



Red Hall Primary School

Child Protection and Safeguarding Policy

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Julie Davidson (Executive Headteacher) Yvonne Watson (Family Support Worker)	01325 254770
Deputy DSL	Laura Snowdon (Head of School) Stacy Luxon (Inclusion Lead) Debbie Hayman (HLTA)	
Early Years Safeguarding Lead	Carly Egglestone (Assistant Head)	
Designated Teacher for Looked After Children (LAC)	Stacy Luxon	
Prevent Single Point of Contact (SPOC)	Gillian Marshall	
Local authority designated officer (LADO)	Marion Garland	
Chair of governors	Debbie Barrigan	01325 254770
Safeguarding governor	Sarah Small	
Channel helpline		020 7340 7264

REFERRAL TO DARLINGTON

If you are a professional and have a concern regarding a child or young person, please contact the Children's Initial Advice Team (CIAT), you can do this by telephone on **01325 406252**.

The Children's Initial Advice Team (CIAT) will ensure that children and young people will get the right service, first time, with no delay.

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

If you need to get in touch out of office hours, contact the Out of Hours Emergency Duty team by telephone: **01642 524552**.

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on **999**

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1. Aims and Objectives

This policy ensures that all staff / volunteers in our school are clear about the actions necessary with regard to a child protection issue. Its aims are:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

We will follow the procedures set out by **Darlington Safeguarding Partnership** and take account of statutory guidance issued by the **Department for Education (DfE); Keeping Children Safe in Education (2020)**

2. Introduction

The health, safety and well-being of all our children are of paramount importance to all the adults who work at Red Hall Primary. They have the right to be safe in our school.

In our school we respect our children. The atmosphere within our school and the ethos we promote is one that encourages children to be valued and listened to. We provide opportunities that enable our children to take and make decisions for themselves.

3. Rationale

Schools have a duty of care towards safeguarding and promoting the welfare of their pupils acting in loco parentis. Whilst our procedures cannot ensure that child abuse does not occur, all staff have a shared responsibility to ensure that child abuse does not go undetected or unreported.

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's **mental and physical** health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

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Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalization
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

4. Roles and Responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of safeguarding partners. Our policy and procedures also apply to extended school and off site activities.

All staff

All staff who work with children will read and understand Part 1 and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff sign a declaration at the beginning of each academic year to say that they have reviewed the guidance.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- How to keep appropriate records on CPOMS (Child Protection Online Monitoring System) of concerns about a pupil even if there is no need to make an immediate referral.

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- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation
- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe.

The Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

When the DSL is absent, the deputies will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
- The DSL will also keep the HeadTeacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The Governors

The governing body will:

- Facilitate a whole school approach to Safeguarding, ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Approve this policy at each review, ensure it complies with the law and hold the HeadTeacher to account for its implementation.
- Appoint a link governor to monitor the effectiveness of this policy.
- Appoint a Designated Looked after Children (LAC) teacher and ensures appropriate training.
- Have procedures for dealing with allegations of abuse made against members of staff
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the Head teacher.

All governors will read Keeping Children Safe in Education.

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The Headteacher (who is also the DSL)

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follows the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

5. Confidentiality

As a school we recognise that:

- Timely information sharing is essential to effective safeguarding
- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children
- The Data Protection Act (DPA) 2018 and UK GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

Confidentiality is also addressed in this policy with respect to record-keeping and allegations of abuse against staff.

6. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of any safeguarding concerns.

If a child is suffering or likely to suffer harm, or in immediate danger;

- Make a referral by telephoning CIAT (Children's Initial Advice Team) and/or the police immediately if you believe a child is suffering or likely to suffer harm or is in immediate danger.
Remember, anyone can make a referral.
- Tell the DSL as soon as possible
- Record the nature of the concern and your actions as soon as possible on CPOMs
- You may also use the following link to the GOV.UK webpage for reporting child abuse to your local council: <https://www.gov.uk/report-child-abuse-to-local-council>

If a child makes a disclosure to you;

If a child discloses a safeguarding issue to you, you should;

- Listen carefully, remain calm and believe them.
- Allow them to talk freely and do not ask leading questions.
Professionals can question a child to gather information to find out what has happened.
Questions to use: what has happened? who is potentially responsible? Where? and when? This information is needed to gather the facts, assess the level of concerns and risk.

