](#);
- The Education Act 2002; Education and Inspections Act 2006 [Education Act 2002 \(legislation.gov.uk\)](#); [Education and Inspections Act 2006 \(legislation.gov.uk\)](#);
- Working Together to Safeguard Children July 2018 [Working together to safeguard children - GOV.UK \(www.gov.uk\)](#);
- Local Multi-Agency Safeguarding Arrangements and Procedures ([www.durham-scp.org.uk](#));
- What to do if you're worried a child is being abused – DfES 2015 [Stat guidance template \(publishing.service.gov.uk\)](#);
- Keeping Children Safe in Education (KCSIE). Statutory guidance for schools and colleges. September 2023 [Keeping Children Safe in Education - GOV.UK \(www.gov.uk\)](#);
- Use of reasonable force. Advice for headteachers, staff and governing bodies. DfE. July 2013 [Use of reasonable force in schools - GOV.UK \(www.gov.uk\)](#);
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance, September 2016;
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR) [https://gateway.durhamschools.org.uk/staff/hradvice/Lists/HR%20Policies%20Procedures%20and%20Guidance/Document.aspx?ID=6&Source=https://gateway.durhamschools.org.uk/staff/hradvice%20Lists/HR Policies Procedures and Guidance](https://gateway.durhamschools.org.uk/staff/hradvice/Lists/HR%20Policies%20Procedures%20and%20Guidance/Document.aspx?ID=6&Source=https://gateway.durhamschools.org.uk/staff/hradvice%20Lists/HR%20Policies%20Procedures%20and%20Guidance);
- Information Sharing Agreement: County Durham Safeguarding Adults Inter- Agency Partnership [Good practice guidance for professionals - Durham Safeguarding Adults \(safeguardingdurhamadults.info\)](#);
- Procedures for locating missing students and the removal of students from roll. June 2017 [Children Missing Education Statutory Guidance for Local Authorities September 2016](#);
- Durham Constabulary and Durham County Council May 2012;
- Prevent Duty Guidance for England and Wales: HM Gov 2023 [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#);
- The Prevent Duty Departmental advice for schools and childcare providers Department for Education June 2015 [Protecting children from radicalisation: the Prevent Duty - GOV.UK \(www.gov.uk\)](#).

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 includes:

- Managing Allegations Against Staff (Durham online local partnership safeguarding arrangements and policies);
- Durham Thresholds Guidance 2020;
- Early Help;
- Safeguarding;
- Independent Reviewing Officers.

To emphasise the caring ethos of Durham Sixth Form Centre, the staff and governors are committed to the following principles:

- The welfare and well-being of each student is of paramount importance;
- Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused;
- We respect and value each child as an individual;
- We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to;
- The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community;
- Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in the school are aware of indicators of concern or abuse and of colleagues who act as 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 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;
- We ensure that school leaders, including governors, exercise strategic oversight of all aspects of safeguarding. The Principal provides an update (including staff and governor training) in the Principal Report at every Full Governor Board meeting. A governor is assigned to provide oversight of safeguarding at Durham Sixth Form Centre. The named link governor (Carole Henderson) meets with the DSL periodically to review systems, policies and processes. Formal paperwork is completed. As part of the meeting the Single Central Record (SCR) is also reviewed. Governor reports are also produced by the Senior Leadership Team (SLT) and shared with all governors.

#### Definition of 'safeguarding'

Keeping Children Safe in Education 2023 defines safeguarding and promoting the welfare of children as: 'protecting children from maltreatment, preventing the impairment of children's mental and physical health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care, and taking action to enable all children to have the best outcomes. 'Children' includes everyone under the age of 18' (paras 4 - 5).

#### Safeguarding within this school

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

safeguarding system for children by working with our three safeguarding partners in the 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:

#### Context

- Climate for Learning Policy
- Data Protection Policy
- Provider Access Policy
- Staff and Student Wellbeing Statement of Intent
- School Handbook
- Mental Wellbeing Policy
- Supporting Students with Medical Conditions Policy
- Vetting Policy
- Health and Safety Policy
- Medication in School Policy
- Educational Visits including Risk-Assessments
- CLA Policy
- Equal Opportunities Policy
- Online Safety Policy
- Special Educational Needs Policy
- Anti-Bullying Statement
- County Durham Practice Framework: Single Assessment Procedure & Guidance, September 2015
- Managing Allegations against Staff (Appendix 5 of Durham DSCP Child Protection Procedures)
- Keeping Children Safe in Education, September 2023
- Local multi-agency safeguarding arrangements and policies are on the following website: on ([www.durham-scp.org.uk](http://www.durham-scp.org.uk))
- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance, August 2016
- Managing Allegations against Staff (Durham online local multi-agency safeguarding arrangements and policies)
- Relationships and Sex Education Policy (from 2020)

#### Safeguarding throughout school life

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

In order to promote a caring environment DSFC uses a plethora of support mechanisms which include:

- PSM;
- AHT i/c Year Group;
- SEN Team;
- CPAT Team;
- Attendance Officer;

- Health & Wellbeing Officer;
- Teachers;
- Emotional Health Resilience Nurse;
- School Counsellor;
- St Nic's Staff;
- Student Mentors (Asdan qualified);
- 8 Progress Tutors;
- Digital support e.g. Student and staff Dashboards, Google sites and briefing notes;
- Academic Mentors.

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

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our new Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015 we are aware of the importance of building students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build students' 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).

CORE, Politics, Sociology, Art, Music, Drama, English, Pride Society and Debate Club 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, childcare 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 students at Durham Sixth Form Centre:

- School Nurse;
- Health & Wellbeing Officer;
- Attendance Officers;
- School Counsellor;
- One Point Hub (various depending on home address of student);
- Children and Mental Health Services;
- Academic Mentors;
- SENCO;
- CAMHS;
- CYPS;
- Sexual Health Workers;
- Durham Constabulary-Driving Safely and Drinking Sensibly;

- Lifeline;
- One Punch;
- Durham LGBT;
- Pastoral Support Manager (PSM);
- Progress Tutors.

