

NAMED STAFF WITH RESPONSIBILITY FOR SAFEGUARDING

ACADEMIC YEAR	DESIGNATED PERSON	OTHER DESIGNATED PERSONS	NOMINATED GOVERNOR
2018-19	PAULA WATSON	JULIE USHER MATTHEW KIPLING	ANN WAKE

CHILD PROTECTION & SAFEGUARDING POLICY & PROCEDURES



1 Aims

The aims of our Child Protection and Safeguarding Policy are encapsulated in our Mission Statement:

“We will create a safe and healthy community which is attentive to the needs of all”

Every member of staff of St John's School has the responsibility for Child Protection and must follow the policy and procedures laid down by the school and referred to here and in the Staff Handbook. This responsibility includes students in our Sixth Form College.

We all have a role to play in ensuring that the students in our care feel safe and we all share the responsibility to protect our students and that includes taking the right steps to ensure that their safety is maintained.

We also have a statutory obligation to follow procedures set out in this document.

The procedures follow the guidelines produced by the Durham Local Safeguarding Children's Board www.durham-lscb.org.uk

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

- The Children's Act 1989; Children's Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Students 2015
- The Local Safeguarding Children's Board (LSCB) procedures (www.durham-lscb.org.uk)
- What to do if you're worried a Student is being abused – [DfES 2015](#)
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. [September 2018 \(effective from 3 September 2018\)](#)
- Use of reasonable force. Advice for Headteachers, staff and governing bodies. DfES. July 2013
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance [September 2015](#)
- A Guide for Professionals on the Sharing of Information
County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children's Board
- Operating Procedures for children and young people who either go missing from home or go missing from Care.
Durham Constabulary and Durham County Council May 2012
- *Prevent* Duty Guidance for England and Wales - HM Government 2015
- The Prevent Duty Departmental advice for schools and child care providers
Department for Education June 2015

2 School Ethos

“A Learning Community Guided by Gospel Values”

We believe in promoting and supporting an ethos guided by the values of the Gospels where every student is “**called by name**” and is unique. We endeavour to create a safe and caring environment in which all of our students can grow to maturity in an atmosphere of mutual trust. In the context of the **Every Child Matters Agenda**, we accept it as our responsibility to promote and protect their welfare, health, safety and guidance.

Our policy on Student Protection and the procedures which are in place, are intended to reflect those beliefs and should be read in conjunction with other related policies on issues such as anti-bullying, behaviour management, sex education and health education.

Parents/carers should be made aware that St John’s School will take any reasonable action to ensure the safety of its students.

In cases where the school has reason to be concerned that a Student may be ‘at risk of significant harm’, we will follow LSCB (Local Safeguarding Children’s Board) Child Protection Procedures as directed in this document.

St John’s School has in place clear guidelines and procedures which enable all staff to act promptly and sensitively in situations where concerns arise.

3 Statutory Responsibilities

The School has a statutory duty to comply with rules and regulations laid down in law, and to that end the school must

- Be vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all staff report such cases to designated personnel and are aware of local procedures so that information is effectively passed on to the relevant professionals.
- Monitor students who have been identified as at risk, keeping in a secure place clear records of students’ progress, maintaining sound policies on confidentiality, providing information to other professionals, submitting reports to Child Protection conferences and attending relevant meetings.
- Provide and support Child Protection training regularly to school staff and in particular to designated personnel to ensure their skills and expertise are up to date.
- Contribute to a multi-agency approach to Child Protection by developing effective and supportive partnerships with outside agencies.