Remember you can also use TED style questioning

- Tell
- Explain
- Describe
- Stay calm and do not show that you are shocked or upset.
- Reassure the child and explain that they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you have to pass this information on. Do not promise to keep it a secret.
- Record the disclosure immediately on CPOMs in the child's 'own words'. Stick to the facts and do not put your own judgement on it. Always record who was present, date, time, the questions you asked and what the child has said in their own child words
- Report the incident to the DSL.
- If appropriate, contact the CIAT (Children's Initial Advice Team) and/or police as soon as possible.
- Do not disclose this information to anyone else unless told to do so by a relevant authority involved in the safeguarding process.

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If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix C.

- **Any teacher** who discovers (either through disclosure by the victim or observing physical signs) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a 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 involve children's social care as appropriate.
- **Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from Children's Initial Advice Team. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate through completion of Early Help Multi Agency Referral Forms.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referrals

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Under normal circumstances the DSL will refer any suspected case of child abuse to Local Authority Children's Services or the Police. However, any member of staff can make a referral and should do so if they have serious concerns and the designated teacher has not done so. If you make a referral directly, you must tell the DSL as soon as possible.

Initial contact with Children's Initial Advice Team is usually by telephone (**see Appendix A**)

Make a note on CPOMs of;

- The name of the person you make the referral to
- The date
- The time

If you have a mental health concern

Staff are well placed in our school to identify behaviour that suggests children may be experiencing mental health problems or those at risk of developing one.

- 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.
- **All staff must have awareness of where children have suffered abuse, neglect, trauma, child adverse experiences that these can have an impact of a child's mental health, attendance, behaviour and education attainment.**
- Staff should have awareness of the long-lasting impact of abuse, neglect, trauma and child adverse experiences on mental health, behaviour and education.
- Where a child has mental health issues and there are safeguarding concerns staff should implement child protection procedures.

If you have a mental health concern that is NOT also a safeguarding concern, speak to the DSLs and Well Being Team to agree a course of action.

If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

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- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Emergency Procedures – When to call the Police

The police are the only agency with statutory powers for the **immediate** protection of children.

If a child is believed to be in danger or imminent risk of harm the designated teacher or any staff member can make a referral direct to the police.

The NPCC- When to call the police document should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Access point.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (Unless unsafe or inappropriate)
- Seek advice. (Anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

Record keeping

All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing on the CPOMS system used in school. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

7. Allegations made against other pupils

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We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Sharing of nudes and semi – nudes (sexting)

This is a suggested approach based on guidance from the UK Council for Child Internet Safety for all staff and for DSLs and senior leaders.

Your responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it to the DSL immediately.

You must **not**:

- View, copy, print or save the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL

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- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff (the staff member who reported this, the leadership team and the DSL). This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the HeadTeacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

Further review by the DSL

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

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They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

Informing parents/carers

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Referring to the police

If it is necessary to refer an incident to the police, this will be done through dialing 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded on CPOMs.

Curriculum coverage

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of our relationships and sex education and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Reporting systems for our pupils

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when determining what action to take and what services to provide.

We recognise the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour

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rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

To achieve this, we will:

- Put systems in place for pupils to confidently report abuse to trusted adults in school
- Ensure our reporting systems are well promoted, easily understood and easily accessible for pupils through educating them as part of our Relationships and Sex Education Curriculum and through PSHE.
- Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback e.g. through reassurance that we will respond to their concerns.

8. Online safety and the use of mobile technology

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.

