

SEAHAM HIGH SCHOOL



Child Protection within Safeguarding Policy

Review Date	Cycle	Reviewer	Adopted	Committee
October 2020	Annually	L Whitehead	October 2020	Policy & Curriculum
October 2021	Annually	L Whitehead	November 2021	Full Governors
November 2022	Annually	L Whitehead	November 2022	Full Governors
November 2023	Annually	L Whitehead	December 2023	Full Governors

APPENDICES

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Child Protection within Safeguarding Policy

Principles of the Policy

Children achieve their maximum potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.

Our school is committed to promoting the welfare of all children by working in partnership with parents, with the Local Authority (LA) and with all relevant agencies and partners in child protection, in accordance with locally agreed procedures and practices.

Our policy applies to all members of the school community in its widest sense, including 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
- ◆ Section 175 of the Education Act 2002; Education and Inspections Act 2006
- ◆ Education and Training (Welfare of Children) Act 2021
- ◆ Working Together to Safeguard Children 2018
- ◆ Local Multi-Agency Safeguarding Arrangements and Procedures procedures (www.durham-scp.org.uk)
- ◆ What to do if you're worried a child is being abused – DfE 2015
- ◆ Keeping Children safe in Education (KCSIE). Statutory Guidance for Schools and Colleges (updated 2023)
- ◆ Use of reasonable force. Advice for Headteachers, staff and governing bodies. DFES July 2013
- ◆ County Durham Practice Framework: Single Assessment Procedures and Practice Guidance 2015 (These are currently being reviewed)
- ◆ Confidential Reporting Code, formerly whistle-blowing policy
- ◆ A Guide for Professionals on the Sharing of Information: County Durham Adults Inter-Agency Partnership and Durham Safeguarding Children Partnership
- ◆ Procedures for locating missing students and the removal of students from roll. June 2017 – See DfE document “Children Missing Education” Sept 16
- ◆ Sexual Offences Act (2003)
- ◆ Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- ◆ Female Genital Mutilation Act 2003 (Section 74 Serious Crime Act 2015)
- ◆ Sexual Violence & Sexual Harassment between children in schools and colleges – Sept 2021
- ◆ [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- ◆ The Equality Act 2010
- ◆ The Public Sector Equality Duty (PSED)

To emphasise the caring ethos of our school, the staff and governors are committed to the following principles:

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ We recognise 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.
- ◆ We recognise our policy should be accessible in terms of understanding and availability. As a result, the definition of child abuse and the key signs and symptoms are known and understood by all, and procedures are known and understood by all.
- ◆ Our policy will be developed and kept up to date in consultation with our relevant partners in Child Protection.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

1. Overview: Safeguarding

Definition of 'safeguarding'

'Keeping children safe in education', DfE, 2023, defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

'Children' includes every one under the age of 18'.

Safeguarding within this school

'Safeguarding and promoting the welfare of children is **everyone's** responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their

approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.

Everyone who encounters children and their families has a role to play in safeguarding children as no single practitioner can have a full picture of a child's needs and circumstances. School staff are particularly important as they are in a position to identify concerns early, provide help for children, prevent concerns from escalating, share information and to take prompt action.

All staff have a responsibility to provide a safe environment in which children can learn. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

All staff and adults working at Seaham High School recognise that they have a responsibility to safeguard every child in school.

All staff are prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has a concern about a child's welfare should follow the referral processes set out at Seaham High School and receive induction, updates and regular training to ensure they are aware of this.

Seaham High School has a designated safeguarding lead who provides support to staff to carry out their safeguarding duties and liaises closely with other services such as children's social care, Durham Safeguarding Children Partnership, Durham County Council, Durham Constabulary and the Clinical Commissioning Groups.

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.

All staff are made aware of systems within our school which support safeguarding and these are explained to them as part of staff induction, training and briefings. This includes the:

- Child Protection Policy
- Anti-Bullying Policy
- Behaviour Policy
- Staff "Code of Conduct"
- Low-level concerns
- Allegations against staff
- Whistleblowing Policy
- Safeguarding response to children who go missing from education
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

All school Staff are provided with Part One of the updated KCSIE and asked to read it and sign to say that they have read it. All new staff receive a copy of this at their induction.

All staff receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

All staff are made aware of their local early help process and understand their role in it.

All staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff know what to do if a child tells them that they are being abused, exploited or neglected. Staff have been told via training and updates how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care.

Staff know never to promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Staff know to reassure victims that they are being taken seriously and that they will be supported and kept safe. Staff know to give the victim the impression that they are creating a problem by reporting **any** form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.

Staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and /or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trust relationships with children which facilitate communication.

Safeguarding encompasses every aspect of school life and so there are areas of overlap between this policy and other school policies and documents, notably:

- School Behaviour policy
- Whole-school Anti-bullying policy, including cyber-bullying
- Health and Safety Policy
- Medication in school/First Aid Policy
- Intimate Care Policy

- Educational Visits including risk-assessments
- Online Safety Policy
- SEND Policy
- LAC Policy
- Equal Opportunities Policy and statement
- Recruitment and Selection Policy
- RSE Policy

Safeguarding throughout school life

Together with adherence to procedures in the documents detailed above this school also safeguards children in the following ways:

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**.

The school has a Mental Health and Wellbeing Practitioner. The school employs a full-time Education Welfare Officer to liaise with and identify support for students with attendance issues. The students are also supported in their emotional well being by a dedicated team of support staff all of whom have been trained in child protection.

Curriculum

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

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our Prevent duty under s26 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 understand how they can influence and participate in decision-making.

Relationships and Sex Education, Health Education, SMSC, Health and Social Care, Child Care, Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure including knowing when, where and how to get help.

Universal services and specialist support staff

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

- One Point Service based at Seaham Youth Centre on 03000 261117
- The school nurse – Alison O'Neill - contact through One Point Service. Drop-in sessions in school every Friday.
- Educational Welfare Officer – Diane Davison – contact school on 0191 5161600
- The Emotional Well-Being Nurse - 03000262522
- Mental Health and Wellbeing Practitioner – Sarah Kernan – contact school on 0191 5161600
- Educational Psychologist – Amanda Marias - contact through school
- Child and Adolescent Mental Health Service – contact on 0191 2888400
- Emergency Child and Adolescent Mental Health Service- contact on 0191 4415733
- Learning Support –Bernadette Brown - contact school on 0191 5161600
- Behaviour Support – Danielle Thynne contact school on 0191 5161600
- Seaham Families First – contact on 03000 262522

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

Community Police Officer– Carol Hutton, Fire Brigade/safety carousels, sexual health advisors/drop in sessions, drugs workers - ESME providing information and therapeutic cessation work

The extended day

The school day begins for students receiving intervention at 8.00am every morning – fully supervised and registers taken.

Lunchtime activities for example, Homework Club, Support for vulnerable students, various sporting activities, meals and supervision by senior staff, catering/supervisory staff

Activities off site are monitored by the Educational Visits Coordinator and approved by the Headteacher.

These all provide further opportunities for students to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children, are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All staff must be aware of the names of the Designated Safeguarding Leads for Child Protection and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

Working with parents and carers

Our school believes in effective communication with parents and carers. We welcome parent/carers 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:

- Surveys,
- questionnaires,
- parents' evenings,
- school website,
- OFSTED site etc

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

- newsletters,
- letters home,
- website,
- training/information sessions e.g. e-safety, bullying etc through our "Moving Up" sessions and
- drop-in parents' meetings.

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

"Seaham High School understands that it is best practice to discuss any referral made to the First Contact service with parents and carers beforehand unless by doing so it would place the child or young person at risk of further harm."

Safer Recruitment

Staff and governors who have received Safer Recruitment training are listed within this document:

- At least 1 person conducting any interview for any post will have undertaken safer recruitment training.
- Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements 'Key Safeguarding Employment Standards' and in the DSCP Child Protection procedures as well as national documentation in 'Keeping Children Safe in Education' September 2023.
- Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. 'Keeping Children Safe in Education' September 2023 has specific details of the role of the designated safeguarding lead.
- Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Safer Recruitment in 'Keeping Children Safe in Education', September 2023. References should ensure the information confirms whether the applicant is suitable to work with children, and provide facts (not opinions) of any substantiated safeguarding concerns/allegations that meet the harm threshold. They should not include information about concerns/allegations which are unsubstantiated, unfounded, false or malicious.
- In addition, as part of the shortlisting process our school will carry out an online search as part of their due diligence on any shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which we may want to explore with the application at interview.

As outlined in 'Keeping Children Safe in Education', September 2023, the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved. As most staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments.

In our school, a **supervised** volunteer who regularly teachers or looks after children is not in regulated activity. KCSIE 2023

In our school:

- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). We will be vigilant about all inappropriate behaviour with children that gives cause for concern. The Headteacher and

governors are aware of the Durham County Council Confidential Reporting Code arrangements.

- Supply staff – we ensure that appropriate DBS checks and all necessary checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- Members of our governing body (except associate governors) will be subject to a Section 128 check.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

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

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

Every member of staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, the appropriate response to disclosures and the need for accurate recording. There is a leaflet entitled 'Behaviour Guidelines for Staff and Volunteers' with important practical advice which is given to all staff at their induction.