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

- Community Support Officers;
- Dieticians;
- Personal Trainers;
- Specialist Nurses e.g. Diabetes Nurse and Sexual Health Nurse;
- First Aiders;
- Local Authority Health & Safety Advisors;
- Smoking Cessation Workers;
- MIND;
- If You Care Share;
- Local Parish;
- Casualty Reduction Team;
- St Nics.

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

DSFC has a vast range of enrichment activities. These all provide further opportunities for students to develop positive and caring relationships with adults and peers, 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 are made aware of their responsibility to pass on any issues of concern without delay and make a written record. An example of DSFC enrichment activities include:

- Film Club;
- Student Exec;
- Pride Society;
- Literary Society;
- Basketball Club;
- Singing Enrichment;
- Poetry Club;
- Bittersweet Baking;
- Charity Society;
- Chess Club;
- Debate Class;
- Games Club;
- Drama Club;
- Art Club;
- Peer Mentoring;
- PACT;
- Issues in Society;
- History Club;
- The Big Questions in Life;
- Board Games Club.

### Working with Parents and Carers

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

- Online surveys;
- Parental drop in;
- School website;
- Consultation evenings/parental events;
- Year 12/13 Parents Welcome Evening;
- Information evenings.

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

- Reach More Parents app;
- Newsletters;
- A-Z Guide;
- Letters;
- Social media (Twitter/Facebook);
- Google sites e.g. Safeguarding;
- Website;
- Consultation evenings;
- Parent/Student Dashboard;
- Weekly briefing notes (emailed);
- Parent Governors.

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

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

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.](#)

### Safeguarding and Child Protection Training Summary

Our school complies with the advice laid down in Working Together to Safeguard Children 2018 and Keeping Children Safe in Education, September 2023 to undertake regular training.

A record of those trained may be found below and in the SCR. Certificates are filed digitally in staff personal files where appropriate. Child protection and safeguarding training form a key part of our induction processes. All staff will receive regular updates regarding child protection and safeguarding, including online safety, as necessary and at least annually.



Training for the designated safeguarding lead and other designated teachers in school is also undertaken regularly, and updated at least every 2 years.

We recognise that, as a minimum, schools should also 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).

<b>Child Protection Training Log</b>		
<b>Level 1 Safeguarding</b>		
All Teaching, Administration, Support Staff Governors and Caretakers- Areas covered; Prevent, CSE, FGM, Child Criminal Exploitation (Incl County Lines).	Level 1 In House Training by ROS (Train the Trainer) & National College Level 1 (Certificate in Safeguarding).	Whole Staff July-October 2023 + All newly appointed staff ongoing.
Governors	Level 1 In House Training by ROS (Train the Trainer)	All Governors November 2021 + All newly appointed Governors ongoing.
Annual Certificate in Online Safety (Level 1)	National College	July-October + All newly appointed staff ongoing.
<b>Level 2 (Advanced Certificate in Safeguarding: National College)</b>		
DSL (ROS)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DSL (WAR)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (LSh)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (JCI)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (DBa)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (ECh)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (JMa)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (BOL)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
DDSL (RTh)	Advanced Certificate for Safeguarding Leads 2023-4	October 2023
<b>Level 3</b>		
DSL (ROS)	Level 3 Safeguarding in Schools - E- Learning	25.11.22
DSL (WAR)	Level 3 Safeguarding in Schools - E- Learning	07.11.22
DDSL (LSh)	Level 3 Safeguarding in Schools - E- Learning	23.03.21
DDSL (JCI)	Level 3 Safeguarding in Schools - E- Learning	05.10.22
DDSL (DBa)	Level 3 Safeguarding in Schools - E- Learning	05.10.21
DDSL (ECh)	Level 3 Safeguarding in Schools - E- Learning	26.03.21
DDSL (JMa)	Level 3 Safeguarding in Schools - E- Learning	08.04.21
DDSL (BOL)	Level 3 Safeguarding in Schools - E- Learning	27.10.22
DDSL (RTh)	Level 3 Safeguarding in Schools - E- Learning	20.07.23
<b>Harmful Sexual Behaviours - National College - Sexual Abuse in Schools and Colleges</b>		
DSL (ROS)	National College - E-Learning	01.07.21
DSL (WAR)	National College - E-Learning	02.07.21
DDSL (DBa)	National College - E-Learning	02.07.21
DDSL (LSh)	National College - E-Learning	02.10.22
DDSL (JCI)	National College - E-Learning	27.09.22
DDSL (ECh)	National College - E-Learning	01.07.21
DDSL (JMa)	National College - E-Learning	05.07.21
DDSL (BOL)	National College - E-Learning	02.07.21

All staff	Harmful Sexual Behaviours & Consent CPD delivered by ROS (DSL). 1.5 hour session delivered by DSL.	22.06.22
<b>Keeping Children Safe In Education Document September 2023</b>		
All Staff	Document shared by ROS (digital, hard and auditory copy)	September 2023 and on-going
All Governors	Document shared by KOr (digital and hard copy)	September 2023 and on-going
Safeguarding; The Governors Role 2022	Learning Link	Ongoing
Sessions for Students (Safeguarding, Consent, Prevent and British Values)	Delivered as part of compulsory Core curriculum	Ongoing
Guidance for Parents/Guardians	Parent Dashboard	On-going
<b>GDPR Guidelines &amp; IT Guidelines</b>		
GDPR Guidelines 2020. All staff have read and signed a document to confirm that they understand updated guidelines.	Delivered by RYC	2021
IT Guidelines 2021. All staff have read and signed a document to confirm that they understand updated guidelines.	Delivered by RYC	2021-22
Annual Certificate in Online Safety for Education Settings (2022-23). All teaching and support staff.	National College - E-Learning	July-October 2023 + All newly appointed staff ongoing.
<b>ROS Train the Trainer Level 1</b>		
ROS trained by DSCP, LA and Durham Partnership	Jane Stout (DSCB/Local Authority)	2021
<b>Extremism and Radicalisation</b>		
All Teaching, Administration, Support Staff and caretakers have completed a certificated course on Prevent.	Online Training (HM Government)	All staff ongoing
British Values at DSFC. 1.5 hour session on British Values	All staff delivered by DSL	22.06.22
Protected Characteristics & EDI	All staff delivered by DHT (LAJ)	22.06.22
<b>Safeguarding Supervision for DSLs</b>		
All DSLs (except for JCI -maternity) have received 15+ hours of specialist safeguarding supervision.	Carl Elder: CEO at Coaching by CEO	2022

