Red Hall Primary School

Child Protection and Safeguarding Policy

Important Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Julie Davidson (Executive Headteacher)	01325 254770
Deputy DSL	Laura Snowdon (Head of School) Stacy Akers (Inclusion Lead) Debbie Hayman (HLTA)	
Early Years Safeguarding Lead	DSL - Carly Egglestone (Assistant Head)	
STRIVE Safeguarding Lead	DSL - Katie Jaitay (Teacher in Charge) Deputy - Ryan Todd (Teacher)	
Designated Teacher for Looked After Children (LAC)	Stacy Akers	
Prevent Single Point of Contact (SPOC)	Laura Snowdon	
Local authority designated officer (LADO)	Liz Best	01325 405319 (preferred contact) 07717301557 designatedofficer@darlington.gov.uk
Chair of governors	**Sarah Small**	01325 254770
Safeguarding governor	Sarah Small	
Channel helpline		020 7340 7264

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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**

Document History

	Safeguarding Policy
Originally Written:	October 2001
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By:	Head of School and Executive Headteacher
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Contents:

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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 (2022)**

2. Introduction

The health, safety and well-being of all or 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.

DSLs in school are aware of the importance of children having an "appropriate adult" to talk to.

Our crucial role in preventative education

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic, transphobia and sexual violence/harassment. This is underpinned by:

Red Hall's behaviour policy

Our pastoral support system

Our planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

- o Healthy and respectful relationships
- o Boundaries and consent
- o Stereotyping, prejudice and equality
- o Body confidence and self-esteem
- o How to recognise an abusive relationship (including coercive and controlling behaviour)

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- o The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
- o What constitutes sexual harassment and sexual violence and why they're always unacceptable

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.

4. <u>Equality statement</u>

Some children have an increased risk of abuse, both online and offline, 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 or health conditions (see section 10)
- 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 or absent from education for prolonged periods and/or repeat occasions
- Whose parent/carer has expressed an intention to remove them from school to be home educated

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5. **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.

- 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 fact that children can be at risk of harm inside and outside of their home, at school and online

- What to look for to identify children who need help or protection

- The fact that children who are (or who are perceived to be) lesbian, gay, bi or trans (LGBT) can be targeted by other children and provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

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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

- Have a particular focus on children with social workers, understand these students'academic attainment and progress and maintain a high culture of high aspirations for this cohort.

- Ensure that staff are aware who these children are and share information about welfare, safeguarding and CP issues with teachers and leaders.

- Support teaching staff to identify challenge they may face when teaching children who have a social worker and the academic support and adjustments that could be made.

- Have a good understanding of harmful sexual behaviour

- Have a good understanding of the filtering and monitoring systems and processes in place at our school

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.
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements
- 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
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners

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- Ensure that the school has appropriate filtering and monitoring systems in place, and review their effectiveness. This includes:

o Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

o Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards

- 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.

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding.

Make sure:

o Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively.

o Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors)

o The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns

o Your school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors).

o That this policy reflects that children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

Where another body is providing services or activities (regardless of whether or not the children who attend these services are children on the school roll:

o Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college

o Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

o Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply

All governors will read Keeping Children Safe in Education.

The Headteacher (who is also the DSL)

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

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- 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.

- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

- Ensuring the relevant staffing ratios are met, where applicable

- Making sure each child in the Early Years Foundation Stage is assigned a key person

- Overseeing the safe use of technology, mobile phones and cameras in the setting

6. **Confidentiality**

- 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. If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer, because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies

- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children

The DSL should consider that:

- Parents or carers should normally be informed (unless this would put the victim at greater risk)

- The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care

- Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. While the age of

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criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

- The government's <u>information sharing advice for safeguarding practitioners</u> 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)

Regarding anonymity, schools should:

Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system

Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved

Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

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

7. 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

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- 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.

As a school we recognise that:

- Harmful sexual behaviour - HSB - can occur online and/or face-to-face and can also occur simultaneously between the 2
- Both the ages and stages of development of the children are critical factors
- The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training
- Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support

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.

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- **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 Intervention

Early intervention means providing support to a child as soon as a problem emerges. All staff should be prepared to identify children who may benefit from Early Help. Mental Health and Behaviour in Schools.

If early intervention 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

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.

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- 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.