4 Best Practices

Schools that observe best practice

- Have an ethos in which students feel secure; their viewpoints are valued, and they are encouraged to talk and are listened to;
- Provide suitable support and guidance so that students have access to a choice of appropriate adults to whom they can turn if they are worried; in difficulties or are feeling vulnerable

- Work with parents/carers to build an understanding of the school's responsibility to ensure the welfare of all students and a recognition that this may occasionally require students to be referred to appropriate agencies as a constructive and helpful measure
- Take particular care that students with special educational needs, who may be especially vulnerable to abuse, are supported effectively paying particular attention to ensuring that those with communication difficulties are able to express themselves to a member of staff with appropriate communication skills
- Have clear guidelines about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times;
- Have a written whole school policy, produced, owned and regularly reviewed by school staff and governors, which clearly outlines the school's policies and procedures to ensure these standards are maintained

5 Designated Persons: Roles and Responsibilities

The Designated Person in this school is **Paula Watson** Assistant Headteacher

The Deputy Designated Persons are **Julie Usher** Student Welfare Team Coordinator, **Matthew Kipling** Sixth Form Learning Mentor

The Nominated Governor is **Ann Wake**

The Local Authority Designated Officer (LADO) can be contacted at County Hall

She is Sharon Lewis on 03000 268 835

The specific responsibilities of the Designated Persons are:

- To have a sound knowledge and understanding of the Child Protection Procedures and to administer them effectively.
- To ensure that all staff report any concerns about young people or suspicion of Child abuse or risk of significant harm to the Designated Person.
- To co-ordinate consultation, decision making and action within the school.
- To make referrals in all cases of suspected Child abuse or suspected risk of significant harm to the relevant agency.
- To liaise with other agencies and co-ordinate the most appropriate school representative to attend Student Protection conferences/reviews/core groups and related meetings.
- To contact First Contact in the event of any suspected or actual non-compliances or other issues of relevance. (see Appendix B)
- To monitor the transfer of students who are on the Child Protection List and maintain contact with other relevant schools where there is more than one student in the family. (It is considered good practice to share all Child Protection information with the appropriate Designated Person in a new school.)
- To attend appropriate and regular training as provided by the appropriate authorities, and to keep up to date with all developments relating to issues of Child Protection.

- To ensure appropriate training is delivered to staff.
- To ensure that all staff have a knowledge and understanding of procedures laid down by Durham Local Safeguarding Children's Board by supporting and providing appropriate training
- To ensure that all staff are informed, are aware of procedures and have their own copy of the most recent Policy and Procedures Document.
- To be aware of all school excursions/residentials and to clarify with the Leadership team person responsible that the party leaders are aware of their role and responsibilities in connection with Child Protection Procedures when students are away from school.

6 Procedures

- All members of staff need to be fully aware of the school's procedures which must comply with statutory guidelines.

a) Managing disclosures

It is quite possible that a Student could make a **disclosure** to any teacher, LSA, Technician, dinner supervisor or other trusted member of the support staff. It can be in quite unexpected circumstances. A note of Concern pro forma for staff which must be completed is available in the **Safeguarding folder in the Staff Lounge on the Cover Board**

Disclosures take different forms.

For example, a student

- May wish to show you something such as a bruise, cuts or contact mark
- May share details of an incident or conversation which s/he may consider inconsequential or innocent;
- May be distressed and wish to tell you about something that has happened to her/him.

b) What should you do?

- **Any** member of staff receiving a disclosure **must** communicate this **immediately** and **directly** to the Designated Person.
- That Designated Person is **Paula Watson**.
- In her absence, contact should be made with the Nominated Deputies **Julie Usher or Matthew Kipling**
- If none of these are available, the Headteacher, should be informed, who will then take the appropriate action.

c) Asking questions

When a student seems distressed or in any form of discomfort, it is natural to want to ask them questions in an effort to support and make them feel better.

In cases of Child Protection Procedures, it is important that we remain circumspect and resist the temptation to engage in inappropriate discussion with the Student.

All members of staff are **strongly discouraged** from using an '**investigative**' or '**interrogative**' approach. Where a student discloses information which triggers concern, that information must be transmitted **directly** to the Designated Person as quickly as possible.

Information **must never** be shared or discussed publicly or outside the scope of the Child Protection Procedures.

d) Contacting the Designated Person

- This must be done immediately and directly- if necessary arrange for a colleague to cover your class or contact a member of the Leadership Team.
- It should not be done through a third party or by e mail.

e) What will the Designated Person do?