Staff	Training	Date
<b>Senior Leadership Team:</b>		
<b>Headteacher-</b> Ellen Beveridge	Annual Certificate in Safeguarding for Staff (2022-23) Annual Certificate in Online Safety for Education Settings (2022-23) HM Gov training - Prevent Duty Training KCSIE update 2022 Safeguarding in Schools Level 1 Safeguarding training provided by DSL Prevent Duty Safer Recruitment	July 2023 July 2023 July 2023 21.09.22 14.07.22 01.07.21 01.10.21 03.06.20
<b>Deputy Headteacher-</b> Jo Lain	Annual Certificate in Safeguarding for Staff (2022-23) Annual Certificate in Online Safety for Education Settings (2022-23) HM Gov training - Prevent Duty Training KCSIE update 2022 Safeguarding in Schools Level 1 Safeguarding training provided by DSL Prevent Duty Safer Recruitment	July 2023 July 2023 July 2023 21.09.22 14.07.22 01.07.21 21.06.21 03.06.20
<b>Deputy Headteacher-</b>	Annual Certificate in Safeguarding for Staff (2022-23)	July 2023

Lesley Thompson	<p>Annual Certificate in Online Safety for Education Settings (2022-23)</p> <p>HM Gov training - Prevent Duty Training</p> <p>KCSIE update 2022</p> <p>Safeguarding in Schools</p> <p>Level 1 Safeguarding training provided by DSL</p> <p>Prevent Duty</p> <p>Safer Recruitment</p>	<p>July 2023</p> <p>July 2023</p> <p>21.09.22</p> <p>05.07.21</p> <p>01.07.21</p> <p>21.06.21</p> <p>03.06.20</p>
<p><b>Senior Assistant Headteacher and Deputy Designated Safeguarding Lead-</b></p> <p>Lee Bone</p>	<p>Annual Certificate in Safeguarding for Staff (2023)</p> <p>Annual Certificate in Online Safety for Education Settings (2022-23)</p> <p>HM Gov training - Prevent Duty Training</p> <p>Prevent Seminar</p> <p>Level 3 Safeguarding in School</p> <p>KCSIE update 2022</p> <p>Prevent Duty</p> <p>Safer Recruitment</p> <p>Level 1 Safeguarding training provided by DSL</p> <p>Certificate in Understanding Domestic Abuse and Violence</p> <p>Level 2 Advanced Certificate in Safeguarding for Safeguarding Leads</p>	<p>October 2023</p> <p>October 2023</p> <p>July 2023</p> <p>19.4.23</p> <p>26.10.22</p> <p>12.09.22</p> <p>01.10.21</p> <p>09.08.21</p> <p>01.07.21</p> <p>23.06.21</p> <p>20.10.19</p>
<p><b>Senior Assistant Headteacher-</b></p> <p>Claire Rye</p>	<p>Annual Certificate in Safeguarding for Staff (2022-23)</p> <p>Annual Certificate in Online Safety for Education Settings (2023)</p> <p>HM Gov training - Prevent Duty Training</p> <p>KCSIE update 2022</p> <p>Prevent Duty</p> <p>Safeguarding in Schools</p> <p>Level 1 Safeguarding training provided by DSL</p>	<p>July 2023</p> <p>July 2023</p> <p>July 2023</p> <p>12.09.22</p> <p>14.07.21</p> <p>05.07.21</p> <p>01.07.21</p>
<p><b>Assistant Headteacher and Designated Safeguarding Lead-</b></p> <p>Steven Robinson</p>	<p>Annual Certificate in Safeguarding (Level 1)</p> <p>Annual Advanced Certificate in Safeguarding 2023-4 (Level2)</p> <p>New KCSIE Changes 2034/4</p> <p>Annual Certificate in Understanding the SCR</p> <p>Annual Certificate in Safer Recruitment</p> <p>HM Gov training - Prevent Duty Training</p> <p>Understanding Mental Health</p> <p>Certificate in Understanding County Lines</p> <p>Certificate in Understanding Female Genital Mutilation</p> <p>Understanding and Managing Emotionally Based School Avoidance   Secondary</p> <p>Annual Certificate in Safeguarding for Staff (2022-23)</p> <p>Understanding the New DfE Guidance on Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2021</p> <p>Annual Certificate in Online Safety for Education Settings (2022-23)</p> <p>Online Safety: Certificate of progress linked to online safety provision</p> <p>Safeguarding in Schools</p> <p>Level 2 Advanced Certificate in Safeguarding for Safeguarding Leads</p> <p>Level 3 Safeguarding Processes</p> <p>Certificate in Understanding Domestic Abuse and Violence</p> <p>Prevent Duty</p> <p>Safer Recruitment</p>	<p>27.09.23</p> <p>10.03.23</p> <p>07.07.23</p> <p>07.07.23</p> <p>27.09.23</p> <p>July 2023</p> <p>06.06.23</p> <p>10.02.23</p> <p>10.02.23</p> <p>16.12.22</p> <p>19.10.22</p> <p>19.10.22</p> <p>18.10.22</p> <p>18.10.22</p> <p>12.09.22</p> <p>04.08.21</p> <p>04.08.21</p> <p>25.11.22</p> <p>21.06.21</p> <p>27.01.17</p>
<p><b>Assistant Headteacher and Deputy Designated Safeguarding Lead-</b></p> <p>Ruth Watson</p>	<p>Annual Certificate in Safeguarding for Staff (2023)</p> <p>Annual Certificate in Online Safety for Education Settings (2023)</p> <p>HM Gov training - Prevent Duty Training</p> <p>Level 3 Safeguarding in School</p>	<p>October 2023</p> <p>October 2023</p> <p>July 2023</p> <p>07.11.22</p>