Domestic Abuse

Staff receive regular training on the impact on domestic abuse and ways of supporting children who have experienced this. From September 2022, KCSIE explains that:

- Children who witness domestic abuse are also victims

- Witnessing domestic abuse can have a lasting impact on children

- Children can be victims, and perpetrators, in their own relationships too

- The abuse can be physical, sexual, financial, psychological or emotional

In addition, it mentions:

- That extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships)

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.

All staff need to be aware that serious violence (including that linked to county lines) and radicalisation have now been added to the safeguarding issues staff need to be aware of that can put children at risk of harm

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.

Recording everything in writing will help if/when responding to any complaints about how you handled a case.

8.   Allegations made against other pupils – child-on-child abuse

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".

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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 child-on-child 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, as children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL)

- Ensuring pupils know they can talk to staff confidentially

- Ensuring staff are trained to understand that a pupil harming another child could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

- Making it clear that victims should not be given the impression they're creating a problem by reporting **any** form of abuse/neglect (the 2021 version had specified abuse, sexual violence and sexual harassment).

- All staff should understand that children can be at risk of harm inside and outside their home, school/college, and online. Staff should exercise professional curiosity and know what to look for to identify children who need help or protection.

- Making it clear that there is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse

- Recognising that even if there are no reports, it doesn't mean it's not happening

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- Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them

- Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's or college's policies (especially the child protection policy) and responses, and

- Be confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

Harmful sexual behaviour (HSB)

- HSB can occur online and/or face-to-face and can also occur simultaneously between the 2
- Both the ages and stages of development of the children are critical factors
- The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training
- Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support

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
- 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

Safeguarding Policy

- 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.

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.

Discipline and the alleged perpetrators

The DSL should take the lead role when dealing with alleged perpetrators.

- We can take disciplinary action whilst other investigations are ongoing e.g. by the police

- The fact another body is investigating/has investigated an incident doesn't (in itself) prevent school from coming to our own conclusion about what happened and impose a penalty accordingly. This is a matter for the executive headteacher and she should consider it on a case-by-case basis

Safeguarding Policy

- Executive Headteacher should consider whether:

  o Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this

  o There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened

- School can, and should, take disciplinary action and still provide support at the same time if necessary

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.

- We will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but decide it on a case-by-case basis)
- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk
- We will be mindful about what information we provide about the other child involved, and when. We will make sure we work with relevant agencies to ensure our approach to information sharing is consistent
- It's good practice to:
  o Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress
  o Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision
- The DSL would attend these meetings - decide what other agencies should attend on a case-by-case basis

In addition, school will always reinforce the importance of online safety, making parents aware of what children are asked to do in school and sites they will and can visit.

Safeguarding other children

We will support children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration

- We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- We will consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- We will keep our policies, processes and curriculum constantly under review to protect all children
- Reports of sexual violence and/or harassment may:
  o Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum
  o Reflect wider issues in the local area

Safeguarding Policy

In addition:

- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them
- We will consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements
- If there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s) – this is to make sure the school's actions don't jeopardise the police investigation. If we have any questions about the investigation, we will contact the police
- When supporting the victim, we will:
  - Regularly review decisions and actions, and update relevant policies with lessons learnt
  - Look out for potential patterns of concerning, problematic or inappropriate behaviour, and where you identify a pattern, decide on a course of action
  - Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs

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

Safeguarding Policy

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.

**Important to note, abuse in intimate relationships between children is sometimes known as 'teenage relationship abuse'

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 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.

9. <u>Online safety and the use of mobile technology</u>

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 (including filtering and monitoring systems) 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

Safeguarding Policy

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

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, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and 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

Safeguarding Policy

- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly

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

*remote education is the now the name for remote learning. This is where children work on a laptop or mobile device to complete lessons and work set by school.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Red Hall Primary School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Red Hall Primary School will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti bullying and behaviour policies

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

10. Safeguarding concerns and allegations made about staff, including supply teachers, volunteers and contractors

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).

If you receive an allegation relating to an incident where an individual or organisation was using the school premises for running an activity for children, follow our school safeguarding policies and procedures, informing the LADO, as you would with any safeguarding allegation.

Safeguarding Policy

Local Authority Designated Officer (LADO)

Liz Best	01325 405319 (preferred contact)
	07717301557
	designatedofficer@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, 2021)*.