Staff will be told the name of the Designated Teacher for Child Protection and their role. *This policy along with a leaflet covering safe professional practice, 'Behaviour Guidelines for Staff', will be made available to them. All staff complete online training on E-Safety. All staff will be made aware of the government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', DCSF.*

There is whole-school training every year with updates to 'Keeping Children Safe in Education 2023' this could be face to face or emailed presentation for those staff who were not in school on that day.

- Date of last training: September 2023
- All staff complete online E-safety training annually

- Various staff have completed online training through Educare (Tes) which includes: Child Protection Training, Female Genital Mutilation Awareness, Child Neglect, Safeguarding Young People, Prevent Duty, Bullying and Raising Awareness of Child-on-Child Abuse and will form part of the induction process.

Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years and a record of those trained may be found in the Child Protection Training File. All training certificates can be found on individual personnel files and SIMS.

Course	Name	Date of Training
Child Protection – Train the Trainer	Lynn Whitehead	23.04.2018
Prevent – Train the Trainer	Lynn Whitehead	18.05.2021
Raising Awareness of Prevent	Lynn Whitehead	19.05.2021
Safeguarding Training	Lynn Whitehead	12.11.2021
Developing Safeguarding Practice	Lynn Whitehead	28.09.2022
Develop Senior Mental Health Lead	Lynn Whitehead	20.07.2022
Child Protection Level 2 Refresher	Lynn Whitehead	03.09.2022
Child Protection Level 2 Refresher	Geoffrey Lumsdon	07.09.2022
Developing Safeguarding Practice	Geoffrey Lumsdon	28.09.2022
Child Protection Level 2 Refresher	James Henderson	05.09.2022
Child Protection Level 2 Refresher	David Langlands	16.09.2022
Designated Safeguarding Lead	David Langlands	07.04.2022
Designated Safeguarding Lead	Stuart Ireland	20.10.2023

There will be a nominated Governor with responsibility for Child Protection who will carry out Child Protection training – Wendy Baker

The Headteacher, other staff responsible for recruitment and some Governors have attended 'Safer Recruitment in Education Training' which is renewed every 5 years:

Name	Role	Date of Training
Lynn Whitehead	Assistant Headteacher	20.11.2020 - Educare
Lynne Alderson	Governor	04.06.2020 - Educare
Wendy Baker	Governor	22.11.2022 - Educare
Leanne Hardman	Business Manager	01.06.2020 - Educare
Diane McNally-Holmes	Headteacher's PA	11.06.2020 - Educare
Geoffrey Lumsdon	Headteacher	06.11.2018 - DCC
James Henderson	Deputy Headteacher	11.06.2020 - Educare
Alyson Carr	Deputy Headteacher	14.05.2020 - Educare
Christopher Harbron	Assistant Headteacher	13.05.2020 - Educare
David Langlands	Assistant Headteacher	12.05.2020 - Educare
Stuart Ireland	Assistant Headteacher	10.09.2022 - Educare
David Spence	Assistant Headteacher	29.06.2022 - Educare

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

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

- Safeguarding arrangements in school
- Child in Need yet consent required as for Levels 2 and 3
- Child Protection
- Early Help within Universal Services
- More complex cases requiring Early Help
- Child Protection
- Durham Safeguarding Children's Partnership guidance and procedures (see <https://www.durham-scp.org.uk/>)

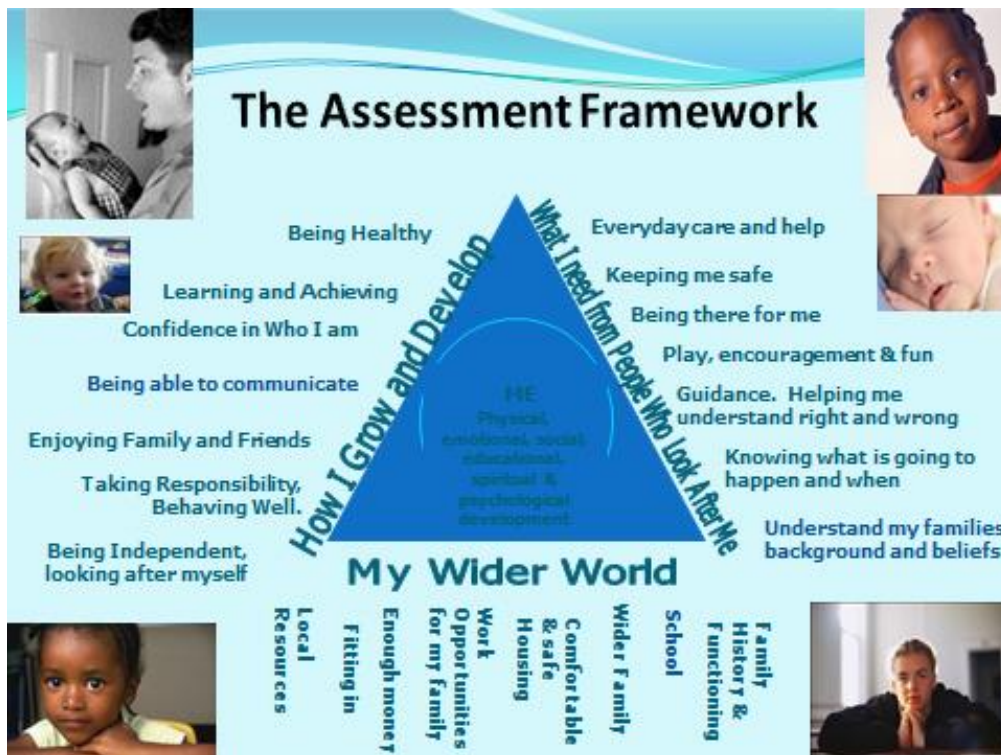
The Durham Children and Young People's Strategy

The Children and Young People's Strategy 2019-2022 prepared jointly by all public services and voluntary and community services including the Council, local health services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership. It can be accessed here: [ChildrenandYoungPeoplesStrategy2019-22.pdf](#) (durhaminsight.info)

Life at Home

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

- Child's developmental needs (How I grow and develop)
- Parenting capacity (What I need from people that look after me)
- Family and environmental factors (The wider world)

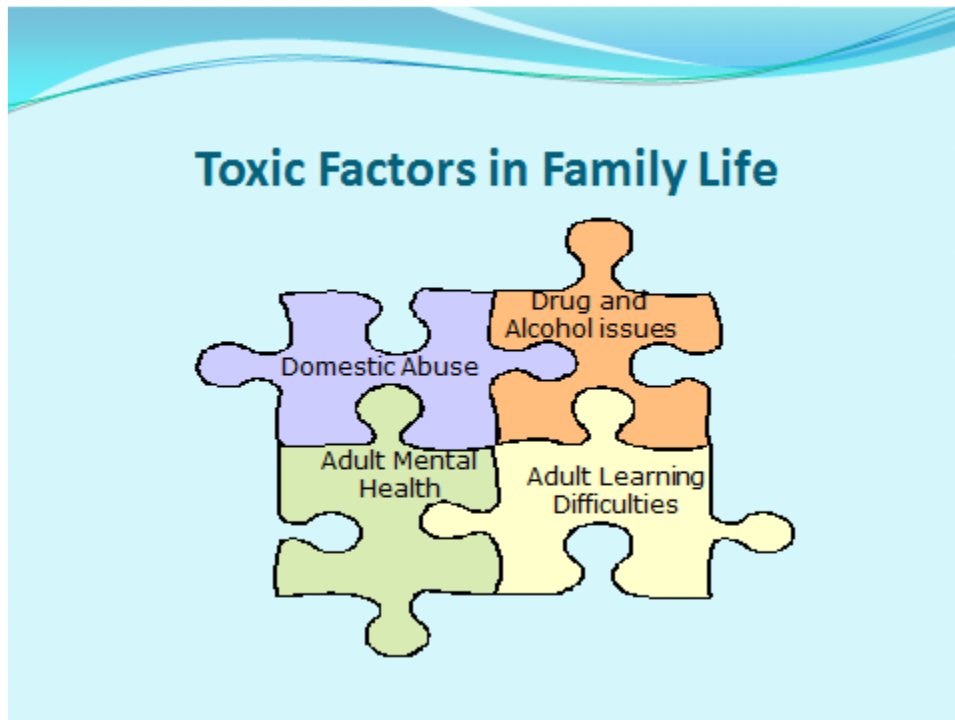


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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

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

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



Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). Durham DSCP have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017. Both documents are on their website.

Signs and behaviours of concern

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 and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection, KCSIE 2023.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that where this is also a safeguarding concern immediate action should be taken by the DSL or Deputy DSL following this policy. KCSIE 2023

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- 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 in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child;
- Is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. All staff are aware through regular training and updates of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they are told to **ALWAYS** speak to the designated safeguarding lead (or deputy).