	KCSIE update 2022 Level 3 Safeguarding Processes Level 2 Advanced Certificate in Safeguarding for Safeguarding Leads Safeguarding in Schools Prevent Duty Certificate in Understanding Domestic Abuse and Violence Level 1 Safeguarding training provided by DSL	12.09.22 04.08.21 04.08.21 02.07.21 02.07.21 02.07.21 01.07.21
<b>Assistant Headteacher</b> Matthew Anglesea	Annual Certificate in Safeguarding for Staff (2022-23) Annual Certificate in Online Safety for Education Settings (2022-23) HM Gov training - Prevent Duty Training KCSIE update 2022 Prevent Duty Level 1 Safeguarding training provided by DSL Safeguarding in Schools Level 2 Advanced Certificate in Safeguarding for Safeguarding Leads	July 2023 July 2023 July 2023 12.09.22 13.07.21 01.07.21 30.06.21

# Section 2: Child protection within overall safeguarding and early help arrangements for all children/young people in school

## The Growing Up in County Durham Strategy

The Growing up in County Durham Strategy was prepared jointly by all public services, 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:

<https://countydurhampartnership.co.uk/health-wellbeing-board/growing-up-in-county-durham-strategy/>

## 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);

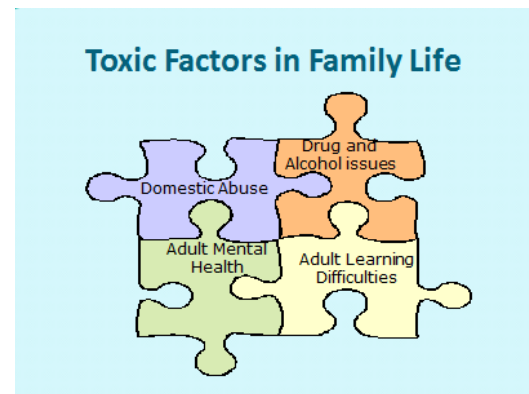


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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

Staff are made aware in training of the ‘toxic 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 DSCP have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017.

#### 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 paras 26-30), child-on-child abuse (see paras 32 – 35) and specific safeguarding issues such as child criminal exploitation and child sexual exploitation (see paras 36-42) 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 2023, Part One (para 21).

All of our staff are familiar with Keeping Children Safe in Education, September 2023 and their responsibilities highlighted within this (paras 20 to 50). Paragraph 20 of the document emphasises that staff should be particularly alert to the need for early help for the following groups of children:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory education, health and care plan);
- Is a young carer;
- Is showing signs of being drawn into antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child;
- Is frequently missing/goes missing from care or home;
- Is misusing drugs or alcohol;
- Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- Has returned home to their family from care.

'All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring - see para 141 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.' Keeping Children Safe in Education, September 2023, Part One (para 14).

In our school we do these regular updates through:

- Safeguarding updates from the designated safeguarding lead;
- Staff/Student/Parent Dashboard;
- Safeguarding presentations in Staff Briefing;
- 1-1 meetings;
- Training and Development (CPD);
- NQT/New staff training;
- Volunteer training;
- DSCP/LA training;
- Safeguarding Dashboard;
- Staff Briefing weekly.

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.

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

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

#### Early Help Assessment Procedure & Practice Guidance

'All staff should be prepared to identify children who may benefit from early help' (KCSIE 2023, para 8). This relates to work with other universal agencies and following DSCP procedures and guidance (see Single Assessment Procedures ([durham-scp.org.uk](http://durham-scp.org.uk))).

The Early Help Assessment and Child and Family Plan has replaced what was the 'Single Assessment' and are much more streamlined, family friendly and signs of safety/wellbeing focussed. These can be accessed through the [Children's Services Portal](#).

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 2023, para 3).

This school believes that information sharing is a key element when delivering coordinated services for children and young people. It is essential to enable early help and support and for promoting child protection and welfare. Our staff understand when, why and how they should share information so that they can do so confidently and appropriately as part of their day-to-day practice.

DSFC works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware 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. One Point colleagues and Early Help Advisers are also a useful source of advice in these circumstances.

Guidance on Early Help in County Durham can be found here:

<https://durham-scp.org.uk/professionals/early-help/> This includes information on how to make a request for additional early help and provides details of Locality Early Help Conversations.

Professionals can make a request for (additional) early help by completing an on-line Early Help Request Form on the [Children's Service Portal](#) or by telephoning the Early Help Triage Team on 03000 267 979, Option 1, Option 2, Option 4, (Mon – Thurs 08.30 – 17.00, Fri 08.30 – 16.30). The online Early Help Request form can be found [here](#): Early Help Support Request - doitonline - Durham.

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

Our local one-point hub, Families First Team and Early Help Adviser details can be found [here](#).

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

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

#### 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 2023, para 62).

Durham Sixth Form Centre recognises the importance of this early support and intervention work in more complex cases, undertaken with the consent of parents and carers and follows the thresholds guidance document which sets out local criteria for action and includes links to additional information which may assist professional judgement in understanding and subsequently meeting a child and families needs <https://durham-scp.org.uk/professionals/>  
<https://durham-scp.org.uk/download/thresholds-document/>.

#### Child protection and significant harm

Section 47 of the 1989 Children Act  
Working Together to Safeguard Children 2018

‘Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse and neglect’ (KCSIE 2023, para 63).

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



### Prepare for the unexpected

Staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with First Contact Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school.

‘Staff working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child’ (KCSIE 2023, para 51).

### Low Level Concerns

Please see: (KCSIE 2023, paras 424-445).

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

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 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 in line with our school’s Low Level Concerns Policy. Keeping Children Safe in Education, September 2023, paragraph 440 recommends at least until a person leaves school’s employment.

‘Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference. However, where a low-level concern (or group of concerns) meets the harm threshold for referral to the LADO and is found to be substantiated, it should be referred to in a reference’ (KCSIE 2023, para 441).

## Section 3: Child Protection Policy

### THE FIVE MAIN ELEMENTS TO THE POLICY

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

1. Establishing a safe environment in which children can learn and develop;
2. Ensuring we practise 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 need of safeguarding;
4. Raising awareness of other safeguarding issues, boosting resilience 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.

#### Establishing a safe environment in which children can learn and develop

Keeping Children Safe in Education, September 2023 (para 341) states that 'Good safeguarding requires continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures, and consequently enshrined in its ethos'. This links to the school's overall safeguarding arrangements and duty of care to all students.