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.

Low level concerns

A low level concern is any concern that an adult has acted in a way that is inconsistent with the staff code of conduct, including inappropriate contact outside of work; does not meet the allegations threshold; or is not considered serious enough to refer to the local authority designated officer (LADO).

Additional clarity around low-level concerns:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure.
- The Executive Headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach
- If staff are in any doubt as to whether a low-level concern meets the harm threshold, then consult the local authority designated officer (LADO)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating pupils'

Low level concerns must report to the Head of School, please refer to the Low level concerns policy.

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.

Safeguarding Policy

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.

If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with our low-level concerns policy.

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.

11. 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

12. 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:

Safeguarding Policy

- 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

13. 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.

Elective Home education (EHE)

- Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work with the LA and other key professionals work together to coordinate a meeting with parents/carers to ensure parent are fully aware of responsibilities. This is particularly important if a child has SEND, is vulnerable or has a social worker.

Transferring child protection files

The DSL should make sure when a child leaves that their child protection file is transferred to the new school/college as soon as possible, and within:

- 5 days for an in-year transfer, or within
- The first 5 days of the start of a new term to allow the new school/college to have support in place when the child arrives.

14. Children with SEND

School recognise that any abuse involving children with SEND will require close liaison with the DSL (or deputy) and the SENCO.

Safeguarding Policy

Staff are aware that children with SEND are three times more likely to experience abuse.

15. <u>Additional barriers for some children</u>

The school recognises the additional barriers faced by children who are lesbian, gay, bi or trans (LGBT). KCSIE highlights that:

a. These children can be targeted by other children
b. It's vital you provide a safe space for these children to speak out and share their concerns with members of staff

16. <u>Induction and training</u>

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 2021. 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.

17. <u>Site security</u>

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.

18.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

19.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 (2022) together with the school's individual procedures.

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.

In addition, SLT will:

- Inform candidates who are shortlisted that they will be carrying out an online search on to help identify any issues that are publicly available online
- Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference
- Ensure that the single central record (SCR) indicates if a standalone children's barred list check was completed and a certificate obtained (previously it was just a 'barred list check')
- For visitors who are at school in a professional capacity, schools should not ask to see the certificate of appropriate checks if the visitor's employers have confirmed their staff have appropriate checks

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.

20.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

Safeguarding Policy

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

21.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.

Safeguarding Policy

<u>Appendix A</u>

<u>Children's Initial Advice Team – How to make a referral</u>

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

Safeguarding Policy

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?

- 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?

Safeguarding Policy

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?

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
- Emotional/Psychological Abuse
- Neglect and Non-Organic Failure to Thrive
- Harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children

Safeguarding Policy

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

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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
- Persistant, inappropriate sexual play with peers, toys or themselves
- Excessive masturbation
- Sexually aggressive behaviour
- Attempts to teach other children about sexual activity

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- 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 sever 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.

Three types of abuse come under this category:

1. Emotional Neglect: Acts of omission

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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.

Indicators include:

- Inappropriate clothing (too large/small, summer wear in winter etc)
- Running away

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- 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.

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

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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.

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

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

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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
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour

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- 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 fmu@fco.gov.uk

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

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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 unles 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

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

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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 ornew 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 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

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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.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

The school has clear procedure in place for handing children over to parents and will report any concerns to the Police.

As part the curriculum children will be given practical advice on how to keep themselves safe

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

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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
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
- 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

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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.**

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

Safeguarding Policy

TBC

Virtual Head for LAC
Calvin Kipling 01325 406272

Darlington Safeguarding partnership.

www.darlingtonsafeguardingpartnership.co.uk

Designated Officer at the Local Authority

Allyson Donovan	01325 405292
	07717301557
	designatedofficer@darlington.gov.uk

Prevent contacts
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

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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 (2023) 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

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

Safeguarding Policy

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

Appendix E– Related Safeguarding Policies

Staff code of conduct – Darlington Borough Council

Low level concerns

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

Complaints procedure

Early Years Missing or Lost Child Policy

Safeguarding Policy

Arrivals and Departures Policy

Appendix F – CPOMS Guidance

Recording and reporting on CPOMS

When incidents are recorded they should be factual and NOT a narrative of the event. If it helps, record each key fact on a new line and not in paragraphs (this will be different when typing up meeting notes).