To address this, our school aims to:

- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors
- 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

The 4 key categories of risk

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes
- **Conduct** – personal online behaviour that increases the likelihood of, or causes, harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce** – risks such as online gambling, inappropriate advertising, phishing and/or financial scams

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To meet our aims and address the risks above we will:

Educate pupils about online safety as part of our PSHE and Computing curriculum. For example:

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim

Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation. All staff members will receive refresher training at least once each academic year

Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that (see Mobile Phone Policy)

Make all pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of smart technology

Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet

Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community

This section summarises our approach to online safety and mobile phone use. For comprehensive details about our school's policy on online safety and the use of mobile phones, please refer to our online safety policy and mobile phone policy

9. Concerns about a member of staff or volunteers

If you have concerns about a member of staff (including a supply teacher or volunteer or contractor), or an allegation is made about a member of staff posing a risk of harm to children, speak to the HeadTeacher as soon as possible. If the concerns/allegations are about the headteacher, speak to the chair of governors.

The headteacher/DSL/Chair of governors will then report their concerns directly to police or Local Authority Designated Officer (LADO) if they believe direct reporting is necessary to secure action.

Where you believe there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the HeadTeacher, report it directly to the local authority designated officer (LADO).

Local Authority Designated Officer (LADO)

Safeguarding Policy

Marion Garland: Telephone: 01325 406451
Secure e-mail: dsp@darlington.gov.uk

Darlington Safeguarding Partnership procedures will be implemented.

Darlington Safeguarding partnership.

www.darlingtonsafeguardingpartnership.co.uk

Where appropriate, and should this occur within the Early Years, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education (DfE, 2020)*.

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Headteacher. The school's whistleblowing procedure (Darlington Borough Council's Code of Conduct Policy) enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Alternatively the NSPCC has launched a **Whistleblowing Helpline** which will provide free advice and support to professionals wanting to raise concerns about how child protection issues are being handled in their own or other organisations: **Tel: 0800 028 0285**

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the Chair of Governors.

Staff may also report their concerns directly to Children's Access Point or the Police if they believe direct reporting is necessary to secure action

Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

10. Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Stacy Luxon who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

12. Missing Children (CME)

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including FGM and forced marriage.

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with Darlington procedures.

13. Induction and training

Safeguarding Policy

New staff and governors will receive an induction in safeguarding which includes;

- the school's safeguarding policy,
- details of the DSL, reporting and recording arrangements specific to the school,
- the staff code of conduct and the whistleblowing policy,
- the school's behaviour policy and
- the safeguarding response to children who go missing from education.

Staff will also be required to read Part One of Keeping Children Safe in Education 2020. Staff will sign to say they have received this and understood.

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Headteacher, will be annually trained in Safeguarding.

The DSL will receive training at least bi - annually, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by Darlington Safeguarding Partnership and the Education Safeguarding Officer.

All school staff will receive training minimum every 3 years but new additional training to update staff on changes may be arranged annually.

Governors will receive strategic governor safeguarding training.

All training will be recorded and monitored to flag in advance when updates are required.

Supply staff, volunteers and other visiting staff will be given information on the school Safeguarding Policy and risk assessments on volunteers will be completed.

Recruitment

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

14.Site security

Visitors to the school are asked to sign in and show necessary ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

15.Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against

them in some way. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaints procedure is included within our school complaints policy.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff

16. Recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2021) together with WDSCB and the school's individual procedures.

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with Keeping Children Safe in Education 2018.

We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked.

(see Safer Recruitment Policy)

17. Physical intervention

There may be times when adults in our school, in the course of their duty, use physical intervention to restrain children. Our policy on **Physical intervention and Guiding Principles** makes clear when such action is appropriate and the form it should take. The Head teacher requires the adult involved in any such incident to report this immediately to them, and to record it using the interventions

All adults in the school receive regular training to raise their awareness of abuse and their knowledge of agreed local child protection procedures.