All school staff are aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education known as child on child abuse.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Child in Need

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

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly 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 welfare. Children in need may be assessed under section 17 of the Children Act 1989” KCSIE 2023

This school 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 Durham Threshold Guidance document which includes the “Durham Staircase and Continuum of Need Model.

Child Protection and significant harm

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

‘Local Authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child’s welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, forced marriage and extra-familial threats like radicalisation and sexual exploitation’ – KCSIE 2023

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. It is important and a referral to the Local Authority’s Children’s social care (and if appropriate the police) is made immediately.

Our school understands that it is best practice to discuss any referral made to the First Contact Service (03000 267979) with parents/carers beforehand, unless by so doing it would place a child or young person at risk of further harm.

All adults working in school will be asked to read Part 1 Safeguarding information for all staff’ from the ‘Keeping Children Safe in Education’ 2023 document.

All adults working in school receive regular whole-school safeguarding and child protection training on a yearly cycle via online learning. The majority of staff receive training in twilight sessions or INSET days by the Designated Teacher for Child Protection. New staff who join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the Designated Teacher for Child Protection in school

Training for Child Protection is recorded in the Child Protection/Safeguarding file.

In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. We do this in the following ways in school:

- *Briefings at staff meetings,*
- *written reminders during the year academic year and*
- *online training courses in many aspects of safeguarding*

We have an induction leaflet, 'Behaviour Guidelines for staff and volunteers', that offers guidance to staff and volunteers on the way they should behave when working with children. In addition, staff are made aware of the document: 'Keeping Children Safe in Education' (September 2023)

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

- *Mr B Dunn – SMSC programme*
- *Mr D Langlands – Online Safety*

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm through regular training and updates. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff all should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND or certain medical and physical health issues and children who are (or perceived to be) lesbian, gay, bi or trans (LGBTQIA+) children are at greater risk. Staff are also aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. Any decisions made will be on a case-by case basis with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, supported by other agencies such

as children's social care and the police as required. There is a safe space for students who are LGBTQIA+ to speak out and share their concerns.

Contextual safeguarding

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur.

'Education staff have a crucial role to play in helping identify welfare concerns, and indicators of possible abuse or neglect, at an early stage'

These are discussed at Child Protection Training, and the detailed definitions of the categories of abuse and certain possible indicators are attached. It is vital that staff are regularly reminded of these between their three-year cycles of training. Adults working in school have this re-enforced in the following ways:

- Staff briefings
- Fortnightly Cabinet meetings
- New academic year CPD
- New staff induction
- Signs and Symptoms of Abuse document

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, 'A Guide for Professionals on the Sharing of Information' (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a 'Team around the Family' meeting is not forthcoming. This is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. See www.durhamlscb.gov.uk . If families are reluctant to engage with these processes, we will continue to encourage them to participate for the benefit of their child

Our local One Point Service/Families First is located at Seaham Hub, and the contact number is 03000 0261117.

Every fortnight, we hold a cabinet meeting for each year group to discuss attendance, behaviour, academic achievement and any cause for concern student including all students who are CIC, CIN or CP. We monitor not only welfare concerns with these students but also monitor attendance and academic progress. Information around vulnerable students is shared with teachers through CPOMS and regular staff briefings.

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

We raise child protection issues with children and their parents/carers in the following ways:

Children

- Awareness of IT, e-safety issues and cyber-bullying, sexting and hazing
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues)
- *Our PHSE curriculum covers related themes including feelings and healthy relationships*
- Information through assemblies and outside visitors

Parents/Carers

- Our school brochure, website and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- Newsletters, letters to parents/carers about specific issues, our school website and Parents' Evenings are used to disseminate and re-enforce key safeguarding and child protection information
- Parents/carers are told that it is essential that school records are kept up to date. Parents/carers are asked to keep school informed of any changes. School will accordingly update records held to reflect:
 - current address and telephone contacts
 - which adults have parental responsibility
 - court orders which may be in force
 - children on the Child Protection list
 - the child's name at birth and any subsequent names (taking care over unusual spellings)
 - any other changes in home circumstances

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

Names of Designated Teacher(s)

All staff, including part-time, peripatetic and adults working with children in school should be informed who the Designated Teacher(s) for Child Protection are. Crucially, this also applies to work-placement students and trainee teachers who might be the fresh new face that a child might disclose something important to. Staff have numbers to contact designated teachers attached to name badges. This information can also be found in the Staff Handbook.

- *Lynn Whitehead (Assistant Headteacher)*
- *Geoffrey Lumsdon (Headteacher)*

Role of the Designated Safeguarding Lead

The DSL is Lynn Whitehead (Assistant Headteacher) and has lead responsibility for child protection and wider safeguarding in school. The DSL is expected to:

- Act as a source of support, advice and expertise for all staff
- Act as a point of contact with the safeguarding partners
- Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the statutory guidance – PACE Code C 2019.
- Liaise with the Mental Health support team, where safeguarding concerns are linked to mental health
- Liaise with staff on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. All staff are given the details of the DSL if they need to contact out of school hours.
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police)

Listening to Children and Receiving Disclosures

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

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

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

If the child does not wish to continue and say anything further the adult should pass on the concern to the Designated Safeguarding Lead who 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 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 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.

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 Headteacher. The member of staff concerned must not be spoken to.

Recording concerns

ALL concerns passed to the Designated Teacher(s) must be passed on through the online recording platform CPOMS. All concerns recorded should be factual, staff should avoid using emotive language and 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 CPOMS.

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

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.

Concerns about staff members or other adults in school

If there is a concern about another member of staff or adult working in school, the matter must be passed straight to the Headteacher. The member of staff concerned must not be spoken to. If the concern regards the Headteacher, this should be passed onto the Chair of Governors. Please refer to KCSIE 2023.

Recording and Response of Designated Safeguarding Lead

All information received should be stored in the child's 'concern' file or since the introduction of the online platform CPOMS online. This is kept securely in locked storage and away from the child's individual school records. Our Designated Safeguarding Leads can access these documents in an emergency or in the event of

an enquiry for information by the MASH (Multi-Agency Safeguarding Hub) Team, for example.

We 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 outcome

Discussing concerns with the First Contact Service 03000 26 79 79

We use the local authority Referral Form for notifying First Contact of concerns. Early help referrals are completed using the following link: https://doitonline.durham.gov.uk/service/Early_Help_Referral via DCC CRM system.

Procedures detailing local multi-agency arrangements, including detailed information about the management of individual cases, may be found at www.durham-scp.org.uk.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers will be informed of this **unless to do so would place the child at further risk of harm**.

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed, and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact, we will phone the Police on 101 and ask to speak to a colleague in the Vulnerability Unit concerning a child (see Appendix 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 Contract will be followed up in writing

Discussions of concern and requests for support will be followed up in writing, using the referral form. Early help referrals are completed using the following link: https://doitonline.durham.gov.uk/service/Early_Help_Referral via DCC CRM system. A copy is kept on the child's concern file.

If a member of staff feels that the Designated Safeguarding Lead and/or Headteacher 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 the "Keeping Children Safe in Education, 2023 document."

First Contact Service

Firstcontact@durham.gov.uk

Telephone: 03000 26 79 79

Attendance at Strategy meetings if assessed to be child protection concern

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. Local multi-agency procedures have detailed guidance about these meetings, www.durham-scp.org.uk

The threshold document is available on the DSCP website.

School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether an s47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings that are usually held at the offices of Safeguarding Teams. *School often hosts meetings and has a suitable room where confidentiality can be assured.*

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying, maintain appropriate records and give support and reassurance to the child.

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

DPA and UK GDPR **do not** prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. Staff should speak to the Designated Safeguarding Lead or a Deputy if they are in any doubt. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

If concerns are not substantiated following the s47 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.

Multi-Agency Work in Child Protection

Initial Child Protection Conference: School Responsibilities

For up to date school responsibilities and LA arrangements and procedures please see the local partnership website - <https://www.durham-scp.org.uk/professionals/>

Initial Child Protection Conference: school responsibilities

See local partnership procedures for more details, <https://www.durham-scp.org.uk/professionals/>.

Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.

A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be within **15 working days** after the last strategy meeting.

Attendance at Conference

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for Education Welfare to attend *if they have a working knowledge of the child or family*.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay. Likewise, these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the LSCB procedures.

The person attending the conference should be knowledgeable about the child. School will determine the most appropriate colleague: Designated Teacher for Child Protection or Deputy Designated Teacher. 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.

Preparation of a report

There is a template available to facilitate report-writing (referral form can be found at <https://www.durham-scp.org.uk/professionals/> and Schools may wish to use this basis of their report. Less experienced colleagues should be supported with the preparation of this document.

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

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

Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the DSCP website:
<https://www.durham-scp.org.uk/professionals/>

The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

Sharing of the report

The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference.

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

Membership of a Core Group

(See partnership safeguarding arrangements and procedures – www.durham-scp.org.uk). This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

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

Review Child Protection Conference

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

Information-sharing

Staff at our school are aware of the need to share information appropriately. KCSIE 2023.

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 Headteacher must **not** automatically contact parents/carers if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. The Designated Teacher should discuss the matter with the First Contact service. Information should not be shared with parents/carers if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents/carers 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 Teacher will inform the new school immediately and arrange the handover of confidential information separately from other records.