A reminder to staff that CPOMs could be used (and has been used) as evidence in court.

Where this is the case;

- Staff were asked to justify/explain, in court, what they had logged on CPOMS

- **Learning from the court case in terms of use of CPOMS:**

  o Ensure your incident logs are **truthful, accurate and factual**
  o **Avoid** emotive language, jumping to conclusions, guessing/assuming, offering opinions and embellishments – we have all written CPOMS incidents where we have been frustrated/cross/emotional ourselves and this sometimes reflects in how it is written – this could be questioned, especially by a defence lawyer. Accusation by the defence lawyer was, "I put it you that you have a personal issue with the mother." Don't let your professional integrity and ability to remain impartial be called into question because your personal feelings came across in an incident. Keep it to the point and factual.
  o Everything you write can be seen by a child's parent/carer if they request it – Freedom of Information
  o **Record the voice of the child whenever possible** using their actual words – a direct quote from a child was key in the court hearing

CPOMS as an evidence base:

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- CPOMS is vital as an evidence base for many things – social care, EP, CAMHS, SEND etc. It is vital that all incidents are logged that form a picture of that child and how they are managing at school; this includes behaviour, engagement/refusal, emotional state, voice of the child etc.
- **Including other children:**
- Do not include any personal/sensitive information about multiple children in one incident – parents can request a copy of any information we hold and we can't give this information to other parents. Refer to other children just by their first names.

Interpreting children's behaviour:

It was suggested that it is a good idea to record the behaviours the child was presenting rather than drawing a conclusion about how we, as adults, interpret the behaviour e.g rather than saying the child was cross because he/she was throwing chairs, record the presentation of the child – throwing chairs, crying, shouting, red in face.

If the child says, "I am cross!" then we record that but if the child hasn't verbalised their emotions/feelings, we just record their presentation.

Proof reading:

Advised to **always proof read CPOMS** before adding the incident so they make sense - especially with auto-correct typing features. There have been cases where CPOMS records were proof-read by school before court hearings and were edited so they were grammatically correct and spelt correctly.

When an incident is edited it comes up at the bottom of that incident – court has questioned that editing as it could have been tampered with.

How to write an incident:

- Keep it short and factual (unless typing minutes from a meeting or a visit)
- Be careful of how language can be interpreted – 'chased' is very different to 'followed' and we shouldn't be chasing children
- Don't try and interpret the situation – just record the facts
- Only select the category that the incident relates to e.g if the child is under CIN but the incident is about their behaviour, you just select the behaviour category
- Alert all relevant staff
- **Please use the child's first names when recording the incident and any staff member's names, NOT initials. Initials can be used once it is clear who the staff member you are talking about is and are being referred to e.g.**
  Julie Davidson (JD)…..
  JD can then be used within the incident after this.

How to reduce the time it takes to write a CPOMS incident and make them easier for people to pull information from.

We still see lots of narratives being written and sometimes this is appropriate – especially if typing up notes from a meeting – but incidents just need to basic facts and any information relevant to the incident e.g include the activity or location if it is relevant – is the fact it was in the hall, or a literacy lesson, a trigger for that child?

Narrative example…

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I had just come back from my lunch and the children were lining up at the door on the KS1 playground. The rest of the class were lining up smartly but Freddie was pushing Johnny. As I watched, he angrily pushed him again and hit him on the arm. Johnny started to cry. I shouted at him to stop and this is when he began to run around the playground and he ran towards the gate. I shouted at him repeatedly to come back but he ran onto the field. CD and I then chased him onto the field where he ran down to the bushes and was running in and out of them. We managed to get hold of him and he lashed out at us. As we were bringing him back into school he continued to hit and kick. I told him this was not kind and asked him nicely to please stop. He didn't listen and continued to hit out. When back in school we took him down the corridor to the therapy room where he completed crashing activities and he eventually calmed down. We then took him back to class.

- Is this relevant to the incident? If this is a regular trigger for behaviour then say it is – if not you can leave it out
- If you are writing this, do you need to reflect on your reaction – should you have intervened sooner?
- Don't assume how they are feeling – add their presentation
- How would these words read to someone else? Would they make it sound like you were angry? We shouldn't be 'chasing' children and we shouldn't 'get hold of them'.