18. Handling the Media

If approached by the media about an incident the following procedure should be followed to minimize sensationalism:

- Do not respond straight away. Tell them you will get back to them.
- Inform the Headteacher
- Head teacher informs the Communications Team of the LEA and seeks advice and support.
- Check the facts and discuss with colleagues as necessary.
- Either the head or Communications Team prepares a brief statement about the situation, putting the matter in context and emphasizing the positive steps that the school are taking.

Appendix A

Children's Initial Advice Team – How to make a referral

CHILDREN'S INITIAL ADVICE TEAM FREQUENTLY ASKED QUESTIONS

Why are you changing the Children's Access Point (CAP) and Children's First Response Team (CFRT)?

We want to provide the best service to Darlington's children and families, as well as to our partner agencies. The CAP and CFRT has been under significant pressure because of increasing numbers of contacts and referrals and we want to manage these better, so that children get the right support first time, with no delay.

What are the changes?

The biggest change is the creation of our new Children's Initial Advice Team. This will be made up of social workers who will provide advice and support to other professionals and ask key questions about the risks and strengths within families. Relationship based social work is embedded into our practice and fits perfectly with our strengths based, approach. This, together with the principles of Signs of Safety as our practice framework creates a more constructive culture for professionals and families to engage and work together to address harm, identify and utilise strengths within the family and inform decision making. Together, through discussion social worker and professional will agree who is best placed to meet the needs of a child. The service will no longer take written referrals.

Will the MASH still exist?

Yes, the MASH will continue and will provide vital cross agency checks for those children most at risk. The new Children's Initial Advice Team will mean that the MASH will be able to get support to those children who need it the most without delay.

What is the aim of the new Children's Initial Advice Team?

The aim is to get the right support to children and families first time. We're basing it on what's worked well elsewhere. By talking through concerns and solutions with professionals we can work together even better and get the right support to families earlier. At the moment we are carrying out too many unnecessary social work assessments and we want to make sure that we're only doing these assessments where they are needed.

What information do I need to give when I call?

You can use the Children's Initial Advice Team flowchart to prepare for your call. This includes details on what information the social worker handling your call might need.

What is the number of the new service?

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- **PROFESSIONALS:** If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public you can contact Children's Initial Advice Team on a direct line and a social worker will speak to you. The phone number for this service is **01325 406252**.
- **PUBLIC:** If you are a member of the public you will continue to contact the service using the existing telephone number: **01325 406222**. A Business Support Operator will help you with concerns about a child's safety and ensure the right service is provided.

What sort of things can I call the service about?

You can call with any safeguarding concern you might have about a child.

If there is no written referral, how do I evidence that I have made contact with Children's Services? How will information be recorded?

Every phone call will be followed up in writing by the social worker. It is best practice to keep a record of the contact you have made, the discussion and any decisions made. You should also record whether you have obtained parental consent and if not, why not.

What records of the conversation will be made and how will they be kept?

This will depend on the individual discussion and the risks identified to a child. It will also depend on whether you have got consent from the child's parent. However, we will record all of the conversations on our system; by having a record, we will also be able to see when there might be a repetition or accumulation of concerns about a child.

What is the difference between a conversation, consultation and referral?

All calls will result in a conversation. The outcome of the conversation will depend on the levels of concerns raised and the agreed course of action. We are moving away from the restrictions of terminology like consultation and referral, however, social worker and caller will agree and record the outcome of any conversation.

Do I have to get parents' consent before I make a call?

It is good practice and the expectation is that you seek consent from parents. We acknowledge that there are occasions when to do so could put a child at risk or undermine the investigation into a serious crime. In these instances, we would accept a call without consent from parents. Reasons for not seeking consent should be clearly stated when speaking with the Children's Initial Advice Team and recorded on internal systems for your records.

What are the opening hours of the Children's Initial Advice Team?

The service will run from Monday to Thursday 8.30am until 5.00pm, and 8.30am until 4.30pm each Friday.

What do I do outside of these hours?

You can continue to contact our Emergency Duty Team on telephone number: 01642 524552.