The following policies are relevant:

[See Durham Schools Portal - HR and Employee Services - HR Advice and Support - All Documents \(sharepoint.com\)](#)

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

H&S Policies & Procedures - All Documents (durham.schools.org.uk)

Building Lockdown procedures

Business Continuity Plan

#### Use of our school for non-school activities

Where we hire or rent out our school facilities/premises to organisations or individuals we will ensure that appropriate arrangements are in place to keep children safe in line with Keeping Children Safe In Education, September 2023 (paras 166 & 167):

- We will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place;
- We will ensure that arrangements are in place for the provider to liaise with us on these matters where appropriate, whether the children who attend are on our school roll or not;
- As a condition of use, these safeguarding requirements will be included in any transfer of control agreement and failure to comply will lead to termination of the agreement;
- We will expect providers to have the safeguarding arrangements set out in the following guidance in place: [Keeping Children Safe in Out-of-School Settings - GOV.UK \(www.gov.uk\)](#)

#### Students Arriving and Leaving School on Local Authority Arranged Transport

We will inspect a sample of the badges of the drivers and PAs operating transport arranged by Integrated Passenger Transport Group periodically, to check if the necessary badges are held and displayed. Any concerns or discrepancies will be reported as soon as possible to the IPTG Monitoring team ([IPTMonitoring@durham.gov.uk](mailto:IPTMonitoring@durham.gov.uk)). We will retain a record of the inspection and outcome to

demonstrate these actions.

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

- Durham Sixth Form Centre will comply with the requirements outlined in local multi agency safeguarding arrangements 'Key Safeguarding Employment Standards' and in the DSCP Child Protection procedures Section 6.227 onwards as well as national documentation in Keeping Children Safe in Education, September 2023, Part 3.
- Our school will refer to its responsibilities regarding safeguarding and child protection in all adverts, job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex C in Keeping Children Safe in Education, September 2023 has specific details of the role of the designated safeguarding lead.
- Our school will adhere to The Rehabilitation of Offenders Act 1974 (amended 2020) and the Exceptions Order 1975 taking account of any declarations at the point of interview and not during shortlisting from application.
- Our school will undertake appropriate pre-employment checks, including online searches 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 2023. 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](https://www.gov.uk/government/guidance/disqualification-under-the-childcare-act-2006).
- We will follow good practice advice and inform shortlisted candidates that online searches will be carried out.
- As outlined in Keeping Children Safe in Education, September 2023 (paras 238-248), 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 the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments. Risk assessments will be undertaken to determine the level of checks needed for any volunteers within our school (KCSIE 2023, paras 304-307).

#### In our school

- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Principal and governors must be aware of the Durham County Council Confidential Reporting Code arrangements.
- 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.
- 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 will have an enhanced DBS check. They will also 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 documentation that covers behaviour guidelines for staff and volunteers.

#### Alternative Provision (KCSIE 2023)

Where we place a student with an alternative provision provider (AP Provider), we will understand that we continue to be responsible for the safeguarding of that student & will ensure that we are satisfied that the provider can meet the needs of the student by:

- Obtaining written confirmation from the AP Provider that appropriate checks have been carried out on individuals working at the establishment.

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

To ensure that we train and support our staff to be equipped to recognise, respond to and support children who are vulnerable and may need safeguarding, we will cover:

- Creating the right culture and environment so that staff feel comfortable to discuss matters both within and outside (including online) the workplace;
- The Child Protection Policy which should amongst other things also include the policy and procedures to deal with child on child abuse;
- The behaviour policy (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, including LGBT+). This policy takes the '[Behaviour in Schools Guidance September 2022](#)' into account;
- The staff code of conduct policy (sometimes called a staff behaviour policy);
- The staff Behaviour Policy (sometimes called a code of conduct);
- The behaviour policy (sometimes called a 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 deputies).

Copies of policies and a copy of Part one of Keeping Children Safe in Education, September 2023, should 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 section 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 (Steven Robinson) 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.

#### Staff responsible for safeguarding

Our designated safeguarding lead and deputies will be given sufficient time and training to provide them with the knowledge and skills required to carry out their roles. This will be updated every two years and records of this training will be kept. In addition to this formal training, their knowledge and skills will continually be updated through a range of means (for example via e-bulletins, attendance at safeguarding networks or through reading), at regular intervals, and at least annually, to keep up with any developments.

‘The designated safeguarding lead and any deputies will undergo training to ensure that they have the knowledge and skills required to carry out their role. ‘If staff have **any concerns** about a child’s welfare, they should act on them immediately. They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

All adults working in school receive regular whole-school safeguarding and child protection training on a two-year cycle or sooner. Training is delivered in a number of ways which includes ‘in house’, for Good and Outstanding schools, via the National College or by officers from Education Durham. In either case the same resources and themes are covered. The courses delivered in-house are regularly updated to reflect new priorities and concerns within the County and other multi-agency local priorities. Currently a case study focuses 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 cycle receive the training mid way through the academic year using the same resources and methods. Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.

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:

- Staff training;
- Briefings;
- Google sites;
- Staff Induction (New);
- CPD;
- Faculty Audits;
- Weekly Email Updates;
- Staff Dashboard/Safeguarding Dashboard;
- NC training.

We have an induction booklet for staff that offers guidance on the way they should behave when working with children. In addition, staff are made aware of the document: Guidance for Safer Working Practice for Adults who work with Children and Young People (January 2009).<sup>1</sup>

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

- Steven Robinson (Assistant Principal/Designated Safeguarding Lead);
- Lee Bone (Vice Principal/Deputy Designated Safeguarding Lead);
- Ruth Watson (Assistant Principal/Deputy Designated Safeguarding Lead);

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<sup>1</sup> Based on an original document by the Investigation, Referral and Support Coordinators network, commissioned by the DfES.

- David Bains (Pastoral Support Manager);
- Jessica Clayton (Pastoral Support Manager);
- Lucy Shearer (Pastoral Support Manager);
- Rachel Thexton (Pastoral Support Manager).

The nominated governor with responsibility for Child Protection is Carole Henderson. The Principal, governors and relevant other staff responsible for recruitment have attended 'Safer Recruitment Training'.