Edited version

Freddie pushed Johnny in the line (twice) then hit him in arm– was red in face and had fists clenched.

Ran away when asked to stop – went to field

CD and I followed to keep him safe

Escorted him back into school – repeatedly hit and kicked

Accessed regulation activities in therapy room and calmed to return to class.

194 down to 58 words

Safeguarding Policy

CPOMS

SAFEGUARDING Categories	
Child Protection Generally only ever used by DSL's	Record notes of child protection conference. Tag in any staff who need to take actions or monitor as a result of the plan.
	Add any review paperwork from CP conference. Tag in any members of staff who need to take actions after the review.
	Add notes and plans regarding actions and information from meetings.
	Add notes from core group meetings from child in need or child protection. Tag in staff who work with the child with any actions required.
Strategy Generally only ever used by DSL's	Upload details and notes from any strategy meetings attended or called on a child.
Building Stronger Families	ADD TO CATEGORY. Record here brief details of the meetings, plans etc for meetings held under Early Help, now known as Building Stronger Families and attach any documents relating to this, including meeting notes and actions. Tag in any staff members who need to follow up the actions in the plan
LAC/CLA Automatically alerts SA as designated teacher for Looked After Children	Looked after child – Local authority care – upload any relevant documentation related to the child's LAC/CLA status. If you know the child is LAC please tick this as it automatically alerts SL.
Child in Need (CIN)	ADD TO CATEGORY + upload any documents regarding the section under which CIN has been instigated. Tag in members of staff working with the child with any actions.
Child Welfare Concerns Any Safeguarding Concerns at all	Child is known or suspected to be involved in Child Sexual Exploitation – either on – line or face to face. Add any notes from other services. Tag in staff who work with the child to monitor. See guidance for details regarding CSE: https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
E.G Gathering evidence of emotional/physical/ne	Female Genital Mutation. Record incidents which have been collected over a period of time, or if there is a known family history of FGM. FGM should only be recorded if health professionals have been involved with the family and there are reasons why a child may need to be monitored.

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glect/sexual related etc Grooming CSE FGM	Record when there is evidence of serious abuse between children. This can involve sexual abuse, physical abuse, sexual violence, sexting. These are only recorded if they are serious and persistent. Agencies would be involved and support provided to both the perpetrator (who is a child) and the victim. For guidance on peer on peer abuse: https://safeguarding.network/safeguarding-resources/peer-peer-abuse/
Child on Child Abuse	New category. This form of abuse is when there is any kind of physical, sexual, emotional or financial abuse or coercive control between children and young people both on and offline. This can include sexual harassment and should be taken seriously.
CIAT (Children's Initial Advice Team)	Please record this if a call has been made and you have taken advice from the Children's Initial Advice Team
Voice of the Child	When we have done some information gathering and listened to a child's lived experiences. Often used when preparing reports by DSL's
PREVENT	
	Record any incidents or reports of radicalised behaviours. These may be incidents that have happened in the school or the community. This may concern wider family members and friends. Children may talk about particular events or thoughts – in real – life or on line that would trigger the prevent duty policy: https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
TEAM TEACH INCIDENTS	
Positive Handling	Record any incidents where the positive handling have been used. No incidents should ever be recorded without completion of the bound book.
ATTENDANCE	
HT will report any Internal Monitoring	Children recognised as falling below 92% and at risk of becoming PA
HT/DHT will report Parent Contact	Record meetings with parents where actions are decided upon, or where it links directly to the other categories highlighted.
LH will record evidence of Legal Action	Record when any form of legal team are involved with a family regarding attendance.
BEHAVIOUR INCIDENTS	
Behaviour at Lunchtime	Always record under this if it happened at lunchtime so we can pull reports off linked to behaviour in free times.
Cyberbullying	Recording reported incidents of cyberbullying. This could be reported by parents or other children. Only record if there is a build up of evidence which shows that it is bullying 'over time' not just a one – off incident. The school anti – bullying policy will be triggered. Records of this evidence should be added to the record.
Bullying Incident	Add to this record only when the formal bullying policy has been instigated by the senior leaders in school. This will show evidence of harm over time. Attach evidence of meetings with parents and children, and any plans that are formulated. Tag in staff who need to follow actions or record incidents. State whether against adult or child
Physical	Record any incidents where a child or adult has been physically hurt with intent to harm.
Verbal Abuse	Record reported incidents of name- calling
Refusal	Record incidents of a child 'repeatedly' refusing to follow adult instructions, school code of conduct and school behaviour policy.