What happens if I disagree with what the social worker recommends?

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The aim of our new service is to work together to come up with the right support or service for a child or family. We hope that professional disagreements will be rare but if you wish to escalate you can follow the Darlington Safeguarding Partnership (DSP) [Professional Challenge Procedure](#).

How can I provide feedback about the service?

In the first instance you can contact the team manager.

How can I contribute to the FAQs?

This is an iterative document and will be reviewed monthly. Callers can email the DSP Business Unit with questions as they arise on DSP@darlington.gov.uk and they will be passed to the Head of Service, Children's Initial Advice Team.

Appendix B – Current Safeguarding Issues **Definitions, signs and indicators**

Safeguarding

Safeguarding and promoting the welfare of children is defined as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best life chances

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Types of Child Abuse

- Physical Abuse
- Sexual Abuse

Safeguarding Policy

- Emotional/Psychological Abuse
- Neglect and Non-Organic Failure to Thrive

1. Child Physical Abuse

Definition;

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.

Indicators include:

- Fractures and bruises in non-walking children
- Recurrent unexplained injuries or burns
- Pinch bruises or bite bruises
- Bruises around the ears and mouth, black eyes (particularly both)
- Explanation inconsistent injury
- Untreated injuries or lingering illness
- Administration of excessive punishment
- Running Away
- Aggression
- Self-destructive tendencies
- Fear of going home or parents being contacted
- Arms and legs covered in hot weather
- Withdrawal from PE, swimming etc. (refusal to change)
- Fear of medical help/examination
- Frozen watchfulness
- Aggressive bullying behaviour

Common sites for accidental injury;

- Forehead, Nose, Chin
- Elbows, Forearm, Bony spine
- Hi, Knees, Shins

Common sites for non-accidental injury;

- Skull: fracture, bruising or bleeding under skull (from shaking)
- Eyes: bruising (particularly both eyes)
- Ears: pinch or slap marks, bruising
- Cheeks: bruising, finger marks
- Mouth: torn, split, swollen
- Neck: bruising, grasp marks
- Shoulders: bruising, grasp marks
- Chest: bruising, grasp marks
- Upper and inner arms: bruising, grasp marks

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- Genitals: bruising
- Back, buttocks, thighs: outline of belt/buckles/scalds/burns
- Knees: grasp marks

Bruises are likely to be:

- Frequent
- Patterned (e.g. finger and thumb mark, outline of implement etc.)
- Old and new in same place (note colour)
- In unusual places (see above)

Burns and scalds are likely to have:

- A clear outline
- Unusual position (e.g. back of hand)
- Indicative shapes (e.g. cigarette burns, bar of electric fire, lighter etc.)

Suspicious injuries include:

- Bite marks
- Fingernail marks
- Large and deep scratches
- Incisions (eg from razor blades)

2. Child Sexual Abuse

Definition:

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.

Sexual abuse is defined as the involvement of dependant, developmentally immature children and adolescents in sexual activities they do not truly comprehend, to which they are unable to give informed consent, or violate the social taboos of family roles.

Indicators include:

- Overly compliant behaviour
- Aggressive behaviour
- Hints about sexual activity
- Pseudomature behaviour
- Persistent, inappropriate sexual play with peers, toys or themselves

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- Excessive masturbation
- Sexually aggressive behaviour
- Attempts to teach other children about sexual activity
- Detailed and inappropriate understanding of sexual behaviour
- Arriving early for school, leaving late, few if any absences
- Poor peer relationships, inability to make friends
- Lack of trust, particularly with significant others
- Inability to concentrate
- Sudden drop in school performance
- Extraordinary fear of males
- Seductive behaviour with males
- Running away from home
- Regressive, withdrawn behaviour
- Clinical depression, suicidal feelings
- Vaginal discharge and bleeding
- Soreness/injury of the genital/anal areas
- Recurrent urinary tract infections
- Venereal infection
- Pregnancy

3. Child Emotional/Psychological Abuse

Definition:

The severe adverse effects upon behaviour and emotional development caused by persistent coldness, hostility or rejection or severe over-protection towards a child on the part of the parent or carer.