The Designated Person will

- 1 Note the **names** of all those people involved.
- 2 Record all **disclosed** information.
- 3 Note carefully **what** has been **observed**.
- 4 Note **when** it was observed.
- 5 If there are signs of physical injury, note **signs of injury** which should be described or sketched. Any **comment** about how the injury occurred should be recorded, preferably **quoting the words used** as soon as possible after they were made.

The Designated Person will then decide on the next course of action and proceed appropriately.

At all times the information must remain confidential.

7 Allegations against teachers and other staff

(Refer to [LSCB procedures, section 6.224](#) and Appendix 5 of those procedures and Part 4 of Keeping Children safe in education [May 2016](#).)

Complaints against Employees

Staff should not leave themselves vulnerable to allegations by being alone in a room with a closed door with any Student- always make sure someone else is close or the door is left open. In order to make this clear we have included DFE guidelines:

“Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones text messaging, e-mails, digital cameras, videos, web-cams, websites and blogs. Adults should not share any personal information with a Student or young person. They should not request, or respond to, any personal information from the student/young person, other than that which might be appropriate as part of their professional role. Adults should ensure that all communications are transparent and open to scrutiny.

Adults should also be circumspect in their communications with Students so as to avoid any possible misinterpretation of their motives or any behaviour which could be construed as grooming. They should not give their personal contact details to Students including e-mail, home or mobile telephone numbers, unless the need to do so is agreed with senior management and parents/carers. E-mail or text communications between an adult and a young person outside agreed protocols may lead to disciplinary and/or criminal investigations. This also includes communications through internet based web sites.”

Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the Student as the central concern. However, as in all Child Protection issues, a balance needs to be struck between supporting and protecting the

student and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

A Child Protection concern involving a member of staff must be reported to the Headteacher, **Lisa Byron** immediately. It is her responsibility to initiate an immediate investigation into the matter.

If the complaint concerns the Headteacher then the next most senior member of staff must be approached. The Headteacher or a senior member of staff should consult with the County Safeguarding Officer for advice and guidance

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

<p style="text-align: center;">Local Authority Designated Officer (LADO) Sharon Lewis 03000 268835 First Contact Service 03000 26 79 79</p>

- 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 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 guidelines. The Headteacher may find it useful to contact the LA Human Resources Department for guidance.
- During the investigation, support will be offered to both the student making the allegation and the member of staff concerned.

8 Information-sharing

Record Keeping

- All information concerning Child Protection should be kept with the Designated Person. It should be dated, timed and contain factual, observable information which does not include interpretation or recommendations.
- Any third party information should be clearly acknowledged.
- All Child Protection information should be kept separate from any educational files.

Parents/Carers

- Staff and the Headteacher must **not** automatically contact parents/carers if there is a disclosure by the student or there are other concerns that the student may be at risk of significant harm. Rather the school will discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the student 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 student and the need to protect the student 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.

Students transferring to another school

- When a student on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information separately from other records.
- If a student for whom there are other existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one safeguarding lead to another.
- Any student transferring to another school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new school. If schools fail to do this the new school should phone the previous school and clarify that there are no issues that school should be aware of.

County Guidance and protocols

(See LSCB website for further details, 'Information sharing')

- **Eight Golden Rules for Information-sharing and flowchart**
- **County Durham Protocol for Working Together in the Delivery of Services to Adults and Children**
- **LSCB Child Protection Procedures Section 2.234**
- **A Guide for Professionals on the Sharing of Information**
- **County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).**
- Staff at St John's are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a student could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.
- Our school takes care to ensure that information about a student 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 student and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

Transfer of Student Records

When a student who is on the Child Protection List changes school, the school which the student is leaving should transfer the information to the student's new school's Designated Person immediately and should inform the named key worker from Social Services. In the case of post-16 students, any information should, where appropriate, be passed on to college or university.