If a child for whom there are existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one Designated Teacher to another. This might be the best way to fully appraise the new school of sensitive information. Our school uses CPOMS where information can be transferred electronically. Both schools should maintain evidence of the secure transfer and receipt of information.

Any child transferring to another school (or at the end of a key stage) will have the concern file, if one exists for that child, passed on to the Designated Teacher of the new school separate from their main academic records. Data that is not being transferred to another school should be kept in line with our Data Retention Policy, e.g., electively home educated students or moving to full time employment.

County Guidance and protocols

(See DSCP website for further details, 'Information sharing' – www.durham-scp.org.uk and the National Guidance on information sharing and the UK GDPR and Data Protection Act 2018.

A Guide for Professionals on the Sharing of Information

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

Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.

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

**Julian Wilson (Children and Adults Services)
03000 269680**

Allegations against teachers and other staff

See KCSIE 2023 as there is an extension section in the DSCP online Child Protection Procedures (under Core Procedures).

Allegations of abuse by adults and peers in schools must be investigated in accordance with the DCSP procedures, and when dealing with any allegation 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.

Receiving an allegation

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

If an allegation is made for a person not directly employed by the school recognised procedures should be followed, e.g. a supply teacher, sports coach etc. Under no circumstances should a school cease the use of a supply teacher, sports coach etc. due to safeguarding concerns without liaising with the LADO.

Allegations regarding the Headteacher 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 Headteacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

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

Local Authority Designated Officer (LADO)
Sharon Lewis/Louise Brookes
03000 268835

First Contact Service
03000 26 79 79

CYPSLADOSecure@durham.gov.uk

Carrying out an investigation

Investigations will be carried out by the appropriate agencies.

In dealing with any allegation the Headteacher 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:

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

Suspension will be carried out in line with LA/Trust guidelines. Headteachers may find it useful to contact their own Human Resources Department for guidance.

Suspension should not be an automatic response. Wherever possible, redeployment should be considered as an alternative considering the seriousness of the allegation made.

During the investigation support will be offered to both the student making the allegation and the adult/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 Headteacher and/or governors will make a referral to the DBS in line with their legal requirement to do so.

Safe Touch

Physical contact other than to control or restrain

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

- assisting in the washing of young children who have wet/soiled themselves
- intimate care risk assessments for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching, Technology
- administering First Aid
- supporting younger children and children with special needs who may need physical prompts or help
- giving appropriate comfort to a child who is distressed
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence

- ensuring a consistent approach where staff and students are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deals with them.

Physical control and restrictive physical intervention: Use of reasonable force

Our school has guidance on the use of restrictive physical interventions covering the use of reasonable force.

Our school guidance relates to the following:

DFE Guidance: Use of Reasonable Force in Schools (2013).

Our guidance on the Use of Restrictive Physical Interventions provides information on:

- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used
- The guidance also makes it clear that corporal punishment is NOT allowed

The Prevent Duty

All childcare providers have a vital role to play in protecting children and young people from the risks of extremism and radicalisation, a role which is underpinned by the Counter - Terrorism and Security Act 2015 “to have due regard to the need to prevent people from being drawn into terrorism. The DfE has produced a non-statutory advice for schools, ‘The Prevent Duty’, June 2015.

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

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We

also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

The Government's Prevent Strategy has raised awareness of the specific need to safeguard children, young people and families from violent extremism and terrorism. There have been nationally situations in which extremist groups have attempted to radicalise children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future 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, who will follow procedures in line with DSCP guidance.
- throughout the life of the school as well as in specific lessons to build students' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.
- we value freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Children, young people and staff have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

The current threat from terrorism in the United Kingdom may include the exploitation of individuals, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Seaham High School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Seaham High School seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Risk reduction

The Management Team / Board of Directors and the Designated Safeguarding Lead (SPOC) will assess the level of risk within the organisation and put actions in place to reduce any identified risks.

Procedure

Keeping children and young people safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from other risks.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the organisations Single Point of Contact (SPOC) for safeguarding individuals from radicalisation and involvement in terrorism. This will normally be the Designated Safeguarding Lead who will have responsibility for assessing whether the child or young person may be at risk of radicalisation, and where relevant, for referring the child to the Police Prevent Team.

The SPOC for **Seaham High School** is Lynn Whitehead

Mrs Whitehead has undertaken Prevent Awareness training and is able to provide advice and support to other members of staff on protection children from the risk of radicalisation (The Prevent Duty DFE June 2015).

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

Through discussion with the specialist colleagues at Durham Constabulary it may be appropriate to make a referral to the Channel programme. This programme focuses on support at an early stage, tailor-made to the individual young person. Engagement with this programme is entirely voluntary. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

The Prevent Team

HQ special specialbranch@durhampolice.uk

DCC Community Safety 03000 265436/435

Community.safety@durham.gov.uk

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

Female Genital Mutilation

This is often known as FGM and 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. All staff know to 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:

- is informed by a girl under 18 that an act of FGM has been carried out on her or;
- observes physical signs which appear to show that an act of FGM appears to have been carried out on a girl under the age of 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth, the teacher **must** report this to the police.

If there are concerns that an act of FGM has been undertaken on a girl under the age of 18, this **MUST be reported to the police immediately. This is a mandatory statutory duty and teachers will face disciplinary sanctions for failing to meet it.**

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involved children's social care as appropriate.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl.

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

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

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

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

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

Virtual college e-learning: Recognising and Preventing FGM. Our school also has access to Educare e-learning which gives access to Prevent and FGM courses.

Online Safety and the use of mobile technology

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

- 2019 DFE 'Teaching Online Safety in Schools'
- Online Safety Policy
- School's Behaviour Policy
- School's Anti-bullying Policy

Please refer to Sharing Nudes Appendix - Summary of key information from <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

There is a Professionals Online Safety Helpline 0844 381 4772

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

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

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. The DSL and staff need to understand their roles and responsibilities regarding filtering and monitoring.

To address this, our school aims to:

- Have robust processes (including filtering and monitoring systems as below) in place to ensure the online safety of students, staff, volunteers and governors

- Smooth Filtering – Both local filtering set by SHS and external filtering and monitoring by Durham Local Authority. Maintained by both parties, DCC monitors web traffic and updates filtering profiles (<https://www.smoothwall.com/education/filter/>).
- Group Policies – Internally set policies that restricts access to networked areas, online material and other (such as printing permissions etc)
- Panda Adaptive Defense 360 (<https://www.watchguard.com/uk/wgrd-products/panda-advanced-endoint-security>) Security software to stop hacking, data breach, release of information
- Impero – Monitors all school devices, restricts inappropriate material and captures/alerts school admin to inappropriate computer use.

- Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

- Set clear guidelines for the use of mobile phones for the whole school community

- Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

Child on child abuse

Child on child abuse is taken very seriously KCSIE 2023 and our staff are aware that children are capable of abusing their peers and that this can happen both in and out of school, online and offline. Please refer to Sharing Nudes and Semi-Nudes: Advice for Education Settings and Sexual Harassment and Sexual Violence.

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 may pose to themselves and others in the education setting.

All staff are supported to understand, that, even if there are no reports in our 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 or sexual harassment, they should speak to the Designated Safeguarding Lead (or deputy).

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

- Whether there is a large difference in power (for example age, size, ability, development) between the child concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

In this school, all staff understand the importance of a challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. We have a zero-tolerance approach to abuse and child on child abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up' or 'boys being boys' as this can lead to a culture of unacceptable behaviours and an unsafe environment for children and in worse case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Child on Child abuse may take different forms and is most likely to include, but may not be limited to:

- 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 stand-alone 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 nude 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 them knowing, 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. The school:

- provide a developmentally appropriate Relationship and Sex Education and Health Education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe.
- having system in place for all reports of alleged abuse or sexual harassment will be acted upon in line with KCSIE.
- will reassure all victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.
- where a report of rape, assault by penetration or sexual assault is made, the starting point is that this will be passed on to the police.
- robust risk assessments in place where appropriate and in line with KCSIE.
- to raise concerns with staff, knowing that they will be listened to and knowing their concerns will be treated seriously.
- a clear policy on how allegations of child-on-child abuse will be recorded, investigated, and dealt with
- develop robust risk assessments where appropriate
- have relevant policies in place (e.g. Behaviour and Anti-Bullying Policy).

Victims, alleged perpetrators and any other child affected by child on child abuse and/or sexual harassment will be supported by the school. We do recognise that it is more likely that girls will be victims and boys' perpetrators but all child-on-child abuse is unacceptable and will be taken seriously.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into

taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE) including County Lines

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- increased absence from school,
- change in friendships or relationships with older individuals or groups,
- significant decline in performance,
- signs of self-harm or
- significant change in wellbeing,
- signs of assault or unexplained injuries.
- unexplained gifts or new possessions

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

Child Sexual Exploitation (CSE)

'Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased

status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual.

Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff should be aware of the key indicators of children being sexually exploited which can include:

- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

- **Inappropriate relationships:** Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
- **Boyfriend:** Abuser groom's victims by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men and threatened with violence if they try to seek help.