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 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.

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Three types of abuse come under this category:

1. Emotional Neglect: Acts of omission
2. Emotional Assault: The result of persistent verbal attacks by parents or siblings
3. Emotional Abuse: A chronic behaviour pattern that results in the child having a damaged self-image.

Indicators include:

- Speech delay, lack of communication skills
- Low self-esteem
- Learning difficulties, lack of concentration
- Withdrawal, isolation, depression
- Opposition, defiance
- Very passive behaviour
- Self-mutilation
- Compulsive behaviour, rituals and activities
- Pseudomature behaviour
- Running away
- Alcohol, drug, solvent abuse
- Stress symptoms eg bed wetting, soiling, stomach ache (without physical cause)
- Fear of situations
- Eating disorders (over eating, under eating)
- Inappropriate emotional responses
- Obsessive behaviour, rocking, thumb sucking
- Attention seeking

4. Child Neglect and Non-Organic Failure to Thrive

Definition:

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 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.

The persistent or severe neglect of a child, (for example by exposure to any kind of danger including cold and starvation), which results in serious impairment of the child's health and development.

Failure to thrive is a condition where a child shows medical evidence of a lack of normal physical and/or mental growth and development which has progressed over a period of time. It must be a medically diagnosed as non-organic.

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Indicators include:

- Inappropriate clothing (too large/small, summer wear in winter etc)
- Running away
- Constant hunger
- Constant tiredness
- Frequent lateness
- Frequent non-attendance
- Low-self esteem
- Untreated medical problems
- No social relationships
- Compulsive stealing or scavenging
- Poor personal hygiene

Extra-familial harm (contextual safeguarding)

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 exploitation, criminal exploitation, and serious youth violence.**

Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm,

Child Criminal Exploitation (CCE)

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual

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activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Grooming

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomer may be female or male. They can be any age

Many children and young people don't understand that they have been groomed; or that what has happened is abuse.

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined 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.

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL is appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and

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includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

So – called ‘Honour Based Violence’ (HBV)

So-called ‘honour-based’ abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage and practices such as breast ironing.

Female Genital Mutilation FGM

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. **Those failing to report such cases will face disciplinary sanctions.**

What staff should do if they are worried about a child

- If a member of staff suspects a child is at risk of, has already undergone, or receives a disclosure about FGM, they must be careful to respond in an appropriate and sensitive manner. Efforts should be made to establish the full facts from the child before any action is taken.
- The member of staff should discuss it with the school’s designated safeguarding lead, following the procedures set out in the settings child protection. The staff member must report the matter to the Police and Social Care with support of the designated safeguarding lead.
- School staff should not attempt to investigate the case themselves or attempt to speak to the child’s parents as this may place the child at an increased risk of harm.

Indicators

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period

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- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced Marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk

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- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Breast Ironing

- Traditional West African Practice involves the pounding of the developing breasts of young girls with hot objects, most commonly stones, spoons and hammers.
- This practice is carried out by girl's mothers or female family members.
- The practice is carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.

Safeguarding SEN or Disabled Children

- SEN/Disabled children have exactly the same human rights to be safe from abuse and neglect and to be protected from harm.
- SEN/Disabled children do however require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes and unequal access to services and resources and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment.

Sexting' or 'youth produced imagery' in schools:

Definition

'Youth produced sexual imagery' refers to young people sharing images that they, or another young person, have created of themselves. The types of incidents which this advice covers are:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under the age of 18

When an incident involving youth produced sexual imagery comes to the school's attention:

- The incident should be referred to the DSL as soon as possible
- The DSL should hold an initial review meeting with appropriate school staff
- There should be subsequent interviews with the young people involved (appropriate)
- Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should **be made to children's social care and/or the police immediately.**

County Lines

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Definition

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose

If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation. Like other forms of abuse, child criminal exploitation, including county lines: Further information on the signs of a young person’s involvement in county lines is available in guidance published by the Home Office.