### **Raising awareness of child protection issues, boosting resilience and equipping children with the skills needed to keep them safe**

#### Children and Young People

We are mindful that children are kept safe from terrorist and extremist material when accessing the internet in schools. All schools in the County have Smoothwall filtering and monitoring systems in place for this and other potentially risky content. Our named member of SLT who is a Designated Safeguarding Lead will 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 D of Keeping Children Safe in Education, September 2023 and DfE '[Teaching Online Safety in Schools](#)', January 2023.

Other themes are addressed through our school curriculum, policies, CORE 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.

Our CORE covers related themes including:

- Healthy Relationships;
- Good Sex;
- Healthy Sex;
- Driving Safely;
- SRE;
- Drinking Sensibly;
- Healthy Eating;
- Drug Awareness;
- Online-Safety;
- Prevent;
- Consent;
- Wellbeing.

Parents, students and staff have clarity regarding who they can speak to regarding welfare and wellbeing. Names and photographs of staff that students can speak to if they have concerns (school, family or community issues) will be on display (Student Dashboard) in school.

# DURHAM SIXTH FORM CENTRE SAFEGUARDING TEAM



**Mrs R Watson**  
Assistant Principal &  
Deputy Safeguarding Lead  
Y12



**Mr L Bone**  
Vice Principal &  
Deputy Safeguarding Lead



**Mr S Robinson**  
Assistant Principal & Designated  
Safeguarding Lead  
Y13



**Mr D Baines**  
Pastoral Support Manager  
(Y12)



**Mrs R Thexton**  
Pastoral Support Manager  
(Y12)



**Ms A Egget**  
SENCo



**Mrs J Clayton**  
Pastoral Support Manager  
(Y13)



**Miss L Shearer**  
Pastoral Support Manager  
(Y13)

## Parents/Carers

Our school website, Parent Dashboard, Student Dashboard, Safeguarding Google Site, A-Z Guide, Parent Welcome Presentation and various other means of communication reinforce 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.

Weekly briefings, letters to parents, school website and Parents Evenings are used to disseminate and reinforce key safeguarding and child protection information.

Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect:

- Current address and telephone contacts. We are aware that, as a school, it is good practice to hold more than one emergency contact number for each student, this is particularly important with 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.

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

### 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.

### Recording concerns

ALL concerns and disclosures passed to the designated safeguarding lead must be written, signed and dated on the relevant 'Concern' form (these can be found on the staff safeguarding Google site) or by clicking [here](#). All concerns recorded should be factual; staff should avoid using emotive language & recording their opinions.

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

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

### 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 judgments 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.
- 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 2023, Part One (paras 17-18).
- 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 Principal. The member of staff concerned must not be spoken to.

**Please remember:**

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

Recording and Response of the designated lead professional

All information received should be stored in the student's folder (WAR/ROS/DBa/JCI/LSh/RTh) and in a locked filing cabinet. Where this information is shared electronically the appropriate control measures are put in place e.g. double protected passworded document. Records are kept securely in locked storage and away from the child's individual school records.

We keep a digital central 'chronology of significant events' for all children in school using CPOMs. This assists, should the MASH make contact about issues beyond school and inform any other concerns in school. 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 267979

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](https://doitonline.durham.gov.uk/service/Early_Help_Referral) via Durham County Council CRM system.

Procedures and guidance detailing local multi-agency arrangements, including detailed information about the management of individual cases, may be found at [www.durham-scp.org.uk](http://www.durham-scp.org.uk).

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 situation is an emergency and staff are unable to speak to First Contact, we will phone the Police on 101 and ask to speak to a colleague in the Vulnerability Unit concerning a child (see link below on guidance about when to contact the police).

**Police Switchboard: 0345 6060365 or 101  
Ask for the nearest local Vulnerability Unit to school**

**Discussions with First Contact will be followed up in writing/call and logged.**

The information will be sent via secure email to First Contact or via a telephone conversation. Early help referrals are completed online using this [link](#). All information is logged on the CPOMS/student safeguarding file.

If a member of staff feels that the designated safeguarding lead and/or Principal 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 Keeping Children Safe in Education, September 2023, Part One.

**First Contact Service**  
**5, Parson's Court, Newton Aycliffe, DL5 6ZE**  
**Telephone: 03000 26 79 79**  
[firstcontact@durham.gov.uk](mailto:firstcontact@durham.gov.uk)

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. The threshold document is available on the DSCP website.

School staff may be invited by a Families First Team to a strategy meeting. These multi-agency meetings are called to decide whether a section 47 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 Durham Sixth Form Centre should attend wherever possible. If the school is the referring agency DSFC should be invited to attend these meetings. DSFC will offer a venue if there is availability of a suitable room e.g. confidential.

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 reassurance to the child.

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

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

## Section 4: Multi-agency work in child protection

For up to date school responsibilities and LA arrangements and procedures please see the local partnership [website](#).

### See Appendix 1: Summary of multi-agency meetings

#### Initial Child Protection Conference: school responsibilities

See local multi-agency procedures for [more details](#). 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

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, Principal, designated lead professional for child protection, Pastoral Support Manager. 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 reports, sharing with parents) to be undertaken as laid down in the DSCP procedures.

#### Preparation of a report

DSFC would prepare a report based upon information provided on the [referral form](#) as the basis of their report.

#### Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the [DSCP website](#). The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

#### Sharing of the report

The report should be shared with parents/carers of the child at least two working days before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference. The report will be passed to the Conference Clerk via the e-mail system ready for dissemination to other professionals attending the conference.

#### Membership of a Core Group

See local multi-agency safeguarding arrangements and procedures. DSFC 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 ongoing work.

#### Review Child Protection Conference

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

## Section 5: Information-sharing

Staff at our school are aware of the need to share information appropriately, (KCSIE 2023, paras 115 - 123). If there are concerns that sharing of information with individuals could result in significant harm to any individual, legal advice should be sought before the information is shared.

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

#### Parents/Carers

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

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

#### School staff

There is a delicate balance to be struck between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient to prepare them to act with sensitivity to a distressed student. 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 students or moving to full time employment.