- **Organised exploitation and trafficking:** Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Forced Marriage

This is where a marriage is forced upon a female (sometimes male) where they haven't consented but are coerced into it. Coercion might include; physical, emotional, financial, psychological and sexual pressure. It may also include physical and sexual violence and abuse. A forced marriage is not the same as an arranged marriage. In an arranged marriage which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014

Serious Violence

Please refer to the updated Keeping Children Safe in Education document.

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 including County Lines.

Indicators may include:

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

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

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

[Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/preventing-youth-violence-and-gang-involvement-practical-advice-for-schools-and-colleges.pdf)

Also relevant is the 'Criminal Exploitation of Children and Young Adults: County Lines Guidance':

Mental Health

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.

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.

Staff should know that only trained professionals should attempt to make a diagnoses of a mental health problem but that all staff should:

- Report to the DSL and agree a course of action if they have a mental health concern about a child that is also a safeguarding concern
- Observe children day to day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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:

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>

Appendix 1

Roles, Responsibilities and Entitlements

Role of the Designated Safeguarding Lead(s)

Also see Annex B 'Role of the designated safeguarding lead' in 'Keeping children safe in education' Sept. 2023

Entitlements

To:

- ◆ Appropriate support from the Headteacher, Governors and all other staff in child protection matters.
- ◆ Access to regular training to enable him/her to be aware of responsibilities, current issues and best practice in safeguarding and child protection.
- ◆ Support from other agencies e.g. Durham Children and Young People's Services (DCYPS) involved in child protection issues, including colleagues in Education Durham.
- ◆ A policy framework for management of and guidance covering child protection within overall safeguarding arrangements in school.
- ◆ An understanding that partners all will carry out their role in line with [local partnership safeguarding](#) procedures and the 'Working Together Protocol' (2015)

Responsibilities

For:

- ◆ Have a working knowledge of local partnership Child Protection/Safeguarding Procedures as they apply to the roles and responsibilities of schools.
- ◆ Enacting those procedures when cases of abuse are reported.
- ◆ Ensuring that all staff are aware of their responsibilities in connection with child protection issues and child abuse cases, and that they regularly remind staff of signs and symptoms, how to respond to disclosures and the importance of recording concerns appropriately.
- ◆ Liaising with DCYPS and other agencies regarding individual cases, and on general issues in connection with child protection.
- ◆ Ensuring that all written procedures are readily available and are correctly followed in cases of actual and suspected abuse.
- ◆ Having appropriate in-house forms available to ensure staff document their concerns to add to the DSLs on-going chronology of events
- ◆ Being responsible for ensuring that relevant staff training is arranged that places CP within the overall context of safeguarding. New staff and volunteers need inducting into their responsibilities
- ◆ The Designated Safeguarding Lead must also ensure that he/she is trained appropriately for their role including refresher training every two years.
- ◆ Attending strategy meetings where appropriate.
- ◆ Ensuring that the school is represented when invited to Initial and Review child protection conferences, and that those representing the school are aware of the procedures and requirements of the conference in terms of timescales for

report completion, sharing and providing a single-agency chronology.

- ◆ In conjunction with the Headteacher, ensuring that those arrangements emanating from any child protection conference which relate to the school are carried out fully.
- ◆ Ensuring that information on individual cases is passed to colleagues on a 'need to know' basis.
- ◆ Ensuring that child protection information and records are kept securely.
- ◆ Working with the Headteacher and other curriculum leaders to integrate safeguarding and child protection themes within the curriculum.
- ◆ Supporting any staff involved in reporting child abuse cases or in the event of the death of a child (including through natural causes).
- ◆ Liaising with receiving schools on transfer to ensure necessary information and documentation is correctly exchanged.
- ◆ Liaising with the Headteacher on monitoring and reviewing the policy.
- ◆ A system of regular monitoring and review of all on-going concerns ensuring effective communication between pastoral and Designated Teacher colleagues.

Role of the Headteacher

Entitlements

To:

- ◆ Support from governors, staff and the Local Authority (LA) and other partners in child protection in relation to child protection matters.
- ◆ A policy framework for management of child protection from Governors.
- ◆ Training/advice/information/support from the LA and other agencies on child protection matters.
- ◆ Access to advice from the LADO (Local Authority Designated Officer) in cases of allegations against staff.
- ◆ All partners in child protection will carry out their role as prescribed by local partnership safeguarding and child protection procedures.
- ◆ Effective communication and information from Police, DCYPS, and other partner agencies in line with local partnership safeguarding and child protection procedures and 'Working Together Protocol' (2010)

Responsibilities

For:

- ◆ Protecting children from abuse.
- ◆ The effective day to day management of child protection in accordance with local partnership procedures within the overall context of safeguarding and promoting the welfare of children.
- ◆ Ensuring that there is a Designated Teacher for Child Protection at an appropriate senior level, who is in a position to liaise with DCYPS and Police as appropriate. In addition further colleagues to share this role within school.
- ◆ Disciplinary issues relating to staff (including suspension where appropriate), liaising with the LADO and conducting internal investigations.
- ◆ Providing a clear lead and sense of direction to the school on child protection matters within safeguarding.
- ◆ Ensuring that the policy framework agreed with Governors is implemented.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in local partnership procedures
- ◆ Informing governors of staff suspensions where allegations against staff have been made.
- ◆ Recognising and identifying the individual needs of children.
- ◆ Giving privacy, support and information to children who have, or it is suspected, have been abused
- ◆ Creating an ethos in school where children know that they can disclose their concerns and fears to adults yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with Governors and staff towards creating a 'safe' school.
- ◆ Ensuring all staff receive appropriate Safeguarding, Early Help and Child Protection training and that the Designated Teacher receives specialist training every two years.
- ◆ Encouraging designated staff and other pastoral staff to enhance their basic training with further Level 3 courses provided by local multi-agency partners.

- ◆ Ensuring that the school child protection policy is communicated to staff, parents and volunteers.
- ◆ Practice safe and secure recruitment policy and practice which reflects child protection issues.
- ◆ Maintaining an up-to-date Single Central Record along with records of staff training.
- ◆ Ensuring compliance with the Policy on the Use of Restrictive Physical Interventions.

Role of School Staff (including Support Staff and Voluntary Helpers)

Entitlements

To:

- ◆ Training at a minimum of every 3 years to refresh knowledge about child protection within safeguarding
- ◆ Regular 'in-house' reminders about roles, responsibilities, signs and symptoms of concern and appropriate response to disclosures
- ◆ Regular additional training and updates to increase knowledge and expertise
- ◆ Timely reminders and feedback relating to the detailed and accurate recording of information to pass to the Designated Safeguarding Leads in school
- ◆ Advice, guidance, information and support from the LA.
- ◆ An agreed child protection policy framework established by Governors.
- ◆ Appropriate procedures in line with local partnership safeguarding and child protection procedures.
- ◆ Clear, and well publicised lines of communication between the school and DCYPS, Police, and other agencies.
- ◆ Guidance about the LA Policy on the Use of Restrictive Physical Interventions and the recording of incidents.
- ◆ Advice on their own professional conduct including 'Guidance for safer working practice for those working with children and young people in education settings' May 2019
- ◆ Support from LA for staff subject to allegations
- ◆ Advice about union membership

Responsibilities

For:

- ◆ Protecting children from abuse.
- ◆ Implementing and working within the framework of the school policy on child protection.
- ◆ Acting as positive role models for parents and children.
- ◆ Making referrals, preferably via the Designated Safeguarding Lead, to the appropriate agencies in accordance with local partnership procedures.
- ◆ Responsibility to act upon concerns including ones related to the confidential reporting code.
- ◆ Working in partnership with other agencies and the LA.
- ◆ Providing a safe, secure and supportive learning environment for children and young people.
- ◆ Listening to children and responding in an appropriate way.
- ◆ Managing and supporting abused children and those suspected of being harmed
- ◆ Respecting and valuing children as individuals.
- ◆ Recognising and addressing the individual needs of children.
- ◆ Working towards an ethos in school where children feel they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with the Headteacher and governors in creating a 'safe' school.

Role of Governors

Entitlements

To:

- ◆ Support/training/guidance/information from the LA regarding child protection matters, at a level appropriate to Governors.
- ◆ Guidance and support for the Chair of Governors in the event of an allegation being made regarding the Headteacher
- ◆ To be informed that a member of staff has been suspended.
- ◆ Annual, or more frequent termly updates, about Safeguarding and Child protection matters in school and the work of the Designated Safeguarding Leads.