Professional Confidentiality

A student cannot be guaranteed confidentiality if it is believed that the information s/he has disclosed may be putting her/him at risk. It is important that s/he is told this, and understands why the information may need to be shared on a 'need-to-know' basis.

Partnership with Parents/Carers

The school must work with parents/carers to build on their understanding of the school's responsibility to ensure the welfare of all its young people and a recognition that this may require concerns to be shared with the relevant multi-agencies.

Training

It is important that the Designated Person and other key pastoral personnel (e.g. Heads of Year, Student Welfare Coordinator/School Counsellor members of the Welfare Team are updated as the need arises. All staff need to be regularly informed and reminded of responsibilities. New and temporary staff (including supply staff) should be briefed as soon as they take up position

Support for Staff

The stress of this kind of work is considerable. All staff who have handled suspicions/disclosures, or who have attended Child Protection Conferences or Court, should be supported within the school. The school counsellor is available for staff as well as Students. Additionally, support from outside should be sought where appropriate.

Support for Young People

The school recognises that students in distress as a result of experiences outside the classroom may be less able to achieve their potential. While it is clear that students need firm boundaries, staff may need to take into account their distress in managing their behaviour.

Support for Vulnerable Students

Vulnerable students of all ages and their families are supported in a number of ways in school.

- These include support from the Student Welfare team comprising: Student Welfare Coordinator, SENDCO, Learning Mentors, Family support worker, chaplain, transition coordinator and Designated Safeguarding Lead.
- A list of these students is kept for reference in school and is regularly updated.
- These staff meet weekly to monitor the most vulnerable students and also liaise with the Heads of Year,

tutors and outside agencies to ensure the best possible support for these students.

- Several staff are trained to complete the CAF/EHA to ensure support is put in place as quickly as possible.

9 Recognising Vulnerability and monitoring Students' welfare

- Teachers and other support staff are working with students every day and so are in a unique position to identify any warning signs which may indicate that a student is at risk of, or may be the subject of significant harm.
- Once an adult has raised a concern, consultation with the relevant personnel together with information gathering, determines what decision must be taken.

Recognition of peer on peer abuse

Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

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

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

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

The Sexual Behaviours Traffic Light Tool by the Brook Advisory Service can help professionals to assess and respond appropriately to sexualised behaviour. The traffic light tool can be found at www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Guidance on responding to and managing sexting incidents can be found at:

http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

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

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

- Provides a developmentally appropriate pastoral programme which develops students understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
- Develops robust risk assessments where appropriate
- Has relevant policies in place (e.g. behaviour policy, anti-bullying policy)

How can we know?

Because we get to know the student well over a long period of time, we can often recognise signs that may indicate that something is wrong:

- Obvious physical signs, e.g. bruising

- Changes in behaviour, e.g. aggression, over-reaction, mood-swings, withdrawal
- Someone else may give us information which may raise an alarm
- An adult may admit hurting a student
- A parent or carer may tell us that they are having problems in meeting the needs of their child. This may require investigation
- A student may make a disclosure about something that is happening/has happened to her or him

How to respond to a disclosure

What do you do if a student

- Appears visibly distressed or injured?

Or

- Makes a disclosure to you?

Response

- Listen to what the student is saying
- Take it seriously
- Tell her/ him that it is not her/ his fault
- Stay calm
- Do not involve anyone else at this stage
- Do not make judgements or make any comment about the alleged abuser
- Do not ask any questions or press for information
- Do not promise confidentiality!
- Let the student know that you will have to share this with someone and tell them who that person will be (Designated Person)
- Try to be reassuring to the student.
- Make sure that the student is safe and supported
- Contact the Designated Person immediately. Any delay could, depending on the circumstances, place the student further at risk.

Remember.....

- **Do not** use interrogative and precise questioning such as:
- 'What did he/she do to you'
- 'Take your shirt off and show me the marks'

Instead, ask an open question which invites the student to make the disclosure without feeling intimidated:

- 'Do you want to tell me what happened?'
- 'Is there anything you would like to show me?'
- 'What would you like me to do with this information?'
- 'What can we do about this?'
- 'I/We may have to share this information with.....'