#### County Guidance and protocols

Please see the following guidance:

- ['Information sharing'](#) on the Durham Safeguarding Children Partnership website
- [HM Government, Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers.](#)
- [Durham Safeguarding Children Partnership Procedures Manual](#)
- [The Data Protection Act 2018](#)

**Further advice about legal issues is available from Corporate Legal Services**

[LegalservicesSLA@durham.gov.uk](mailto:LegalservicesSLA@durham.gov.uk) 03000 266 196

## Section 6: Allegations against staff and volunteers

See Part Four of Keeping Children Safe in Education 2023, paras 352-445.

The Durham Safeguarding Children Partnership Procedures Manual provides information about dealing with allegations against staff and volunteers (including supply staff) who have contact with children and young people in their work or activities.

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

On receiving an allegation, the Principal will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, Sharon Lewis/Louise Brookes) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Principal must not start to investigate.**

If an allegation is made for a person not directly employed by the school, recognised procedures should be followed. This includes supply staff, sports coaches and any individual or organisation using the school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). Under no circumstances should a school cease the use of a supply teacher due to safeguarding concerns without liaising with the LADO (see KCSIE 2023, paras 373 - 376).

Allegations regarding the Principal 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 Principal 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 0300268835**  
**First Contact Service**  
**03000 267979**  
[CYPSSLADOSecure@durham.gov.uk](mailto:CYPSSLADOSecure@durham.gov.uk)

#### Carrying out an investigation

Investigations will be carried out by the appropriate agencies.

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

- The seriousness of the allegation;
- The risk of harm to students;
- Possible contamination of evidence;
- The welfare of the person concerned.

Suspension of the member of staff/adult 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 / Trust guidelines. Principals should contact Human Resources for guidance ([HRSchools@durham.gov.uk](mailto:HRSchools@durham.gov.uk)).

Suspension should not be an automatic response. Wherever possible, redeployment should be considered as an alternative considering the seriousness of the allegation made. See Keeping Children Safe in Education, September 2023, Part Four, paras 379-386.

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

#### Recommendations following an investigation

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

The following definitions are now used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive or cause harm to the person subject to the allegation;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence;
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

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

## Section 7: Safe touch

Our school has a policy/guidelines on the use of touch, including an Intimate Care Policy and this includes such points as:

- 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;
- 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 students are of different genders;
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued.

## Section 8: Physical control and restrictive physical intervention: use of reasonable force

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force that all staff are made aware of and follow. Our school policy relates to the following pieces of legislation: [Use of Reasonable Force in Schools](#) DfE Guidance, (2013).

Our school policy on the Use of Restrictive Physical Interventions gives guidance on:

- when it is appropriate for staff to use physical control and restraint;
- who is allowed to use physical control and restraint;
- what forms of physical control and restraint may take place in particular circumstances;
- what forms of physical control and restraint are not acceptable;
- how the additional vulnerability of students with SEND, mental health problems or medical conditions will be considered;
- ensure our duties under the Equality Act 2010 are considered;
- recording of incidents where physical handling has been used;
- the policy also makes it clear that corporal punishment is NOT allowed.

## Section 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 duty applies to all schools from 1<sup>st</sup> July 2015.

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

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;
- policies and procedures are in line with those of DCC, Durham Constabulary and the DSCP;
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety;
- Throughout the life of the school as well as in specific lessons students build resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
- We have robust IT policies and are mindful of new guidance within Keeping Children Safe in Education, September 2023 and DfE '[Teaching Online Safety in School](#)'.

Revised [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'.

We will follow the County Durham Prevent Referral Flowchart (September 2022, Appendix 2) when any concerns are identified. 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.

[FIMUNorth@CTPNE.police.uk](mailto:FIMUNorth@CTPNE.police.uk)

<https://www.durham.police.uk/Report-It/Terrorism/Prevent.aspx>

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



## Section 10: Child Sexual Exploitation (CSE)

We ensure all of our staff are trained to be aware of young people who could be at risk of sexual exploitation. See Keeping Children Safe in Education, September 2023 (paras 40-42).

Refer also to:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)  
[Sexual violence and sexual harassment between children in schools and colleges](#)

CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in any sexual activity and can be experienced by both boys and girls, it is a form of child sexual abuse.

Sexual abuse may involve both physical and non-contact activities. It can occur over time or be a one-off occurrence. Our staff know that some children may not realise they are being exploited, for example, if they believe they are in a genuine romantic relationship, and will handle these situations appropriately.

The DSCP has a section of their website devoted to resources, guidance and a risk assessment matrix that assists schools: [Child Exploitation Risk Assessment Information Form \(durham-scp.org.uk\)](#). The multi-agency ERASE team [website](#) is available as a source of help and information for children, parents and the wider community.

## Section 11: Female Genital Mutilation

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

‘Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police’ (KCSIE 2023, para 44).

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 or they can be contacted by email: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

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

[Female Genital Mutilation: Guidance for schools;](#)  
[Female genital mutilation: resource pack - GOV.UK \(www.gov.uk\)](#).

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

- Virtual college e-learning: Recognising and Preventing Section 12: Online Safety;
- [FGM Awareness & Prevention Training | iHASCO](#).

## Section 12: Online safety

See KCSIE, September 2023 (paras 135 – 148).

Our school has a separate Online Safety Policy which links to KSCIE 2023 and takes into account DfE 'Teaching Online Safety in Schools' guidance.

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 'Online safety: Children Exposed to Abuse through the Digital Media'.

## Section 13: Child on child sexual violence and sexual harassment

Our school has a zero tolerance approach to child on child abuse including sexual violence and sexual harassment (KCSIE 2023: Part One, paras 32 – 35 and Part Five). Our staff are aware that children are capable of abusing other children, and that this can happen both in and out of school, online and offline.

Refer also to:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

LGFL '[Undressed](#)' provides schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

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, and we ensure that we fully participate in this role.

All staff are supported to understand that, even if there are no reports in our school, 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 child on child abuse, sexual violence or sexual harassment, they should speak to the designated safeguarding lead (or deputy).

Our school will respond to all signs, reports and concerns of child-on-child abuse including sexual violence and harassment, including those that have happened outside of the school premises, and/or

online. We have clear systems in place that all staff are aware of, and will work with our local authority partners in children's social care and police where a crime may have been committed. Where a report of sexual violence has occurred, the DSL or deputy DSL will make an immediate risk and needs assessment taking into account the 5 points identified in Keeping Children Safe in Education, September 2023, paragraph 480. The need for a risk assessment for sexual harassment will be considered on a case by case basis.