Responsibilities

For:

- ◆ The Governor with CP Responsibility will comply with training appropriate to their role
- ◆ Ensuring that staff/pupil anonymity is safeguarded in all their procedures.
- ◆ Ensuring that LA guidelines and local partnership procedures are followed where allegations are made against the school's Headteacher.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in local partnership procedures.
- ◆ Providing a policy framework within which the school staff will manage child protection matters.
- ◆ Ensuring that there is a risk assessment made of the school premises, which has regard to Child Protection/Safeguarding matters.
- ◆ That policy review and monitoring arrangements are defined and implemented.
- ◆ Ensuring appropriate day to day mechanisms are in place and that these adhere to local partnership procedures.
- ◆ The allocation of appropriate resources for the Headteacher and staff to manage child protection in line with expectations in Keeping Children Safe in Education September 2023, Annex B. Ensuring an appropriate training programme is supported and followed in school.
- ◆ Ensuring disciplinary action is taken against staff where necessary.
- ◆ Supporting the Headteacher in relation to child protection matters.
- ◆ Working with the Headteacher and staff towards creating a safe school.

Role of Parents/Carers

Entitlements

To:

- ◆ A safe, secure and supportive school environment for their child/children.
- ◆ Their children being valued and respected as individuals.
- ◆ Their children having their individual needs recognised and addressed.
- ◆ Their children having the freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- ◆ Their children being safeguarded from inappropriate and damaging influences and experiences.
- ◆ Their children attending a school which manages child protection effectively and efficiently.
- ◆ Their children having information about the Child Protection Policy and how it relates to them.
- ◆ Their children knowing that they can disclose their concerns and fears.
- ◆ Their children being listened to, concerns taken seriously and appropriate action being taken. Working positively with the school in all matters pertaining to their child/children's welfare, education and development
- ◆ Their children having access to appropriately trained adults to discuss their concerns.
- ◆ Their children having privacy, support and information where abuse has been recognised.
- ◆ Access to appropriate support.
- ◆ Access to relevant school policies and opportunities to contribute to discussion about these, as appropriate.

Responsibilities

For:

- ◆ Protecting their child/children from abuse.
- ◆ Providing a safe, secure and supportive home environment for their child/children.
- ◆ Providing positive role models and experiences for their children in relation to their child/ children's physical, sexual, and emotional development.
- ◆ Listening to their child(ren), taking concerns seriously and taking appropriate action following any disclosure of worrying information.
- ◆ Showing value and respect for their child as an individual.
- ◆ Providing activities or experiences appropriate to the age and developmental stage of the child.
- ◆ Working positively with the school in all matters pertaining to their child/children's welfare, education and development.
- ◆ Supporting the staff, Governors and children in creating a 'safe' school.
- ◆ Keeping school regularly informed of important information needed to safeguard their child(ren): up to date contact numbers including more than one emergency number, address, change of adult with parental responsibility
- ◆ Informing the school should their child be absent from school or not in the appropriate place.

Role of Children/Young People

Entitlements

To:

- ◆ A safe, secure and supportive school environment.
- ◆ A school which manages child protection effectively and efficiently.
- ◆ Being valued and respected as an individual.
- ◆ Having their individual needs recognised and addressed.
- ◆ The freedom to enjoy the activities and experiences appropriate to their age and developmental stage.
- ◆ Being listened to, concerns taken seriously and appropriate responses being made.
- ◆ Access to appropriately trained adults to discuss their concerns.
- ◆ Privacy, support and information where abuse has been recognised.
- ◆ Being safeguarded from inappropriate and damaging influences and experiences.
- ◆ Information about child protection within overall safeguarding and related issues
- ◆ A curriculum that addresses Child Protection (protect) themes, safeguarding and promoting welfare (prevention) in addition to 'increasing resilience' amongst children and young people.

Responsibilities

For:

- ◆ Supporting one another by passing on concerns about friends/peers to staff, within an ethos of a 'telling/listening school'.
- ◆ Honesty, in relation to any disclosures they make.
- ◆ Working with all adults working in school to create a 'safe' school that safeguards and promotes the welfare of all students.
- ◆ Following school rules and behaving responsibly.

Role of safeguarding colleagues in Education Durham

Entitlements

To:

- ◆ Expecting that schools will work within the framework of the local partnership. Child Protection procedures
- ◆ That schools will receive regular training to refresh their knowledge of basic good practice
- ◆ That Designated Safeguarding Leads will attend regular relevant training to undertake their role effectively and receive updates on relevant issues following on from Serious Case Review recommendations.
- ◆ Requests for information, the annual audit of Designated Safeguarding Leads, will be acted on promptly
- ◆ Staff will access important safeguarding and child protection information posted on the Durham Schools extranet and also in local partnership newsletters.

Responsibilities

For:

- ◆ Placing CP within the overall framework of safeguarding & promoting the welfare of all children.
- ◆ Protecting children from abuse.
- ◆ Maintaining a record of whole school training undertaken by establishments.
- ◆ Maintenance of a database of Designated Safeguarding Leads at all schools and records of specialist DSL training undertaken.
- ◆ Providing guidance, information, support and advice to schools on generic policy and record-keeping
- ◆ Providing a range of appropriate training opportunities to schools and publicising local partnership courses.
- ◆ Maintaining professional confidentiality.
- ◆ Working with other partners in child protection.
- ◆ Developing further training materials for in-house use.
- ◆ Developing policy with local partnership partners.
- ◆ Clear and well-publicised lines of communication between the school and the LA, Police, DCYPS and other agencies.
- ◆ Supporting Headteachers and Governors in relation to Child Protection matters.
- ◆ Carrying out the LA role in Child Protection matters according to local partnership procedures and advising on the implementation of any Serious Case Review recommendations.

APPENDIX 2

INDICATORS OF HARM

PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechae haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has

caused symptoms such as swelling, pain or loss of movement
Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or

oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional/behavioural presentation

Refusal to discuss injuries

Admission of punishment which appears excessive

Fear of parents being contacted and fear of returning home

Withdrawal from physical contact

Arms and legs kept covered in hot weather

Fear of medical help

Aggression towards others

Frequently absent from school

An explanation which is inconsistent with an injury

Several different explanations provided for an injury

Indicators in the parent

May have injuries themselves that suggest domestic violence
Not seeking medical help/unexplained delay in seeking treatment
Reluctant to give information or mention previous injuries
Absent without good reason when their child is presented for treatment
Disinterested or undisturbed by accident or injury
Aggressive towards child or others
Unauthorised attempts to administer medication
Tries to draw the child into their own illness.
Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
May appear unusually concerned about the results of investigations which may indicate physical illness in the child
Wider parenting difficulties may (or may not) be associated with this form of abuse.
Parent/carer has convictions for violent crimes.

Indicators in the family/environment

Marginalised or isolated by the community
History of mental health, alcohol or drug misuse or domestic violence
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

Developmental delay

Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment

Aggressive behaviour towards others

Child scapegoated within the family

Frozen watchfulness, particularly in pre-school children

Low self esteem and lack of confidence

Withdrawn or seen as a 'loner' - difficulty relating to others

Over-reaction to mistakes

Fear of new situations

Inappropriate emotional responses to painful situations

Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)

Self harm

Fear of parents being contacted

Extremes of passivity or aggression

Drug/solvent abuse

Chronic running away

Compulsive stealing

Low self-esteem

Air of detachment – 'don't care' attitude

Social isolation – does not join in and has few friends

Depression, withdrawal

Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention

Low self esteem, lack of confidence, fearful, distressed, anxious

Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.

Abnormal attachment to child e.g. overly anxious or disinterest in the child

Scapegoats one child in the family

Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.

Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

Lack of support from family or social network.

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);***
- protect a child from physical and emotional harm or danger;***
- ensure adequate supervision (including the use of inadequate care-givers); or***
- ensure access to appropriate medical care or treatment.***

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Indicators in the child

Physical presentation

Failure to thrive or, in older children, short stature

Underweight
Frequent hunger
Dirty, unkempt condition
Inadequately clothed, clothing in a poor state of repair
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
Swollen limbs with sores that are slow to heal, usually associated with cold injury
Abnormal voracious appetite
Dry, sparse hair
Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
Unmanaged / untreated health / medical conditions including poor dental health
Frequent accidents or injuries

Development

General delay, especially speech and language delay
Inadequate social skills and poor socialization

Emotional/behavioural presentation

Attachment disorders
Absence of normal social responsiveness
Indiscriminate behaviour in relationships with adults
Emotionally needy
Compulsive stealing
Constant tiredness
Frequently absent or late at school
Poor self esteem
Destructive tendencies
Thrives away from home environment
Aggressive and impulsive behaviour
Disturbed peer relationships
Self harming behaviour

Indicators in the parent

Dirty, unkempt presentation
Inadequately clothed
Inadequate social skills and poor socialisation
Abnormal attachment to the child .e.g. anxious
Low self esteem and lack of confidence

Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene

Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy

Child left with adults who are intoxicated or violent

Child abandoned or left alone for excessive periods

Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

History of neglect in the family

Family marginalised or isolated by the community.

Family has history of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Family has a past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals

Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating

Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation

Urinary infections, bleeding or soreness in the genital or anal areas
Recurrent pain on passing urine or faeces
Blood on underclothes
Sexually transmitted infections
Vaginal soreness or bleeding
Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional/behavioural presentation

Makes a disclosure.
Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Self-harm - eating disorders, self mutilation and suicide attempts
Poor self-image, self-harm, self-hatred
Reluctant to undress for PE
Running away from home
Poor attention / concentration (world of their own)
Sudden changes in school work habits, become truant
Withdrawal, isolation or excessive worrying
Inappropriate sexualised conduct
Sexually exploited or indiscriminate choice of sexual partners
Wetting or other regressive behaviours e.g. thumb sucking
Draws sexually explicit pictures
Depression

Indicators in the parents

Comments made by the parent/carer about the child.
Lack of sexual boundaries
Wider parenting difficulties or vulnerabilities
Grooming behaviour

Parent is a sex offender

Indicators in the family/environment

Marginalised or isolated by the community.