Important points to bear in mind when you hear a disclosure

- You may be taken by surprise, or may be shocked by what you hear/see.
- Be calm and professional – try not to show any negative emotion.
- Be aware that the student may not regard the subject of the disclosure as anything unusual, abnormal, painful or bad.
- The student may not express guilt or anger
- You may have been disturbed by the experience, so make sure that you take the opportunity to talk to someone at a later date.

REFER THE DISCLOSURE TO THE DESIGNATED PERSON AS QUICKLY AS POSSIBLE

It is often a distressing experience for you and the sooner you can share the responsibility with the Designated Person the better. You will be kept informed appropriately, so you will have 'closure'.

IMPORTANT: You must always refer a disclosure, even if it is later retracted, or is unsubstantiated by fact. NEVER destroy any evidence, e.g. mobile phone images, documents, and so on – they may be required if a case subsequently comes to court.

And finally, **DO NOT WORRY!**

Your primary concern is the welfare and safety of the student in your care. You are doing your job!

10 Child Sexual Exploitation

Child sexual exploitation (CSE) is a growing issue affecting thousands of children and young people under 18 in England every year.

The most recent definition of CSE is taken from "Working together to Safeguard Children 2015 (amended Feb 2017)"

"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 (a) in exchange for something the victim needs or wants, and/or (b) 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 occur through the use of technology."

It is a type of sexual abuse where students are groomed or persuaded to perform sexual acts for food, accommodation, drugs, alcohol, cigarettes, affection, gifts or money.

Sexual exploitation can take many different forms, such as:

- Inappropriate relationships – often involving a significant age gap. The young person exploited may think they are in a loving relationship.
- Boyfriend exploitation – the teenager is groomed into a relationship but then forced to have sex with friends or associates.
- Peer exploitation – this is similar to boyfriend exploitation but here the young person is forced into sexual activities by their peers and associates. This sometimes happens with gangs as an initiation ritual.
- Trafficking – a young person is taken away from the environment they know to a different location such as another city or different part of town and then forced into sexual activity with multiple men.

Sexual exploitation can also happen online

Online sexual exploitation can take many forms, including:

- grooming children (building a trusting and emotional relationship with the victim for the purpose of sex). Find [more about grooming](#) on the NSPCC website
- getting them to post explicit images of themselves
- sexting
- perform sexual acts via webcams

This may be accompanied by threats from the perpetrator to expose images to family and friends unless further sexual acts are performed by the student.

CSE exists across society. Boys and girls from all ethnic backgrounds, religions and socio economic groups are sexually exploited. Similarly, perpetrators come from all walks of life.

It is important that professionals work together and share information whenever possible to recognise students at risk and to prevent further harm from being inflicted. GPs, nurses, A&E staff, health visitors, sexual health and GUM clinics, hospitals and schools all have a crucial role in this process. If you are aware of a child or young person who is being sexually exploited, it is a Child Protection issue.

Child sexual exploitation still applies even if the young person is over the legal age of consent. Exploitation is always rooted in a power imbalance and those responsible have control over their victims. No matter what their age, the safety and welfare of the young person is the top priority.

Child sexual violence and abuse can cause severe and long lasting harm to victims, including physical injury, sexually transmitted infections and unwanted pregnancy. It can lead to post-traumatic stress disorder, anxiety and panic attacks, depression, social phobia, substance abuse, obesity, eating disorders, self-harm and suicide, domestic violence and in some cases, offending behaviour.

Female Genital Mutilation (FGM) and forced marriages and 'Honour Crimes' are also areas of concern.

You should report any signs of either of these issues in the same way as for CSE or other CP issues.

It is important that you report any suspicions that any student may be at risk of CSE immediately to one of the safeguarding team. It may be an overheard comment about a girl getting a lift with a group of boys or staying the night at friends out of the area.