We ensure that all staff understand what constitutes child on child abuse or sexual violence and sexual harassment and that children's sexual behaviour exists on a wide continuum from normal and developmentally expected to inappropriate, problematic, abusive and violent. Our Designated Safeguarding Leads and deputies have a good understanding of Harmful Sexual Behaviour in order to support the development of our whole school approach.

In this school, all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are 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.

Abuse may take different forms:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse');
- 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, which may be standalone or part of a broader 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);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or 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.

DSFC:

- will provide a developmentally appropriate Relationships, Sex and Health Education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe and is 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 Keeping Children Safe in Education, September 2023, Part Five;
- 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, sexual assault or causing someone to engage in sexual activity without consent is made, the starting point is that this will be passed on to the police;
- will have robust risk assessments in place where appropriate and in line with Keeping Children Safe in Education, September 2023, Part Five;
- have relevant policies in place (e.g. Behaviour Policy, Anti-Bullying Policy).

Victims, alleged perpetrators and any other child affected by peer-on-peer abuse and/or sexual harassment will be supported by a nominated, appropriate member of staff.

## Section 14: Child Criminal Exploitation (CCE) including County Lines

See KCSIE, September 2023, paras 37-39 & Annex B pg 143.

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into taking part in any criminal activity and can be experienced differently by both boys and girls:

- 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;
- specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines.

We will ensure that all staff are aware that children can become trapped by this type of exploitation and that, as they become involved, often commit crimes themselves. We will ensure that we recognise their vulnerability as victims even if the activity appears to be something they have agreed or consented to.

Some of the following can be indicators of CCE:

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

Please see the home office guidelines:

[Home Office and The Children's Society County Lines Toolkit for Professionals](#)

[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](#)

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](#)

## Section 15: Serious violence

See Keeping Children Safe in Education, September 2023 (para 48). 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 guidance:

[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

[Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

## Section 16: Mental health

See Keeping Children Safe in Education, September 2023 (paras 45-47).

We will ensure that all staff are aware that mental health problems could be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action will be taken following this policy's procedures.

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

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

[Mental health and behaviour in schools - GOV.UK \(www.gov.uk\)](https://www.gov.uk)









[Mental wellbeing | Overview | PHE School Zone](#)

## Section 17: Domestic abuse

See Keeping Children Safe in Education, September 2023 (para 43).


All of our staff are trained in understanding the detrimental impact on children of experiencing domestic abuse. We sign up to our local Operation Encompass programme to ensure we are made aware of incidents by our local partners so that we can secure the help that children need and, if required, refer in a timely way to those who have the expertise to help.

## Appendix 1: Summary of multi-agency meetings


Multi-Agency Meetings		
 <p><b>Strategy</b></p>	<ul style="list-style-type: none"> <li>•Referral taken up by First contact Service: 'reasonable cause to suspect child is suffering or likely to suffer significant harm'.</li> <li>•To agree whether to start s47 enquiries and to begin/complete a core assessment under Child Act 1989.</li> <li>•Professionals meeting only</li> <li>•Held at short notice (some professionals may be available by phone). Police Sergeant and investigating officer (VU); Assessment and Intervention Team manager and SW, Health, referrer (if professional) and other relevant colleagues.</li> <li>•Usually held in A&amp;I Team office, hospital.</li> <li>•To PLAN how to look into the concern: share information, consider criminal investigation, medicals, interviews etc.</li> </ul>	
 <p><b>Initial Child Protection Conference</b></p>	<ul style="list-style-type: none"> <li>•<b>15 DAYS</b> after last strategy meeting</li> <li>•Accessible public building: A&amp;I offices</li> <li>•Parents/carers (supporter/legal adviser) and all relevant professionals who work with family members and children attend</li> <li>• Conference is to decide whether the child(ren) are at continuing risk of significant harm and whether CP Plan needs to be put in place.</li> <li>•<b>Tasks:</b> prepare a report for the conference on all children in family you work with</li> <li>•Share report with parents and carers at least two working days before the conference (open/transparent procedure so parents can know and question all information in advance).</li> <li>•Ensure that child's views are given</li> <li>•Produce single-agency chronology.</li> <li>•If children not put on list then consideration of services needed, now passes to relevant Child Protection Team.</li> </ul>	
 <p><b>Core Group</b></p>	<ul style="list-style-type: none"> <li>•<b>10 DAYS</b> later. Date for this meeting and first Review Conference is set at the Initial Conference</li> <li>•This 'core' of essential professionals will work with the family and the young person to try and achieve change and improvement so that the child is not still at continuing risk of harm (these safety issues are dealt with before other 'welfare' matters)</li> <li>• Key worker is the social worker</li> <li>•The group complete the Child Protection Plan and complete work on the core assessment as part of this</li> <li>•The chronologies are merged and continuously updated as working documents</li> <li>•Initially meetings quite frequent but generally held about every 4-6 weeks</li> </ul>	
 <p><b>Review CP Conference</b></p>	<ul style="list-style-type: none"> <li>•<b>10 WEEKS</b> (3 months) before first Review conference.</li> <li>• Evaluate effectiveness of Core Group in effecting change and better care of the children</li> <li>•'.to review the safety, health and development of the child against the planned outcomes set out in the child protection plan'</li> <li>•to see whether CP plan should continue to be in place or should be changed</li> <li>•Child's wishes and feelings must be sought and taken into account</li> <li>•if the child is not still at risk of significant harm then they should not require a CP plan</li> <li>•<b>Tasks:</b> report needed and shared with parents/carers 7 days prior to conference: evaluation what has changed, the impact on child's welfare against objectives set out in the plan</li> </ul>	

## Appendix 2: County Durham Prevent Referral Flowchart

**SAFEGUARDING POLICY: APPENDIX 2**



**Prevent referral flow chart  
County Durham**



Prevent referral flow chart for County Durham

The Channel Programme is a key part of the Prevent strategy. Section 36 of the Act requires local authorities and others to provide support for people who are vulnerable to being drawn into terrorism, before they commit an offence. This process, known as [Channel](#), operates in the pre-criminal space and aims to provide support to individuals at an early stage and help safeguard them from radicalisation.