History of mental health, alcohol or drug misuse or domestic violence.

History of unexplained death, illness or multiple surgery in parents and/or siblings of the family

Past history of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

Family member is a sex offender.

Children's Services **Referral Form**

If a child is in immediate danger dial 999

If you are worried about a risk of significant harm to a child it is essential that you share your concerns by contacting **First Contact on 03000 267979**

This form should be used to refer a child and family for;

- ✓ **Early help (level 2)** – targeted provision for children with additional needs which can be met by a single practitioner/agency or where a coordinated multi agency response is needed
- ✓ **A request for targeted provision (level 3)** –for children with multiple issues or complex needs where a coordinated multi agency response is required
- ✓ **A safeguarding child concern (level 4)** – services to keep children safely at home, where a statutory response is required for intensive support

If you are unsure about whether or not to make a referral, or which service will best help the family and safeguard the child, please refer to the **0 – 19 Levels of Need Tool**. Other information can be found via the **Durham LSCB website**.



Referral type

Early help referral ☐ Safeguarding referral ☐

Consent

1. Early help support or targeted support – Level 2 & 3

Consent

For an early help referral, **the referral must always be discussed with the family and consent for the referral should always be sought from those with parental responsibility.**

Have you obtained consent from the family to discuss and share information with appropriate agencies?

Yes ☐

We will not be able to progress your request for Early Help unless consent has been agreed

2. Safeguarding concern – Level 4

Consent

For a safeguarding children referral, **it is good practice to inform those with parental responsibility of your referral, unless to do so would place the child at further risk of harm.**

Have you obtained consent from the family to share information with appropriate agencies?

Yes ☐ No ☐

If no, reason why

Have you informed the family that you are making a referral?

Yes ☐ No ☐

1. Referrer details

First Contact

Email the completed form to
firstcontact@durham.gov.uk

Name	
Role/Agency/Team/Department	
Address	
Email address	
Telephone	

1a. Child's details (Please complete Section 1b for further children). Please gather this information if not known.			
Name of child		Religion	
Also Known As/alias		Ethnicity	
Date of Birth or Expected Date of Delivery		Immigration status	
Age		Interpreter/signer needed?	Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender	M <input type="checkbox"/> F <input type="checkbox"/> Unknown <input type="checkbox"/>	GP name and practice	

Education provider/employer		Does the child have a disability?	Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>
Own agency reference number (e.g. NHS No, UPN)		State diagnosis if known and any SEN statement if known	
Child's address and postcode		Does the child have an Education, Health and Care Plan? (EHCP)	Yes <input type="checkbox"/> No <input type="checkbox"/>

1b. Siblings and other related children's details

Child's full name	DOB EDD	Gender	NHS No UPN	Address	Relationship to child referred? e.g. brother, sister	Ethnic Origin	Mother's full name	Father's full name

2a. Parent/carer details

Adult's/parent's full name	DOB	Gender	Address and contact number	Relationship to child referred? e.g. mother, father, step parents, parental partner	Ethnic origin	Do they have parental responsibility
						Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>

						Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>
						Yes <input type="checkbox"/> No <input type="checkbox"/> Unknown <input type="checkbox"/>

2b. Other significant adults details

Adult's full name	DOB	Gender	Address and contact number	Relationship to child referred? e.g. grandparent, aunt, family friend etc	Ethnic origin

3. Reasons for referral

What are you and/or the family concerned about?	
What is the impact on the child(ren)?	
What do you think needs to happen to ensure the safety of the child(ren)?	

4. Development of referred child (Please describe the key areas of need identified)

Think about - disability, young carer, educational attainment, educational attendance, school exclusion, health, social presentation/relationships/behavioural problems/self-esteem, emotional wellbeing, child sexual exploitation, child abuse/neglect, pregnancy.

5. Parental/carers capacity (Please describe the key areas of parental need or risk)

Think about - relationship, disability, learning disability, substance misuse, domestic abuse, mental wellbeing, criminality/anti-social behaviour, 'risk to children' status, looked after child, pregnancy, how these affect parental capacity, do both parents have current contact, support from extended family members.

6. Environment

Think about - home conditions, risk of homelessness, household finances, parents employment status, number of house moves - in last 2 years, anti-social behaviour, relationships in the community, acknowledgement of needs, willingness to engage in offers of support, dangerous animals

Have you completed the Home Environment Assessment Tool?

Yes ☐

No ☐

Have you attached the Home Environment Assessment Tool?

Yes ☐ No ☐

7. What are the strengths/ protective factors?

Think about - support from extended family members/friends, engagement with your/other services, this may include the Voluntary and Community Sector organisations - what is working well.

8. Are there any known risk factors to professionals/staff if visiting the family home? (If yes, please explain why)




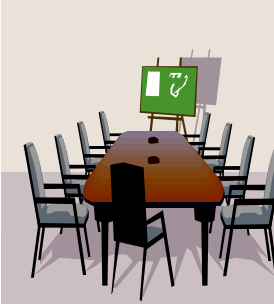


9. Involvement of other services			
Which other services are currently or were previously involved with the child and family (name, agency), if known. This may also include Voluntary and Community Sector Organisations that provide social/community based services and activities for adults, children and young people i.e. drops in services, community projects, sports clubs, art clubs			
Child(ren) /family	Name/agency	Purpose	Ongoing or Ended when/why?

Email the completed form to firstcontact@durham.gov.uk

Please remember to include all relevant attachments if available;

- ☐ Chronology
- ☐ Home Environment Assessment
- ☐ Family Engagement Risk Assessment
- ☐ EHCP
- ☐ Other (please state)

APPENDIX 4

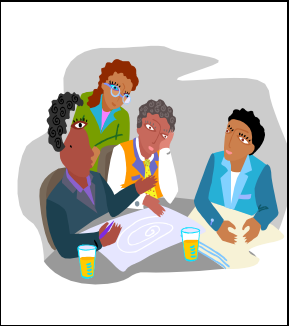
 <p>Strategy</p>	<p>Multi-Agency Meetings</p> <ul style="list-style-type: none"> •Referral taken up by First contact Service: 'reasonable cause to suspect child is suffering or likely to suffer significant harm'. •To agree whether to start s47 enquiries and to begin/complete a core assessment under Child Act 1989. •Professionals meeting only •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. •Usually held in A&I Team office, hospital. •To PLAN how to look into the concern: share information, consider criminal investigation, medicals, interviews etc. 	
 <p>Initial Child Protection Conference</p>	<ul style="list-style-type: none"> •15 DAYS after last strategy meeting •Accessible public building: A&I offices •Parents/carers (supporter/legal adviser) and all relevant professionals who work with family members and children attend 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. •Tasks: prepare a report for the conference on all children in family you work with •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). •Ensure that child's views are given •Produce single-agency chronology. •If children not put on list then consideration of services needed, now passes to relevant Child Protection Team. 	
 <p>Core Group</p>	<ul style="list-style-type: none"> •10 DAYS later. Date for this meeting and first Review Conference is set at the Initial Conference •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) • Key worker is the social worker •The group complete the Child Protection Plan and complete work on the core assessment as part of this •The chronologies are merged and continuously updated as working documents •Initially meetings quite frequent but generally held about every 4-6 weeks 	



Review CP Conference

• **10 WEEKS** (3 months) before first Review conference. • Evaluate effectiveness of Core Group in effecting change and better care of the children • ‘..to review the safety, health and development of the child against the planned outcomes set out in the child protection plan’ • to see whether CP plan should continue to be in place or should be changed • Child’s wishes and feelings must be sought and taken into account • if the child is not still at risk of significant harm then they should not require a CP plan

• **Tasks:** 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



APPENDIX 5

Please see Information Sharing 2018

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

APPENDIX 6

Sharing nudes – Updated information from the DfE – Update for DSLs Jan 21

This is a quick summary of the advice published by the DfE on 23rd December 2020. The DfE advice is guidance and is not statutory.

Link :- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Information for all Staff

There is little change for most staff – but they should be reminded that: -

- *Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.*
- *If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.*
- *Do not delete the imagery or ask the young person to delete it.*
- *Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).*
- *Do not share information about the incident with other members of staff, the young person(s) it involves, or their, or other, parents and/or carers.*
- *Do not say or do anything to blame or shame any young people involved.*
- *Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)*

Information for DSLs

There are some slight changes and additional advice which may be useful. DSLs will need to be familiar with the whole document – but this is a summary of key guidance/changes:

- This only applies to YP under the age of 18 creating/sharing/receiving nudes of a YP. It does not apply to children sharing adult pornography.
- On any occasion when an adult is in possession of or is sharing an illegal image of a YP – this will always be an urgent police matter.
- The advice replaces 'Sexting in schools and colleges: responding to incidents and safeguarding young people' published in 2016 by UKCIS in collaboration with the NPCC and Charlotte Aynsley.