‘Upskirting’

Definition

‘Upskirting’ 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. It is now a criminal offence

Serious violence

All staff should be 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, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Domestic Abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of

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domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is called Operation Encompass.

The DSL will provide support according to the child's needs and update records about their circumstances.

Link for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

- <https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2>

Continuum of Need document;

- <http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/>

Links to specific safeguarding issues

<http://www.darlington.gov.uk/education-and-learning/local-safeguarding-children-board/professionals-and-volunteers/policy,-procedures-and-guidance/>

Child missing from education (CME)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Child missing from home or care

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271820/Flowchart_when_a_child_goes_missing_from_care.pdf

- child sexual exploitation (CSE) – see also Appendix 1 of the Safeguarding Children procedure <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence <https://www.gov.uk/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse

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- <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also Appendix 1 of the Safeguarding Children procedure
<https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practice-guidelines>
- forced marriage
<https://www.gov.uk/forced-marriage>
- gangs and youth violence
[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice to Schools and Colleges on Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf)
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk>
- mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting
<http://ceop.police.uk/>
- teenage relationship abuse
<https://www.gov.uk/government/collections/this-is-abuse-campaign>
- trafficking
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Appendix C - Key Safeguarding Contacts

Social Care

REFERRAL TO DARLINGTON

PROFESSIONALS: If you are a professional, i.e. working with a child or young person in a formal or voluntary setting and not a family member or member of the public you can contact Children's Initial Advice Team on a direct line and a social worker will speak to you. The phone number for this service is **01325 406252**.

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PUBLIC: If you are a member of the public you will continue to contact the service using the existing telephone number: **01325 406222**. A Business Support Operator will help you with concerns about a child's safety and ensure the right service is provided.

The Children's Initial Advice Team (CIAT) will ensure that children and young people will get the right service, first time, with no delay.

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

If you need to get in touch out of office hours, contact the Out of Hours Emergency Duty team by telephone: **01642 524552**.

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on **999**

Police Non-emergency 101

Early help

Early Help Coordinator Kelly-Ann Reay on 01325 405635.

If you would like to speak to an allocated worker in the Early Help Team please contact McNay Street Children's Centre on 01325 406250.

Health

School Nursing Service

Education:

Education Safeguarding Officer/ CME Officer

Joanna Conway,

E-mail Joanna.Conway@darlington.gov.uk 01325 405848

Virtual Head for LAC

Calvin Kipling 01325 406272

Darlington Safeguarding partnership.

www.darlingtonsafeguardingpartnership.co.uk

Designated Officer at the Local Authority

Marion Garland

Telephone: 01325 406451

Secure e-mail: dsp@darlington.gov.uk

Prevent contacts

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Prevent Team (office hours) 0191 375 2234
Non-urgent enquiries 101
Emergency calls 999

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) For education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair
Jo Benson, Head of Youth Offending Service
Contact details: 01325 406791

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789 321

Appendix D - Legislation and Statutory Guidance

Links to legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2021\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our local safeguarding partners.

This policy is also based on the following legislation:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

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Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

Appendix E– Related Safeguarding Policies

Staff code of conduct – Darlington Borough Council

Supporting pupils with a medical condition

First Aid

E-Safety

Acceptable use policy – mobile phones, mobile devices, cameras

Expectations and choice framework (Red Hall's behaviour management system)

Guiding Principles (Use of Physical Intervention)

Anti-bullying policy

Whistleblowing (within the code of conduct)

SEND Policy

Children missing from education

Safer recruitment

Failure to collect a child

School Visitor's policy and procedure

Personal and intimate care (Suncream / Toileting)

Young Carers policy

Safeguarding Policy

Complaints procedure

Early Years Missing or Lost Child Policy

Arrivals and Departures Policy