CSE is often linked with students going missing from home, so that is why it is vital to make registers every lesson and report students missing from lessons.

11 The Prevent Duty: responsibilities for schools

The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfE has produced non-statutory advice for schools, 'The Prevent duty' June 2015. This duty applies to all schools from 1st July 2015.

This work is part of schools' broader safeguarding responsibilities and protecting Students from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping Children Safe in Education (July 2015) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Thus schools should have:

- staff being able to identify students who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Sergeants Jane Freeman and Steve Holden at Durham Constabulary.
- policies and procedures in line with those of DCC, Durham Constabulary and the LSCB.
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.
- throughout the life of the school as well as in specific lessons to build Students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust IT policies and mindful of new guidance within Keeping Children Safe in Education, May 2016, Annex C 'Online safety'.

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes *'Schools should be safe spaces in which Students and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'*

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

The Prevent Team

Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234

HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435

Community.safety@durham.gov.uk

All members of teaching and support staff and governors have completed the LSCB on line PREVENT Training

12 Female Genital Mutilation

This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl. If adults working with girls suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: fgmhelp@nspcc.org.uk

If a member of staff teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.

13 The Role of the Governors:

- The governors have a responsibility for ensuring that the school has a Child Protection Policy and a member of staff designated for Child Protection.
- The designated governor for Child Protection and Safeguarding is **AnnWake**
- The designated members of Staff are **Paula Watson, Julie Usher, Matthew Kipling**
- Governors' Reports should include any changes in procedures and details of any training undertaken by relevant personnel.
- Governors should be aware of the time taken and the number of Child Protection incidents. It is not relevant that they should know a student's name.
- If information comes to governors about an allegation/complaint against a member of staff or the Headteacher, the Local Authority and other relevant personnel should be informed as appropriate.

Parents/Carers:

Parents/carers should be aware that school will take any reasonable action to ensure the safety of its students. In cases where the school has reason to be concerned that a student may be subject to ill-treatment, neglect or other forms of abuse, staff have no alternative but to follow LSCB Procedures and inform the relevant agencies of their concern.

Reviewed and revised by key staff and governors October 2009

Making sense of definitions used in Child Protection referrals

Significant Harm

1) **Harm** is defined in the 1989 Children's Act s.31 (9) as:

- Ill treatment (including sexual and physical abuse).
- Impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar Student.

2) **Significant** is hard to determine since it is a question of degree and seriousness and that can only be determined by the court.

- A court would have to establish which standard of health and development would be reasonable to expect for a Student with similar attributes, and then
- Assess the shortfall against that standard before
- Deciding whether the difference amounts to significant harm.

3) The Adoption and Children's Act 2002 has since extended the definition of harm to include the impairment of a Student's health or development as a result of witnessing the ill treatment of another person.

(Children's Act Guidance and Regulations, Vol 1)

What does the definition of Significant Harm mean for those working with Children?

Anyone working with Students has a duty to

- Promote their welfare
- Take steps to ensure their safety

How is significant harm determined?

This is very difficult for us to do. Establishing the severity of ill-treatment may include any of these factors:

- The degree and the extent of physical harm
- The duration and frequency of abuse and neglect
- The extent of premeditation
- The presence or degree of threat, coercion, sadism and bizarre or unusual elements

What constitutes significant harm?

- One, single traumatic event, such as a violent assault, suffocation or poisoning
- Or a compilation of significant events over a period of time, and which may be acute in their impact.

Specific Definitions

Physical Abuse:

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.

Keeping Children Safe in Education (2018)

Neglect:

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.

Keeping Children Safe in Education (2018)

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. 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.

Keeping Children Safe in Education (2018)

Emotional Abuse:

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.

Keeping Children Safe in Education (2018)

Appendix B

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's Acts 1989 and 2004:

- Safeguarding arrangements in school: entitlements under Every Children Matters
- Early Help within universal services

- Student in Need
- Child Protection

The Single Assessment Procedures & Practice Guidance, [September 2016](#), show these diagrammatically on the 'Durham Staircase and continuum of Need' ([page 16](#)).