Information

Contrary to media hype only a minority of YP either have sent or received a nude.

Defining the Incident (Section 1.6)

in order to decide the most appropriate action the school will have to decide if the image is:-

- Experimental (With no intent to harm) or
- Aggravated (With some additional abusive elements)

The DSL will need to read the full guidance for detailed explanations

Initial Response (Section 2.1)

- The DSL will need to hold an initial review meeting – section 2.3 of the advice gives full details about what should be discussed, investigated and decided.

An immediate referral to MASH or Police should take place if :-

- There is adult involvement
- There is reason to believe there was not consent
- Images unusual for the age of the YP or are violent
- Images involve sexual acts and any pupil under 13
- You believe there is a risk of harm to the YP

If none of the above apply a school may decide to respond to the incident without contacting the police or social services. See section 2.4 assessing risks.

- All incidents should be recorded along with clear information about the reasons why a decision was taken (for instance to or not to notify the police)

Supporting the YP (section 2.5)

It is vitally important to support the YP involved – and find out enough about the incident to take appropriate actions

Contacting and supporting parents (section 2.6 and 2.7)

Parents should be informed at an early stage unless it will put a YP at risk of harm

Searching devices, viewing and deleting images (section 2.10)

Wherever possible images should not be viewed.

If a decision is made that the image needs to be viewed, for instance if there is conflicting information the procedures in section 2.10 must be followed very carefully.

Education (Section 3)

Learning about nudes should be part of the schools RSE curriculum – section 3 provides more details.

**NOTICE – THIS IS A SUMMARY AND SHOULD NOT BE USED WITHOUT
REFERING TO THE MAIN DOCUMENT**

APPENDIX 7

Please see - Sexual Violence and Sexual Harrassment between Children in Schools and Colleges – Sept 2021

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harrassment_between_children_in_schools_and_colleges.pdf

Appendix 8

Please see – When to call the police – guidance for schools and colleges

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Appendix 9

Low Level Concerns

1. Introduction

At Seaham High School, we aim to create an open and transparent culture where all concerns about all adults involved with our school are dealt with promptly and appropriately. We aim to identify any concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of our school are clear about professional boundaries and act within these boundaries, and in accordance with our school ethos.

This policy should be read alongside our Staff Code of Conduct Policy.

2. Summary

It may be possible that a member of staff acts in a way that does not cause risk to children, but is however inappropriate. A member of staff who has a concern about another member of staff, volunteer, contractor or who, on reflection, recognises that their actions could have been viewed as a risk should inform the Headteacher about their concern using a Low-Level Record of Concern Form. If the Headteacher cannot be contacted, the Chair of Governors should be contacted instead.

3. Keeping Children Safe in Education September 2023

The following is taken from [Keeping Children Safe in Education September 2023](#) and identifies what may be considered behaviour relating to low level concern:

What is a low level concern (LLC)?

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult (including supply staff, volunteers or contractors) working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;

- taking photographs of children on their mobile phone, contrary to school policy
- humiliating children;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or another adult within or outside of the school; or as a result of vetting checks undertaken.

It is crucial that any such concerns are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

4. Clarity around Allegation vs Low-Level Concern vs Appropriate Conduct

Allegation:

Any adult linked to our school who has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Low Level Concern:

Any adult linked to our school who has behaved in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Appropriate:

- Behaviour which is entirely consistent with our school's Code of Conduct, and the Law.

5. Storing and use of Low-Level Concerns and follow-up information

LLC forms and follow-up information will be stored securely within the schools safeguarding systems, with access only by the Senior Leadership Team. This will be stored in accordance with the school's GDPR and data protection policies.

The staff member(s) reporting the concern must keep the information confidential and not share the concern with others apart from the Headteacher or those aware in the Senior Leadership Team.

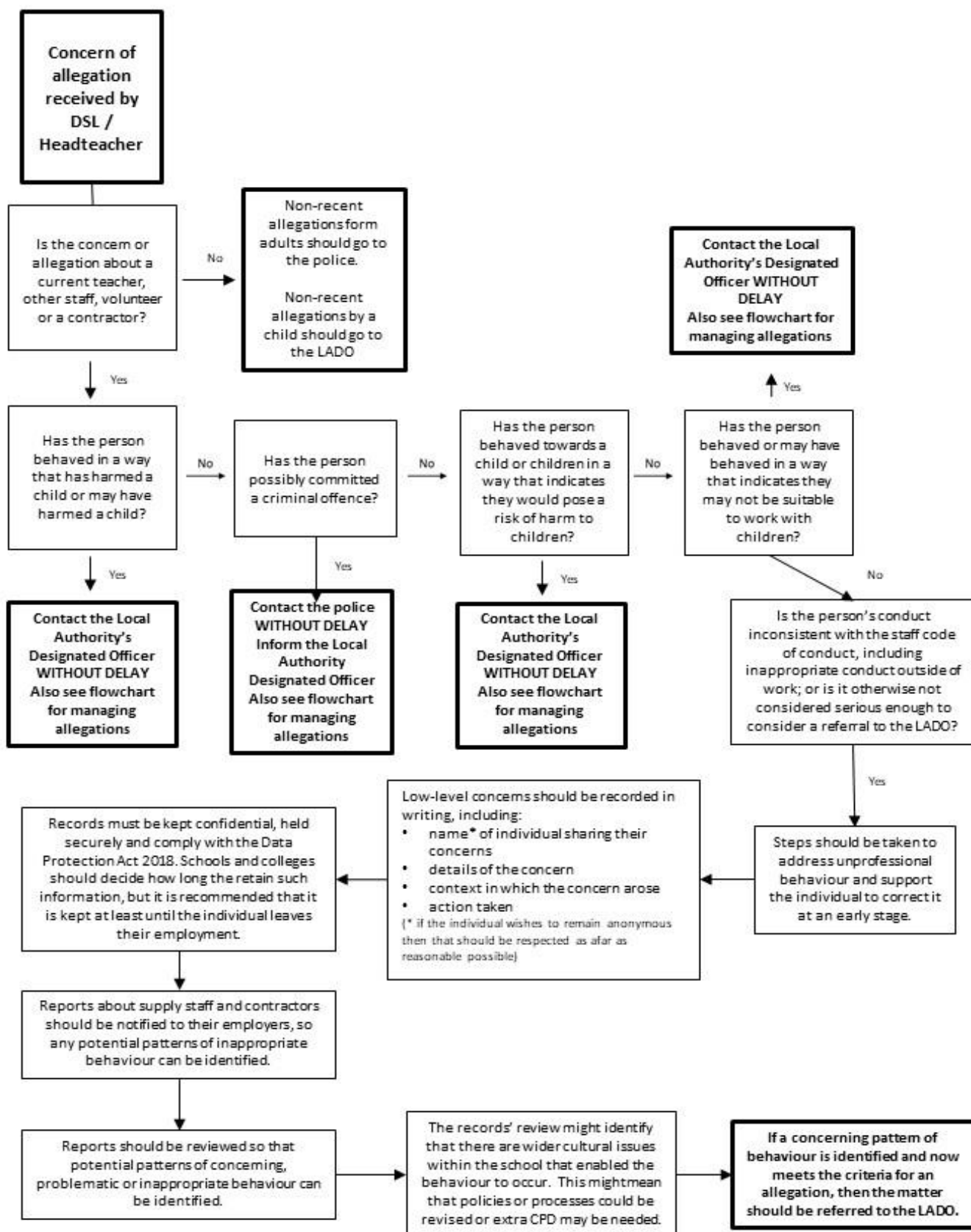
Low-Level Concerns will not be referred to in references unless they have been formalised into more significant concerns resulting in disciplinary or misconduct procedures.

Whenever staff leave Seaham High School, any record of low-level concerns which are stored about them will be reviewed as to whether or not that information needs to be kept.

Consideration will be given to:

- whether some or all of the information contained within any record may have any reasonably likely value in terms of any potential historic employment or abuse claim so as to justify keeping it, in line with normal safeguarding records practice; or
- (b) if, on balance, any record is not considered to have any reasonably likely value, still less actionable concern, and ought to be deleted accordingly

6. Process to follow when a Low-Level Concern is raised



*NB – if the concern is about the Headteacher, then the Chair of Governors should be informed.

Low level Concerns Reporting Form – Seaham High School

Your details	
Name (optional)	
Role	
Date and time of completing this form	
Details of individual (including yourself for self-reporting) whom the concern is about	
Name	
Role	
Relationship to the individual reporting eg manager, colleague	
Details of concern	
<p>Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct?</p>	

Details of any children or young people involved		
Name(s)		
Next Steps		
Are you willing to meet with the headteacher and DSL to discuss your concern? Please circle as appropriate.	Yes	No
Please state any other information that you feel is relevant to the processing of this concern.		
Signature		
For use by HT/safeguarding team upon receipt of the concern		
Date and time concern received		
Signature		
Role		
Actions to be taken and follow-up.		