The five steps span a continuous process of assessment from Early Support and Intervention to statutory arrangements.

➤ **Every Child Matters**

The Children's Act 2004 sets out in statute the five outcomes that are seen as key to students and young people's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Education settings have a significant role in promoting these five outcomes as part of their every-day safeguarding work with Students.

The Children, Young People and Families Plan 2015/2018, produced by the County Durham and Families Partnership, includes the following objectives that link directly to our safeguarding work in schools:

Objective 1: Students and Young People realise and maximise their potential:

Outcome 1: Students are supported to achieve and develop during their early years

Outcome 2: Students and young people are supported to achieve and attain during school years to prepare them for adulthood

Outcome 3: Young people are supported to progress and achieve in education, employment and training to achieve their potential

Outcome 4: Students with additional needs are supported to achieve and attain

Objective 2: Students and young people make healthy choices and have the best start in life

Outcome 5: Negative risk-taking behaviour is reduced

Outcome 6: Students and young people are more resilient

Outcome 7: A range of positive activities are available for Students and young people

Objective 3: A think family approach is embedded in our support for families

Outcome 8: Early intervention and prevention services improve outcomes for families

Outcome 9: Students are safeguarded and protected from harm

Outcome 10: Students who cannot live with their families achieve permanence and stability

➤ **Life at Home**

The Framework for Assessment triangle, reproduced below, summarises every aspect of a Student's life under three headings:

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

This structure is mirrored in the Single Assessment Framework Early Help assessment

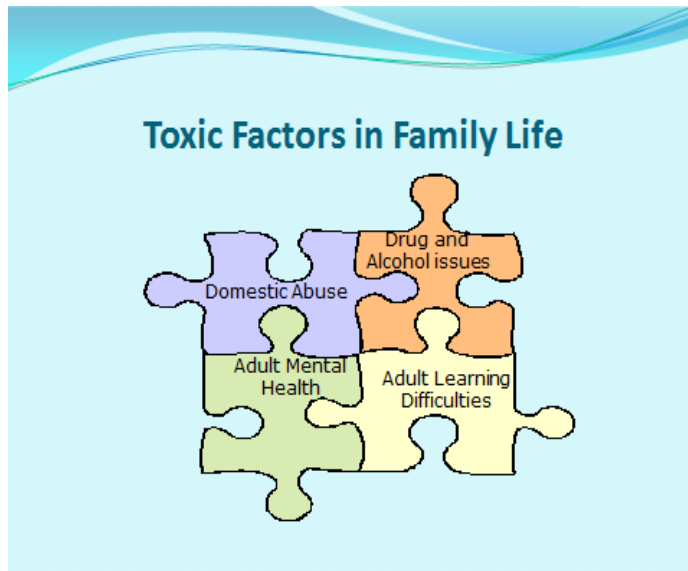


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with students and their parents/carers in school.

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 students in this school.

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

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



Neglect is the largest category for Students being on the Child Protection list (nationally and in Durham). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and can elevate and reduce risk.

Appendix C

Useful contacts

First Contact:	-	03000 26 79 79
Police	-	101
Childline	-	0800 1111
NSPCC Helpline	-	0800 800 500
Samaritans	-	0345 90 90 90
Talk Adoption (Helpline for young people concerning adoption)	-	0800 783 1234

Useful Websites

- <http://www.durham-lscb.org.uk>
- http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex
- www.everychildmatters.gov.uk
- www.doh.gov.uk/safeguarding
- www.studentrenstrust.org.uk/profs-safeguardboard-procedures.asp
- www.open.gov.uk
- [www.cesew.org.uk*](http://www.cesew.org.uk)
- www.ceop.gov.uk

fgmhelp@nspcc.org.uk

***The Catholic Education Service provides additional guidance on a range of Protection Issues, including:**

- Guidance on Using Images of Children
- Child Protection and the Internet

As well as suggesting links to other relevant websites.