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Swearing	Record incidents of swearing.
LGBTQ+ phobia	Record of ANY incidents or reported incidents of homophobic behaviours against the LGBTQ community. Report any incidents or suspected incident of homophobic behaviour towards a child or family member. See guidance for description of homophobic behaviours: https://www.bullying.co.uk/general-advice/what-is-homophobic-bullying/
Internal Exclusion	Use this if an internal exclusion was an action following a behaviour so we can monitor the number of these.
E-SAFETY CONCERN	
	Record any breaches of the E-Safety policy or any concerns around a child's activity online at home or in school.
RACIST INCIDENT	
Racism	Record any incidents of racist behaviours – this is in any context in or out of school. It could be directly against another person or indirectly, where children make comments that are considered racist. All racist incident should be reported to parents so any logs in this category should state what contact has been made with the parents – both of the child and any victim. For guidance on racist behaviour: https://www.childline.org.uk/info-advice/bullying-abuse-safety/crime-law/racism-racial-bullying/#Whatareracismandracialbullying
HARMFUL SEXUAL BEHAVIOUR	
	Harmful sexual behaviour is developmentally inappropriate sexual behaviour displayed by the children which would be harmful or abusive. Peer on peer sexual abuse is one such form of this. Sexual abuse between children of a similar age or stage of development. This could include but not limited to; • Sexual name-calling • Sexual harassment • Online sexual bullying • Sexual image sharing • Sexual assault • Rape Record here also examples of any signs that may indicate harmful sexual behaviour • Taking younger children to 'secret' places or hideaways or playing 'special' games with them (eg doctor and patient, removing clothing etc.) • Seeking out the company of younger children and spending an unusual amount of time in their company. • Insistence on hugging or kissing a child when the child does not want to. • Frequently using aggressive or sexual language about adults or children. • Showing sexual materials to younger children. • Sharing sexual images of someone without their consent. • Sharing sexual images of themselves without the recipient being clear that they would like to see them. • Viewing sexual images of children online. • Making sexually abusive telephone calls. • Sharing alcohol or drugs with younger children or teens. • Exposing their genitals to younger children.

Safeguarding Policy

	- Forcing sex on another adolescent or child. - Befriending a younger child in order to engage in sexual activity and asking them not to tell. - Having sexual activity with someone who is significantly more drunk than themselves. Touching someone's bottom, breasts or crotch area without in-the-moment indications that the touching is desired
OPERATION ENCOMPASS	
Operation Encompass incidents are usually reported to YW and JD directly by CIAT or the police.	Add in any records of Operation Encompass incidents reported to the school. Identify the support the school has put in place as a result of the incident. Tag in the relevant staff who may see the impact of the incident in school.
SHARED INFORMATION	
	Information you may gain about a child that you are unsure about the relevant category but it feels relevant to note.
PROFESSIONAL CHALLENGE	
	Record any evidence that you have professionally challenged a decision made regarding the safeguarding of a child with any other adult or professional.
PASTORAL/FAMILY SUPPORT	
	Record any incidents/meetings additional support you put in place for families over and above the child's education needs.
PARENTAL CONCERNS	
	Record any concerns parents raise regarding their child in school. Do not link this to bullying UNLESS senior leaders are involved with further investigation and it links to the school's policy on Bullying.
ELSA Work	
	Generally only ever used by EP/AC to record incidents that arise out of ELSA sessions.
School Counsellor	
	Used to record any feedback from sessions with the School Counsellor

Appendix G – Acronyms Used

CAHMS	Children and Adolescent Mental Health Service
CCE	Child Criminal Exploitation
CL	County Lines
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead

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DfE	Department for Education
DSL	Designated Safeguarding Lead
EHE	Elective Home Education
FGM	Female Genital Mutilation
HBA	Honour Based Abuse
HSB	Harmful Sexual Behaviour
KCSIE	Keeping Children Safe in Education
LA	Local Authority
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub
OCSE	Online Child Sexual Exploitation
PSHE	Personal, Social, Health and Economic education
SCR	Single Central Record
SEND	Special Educational Needs and Disability
SENCo	Special Educational Needs and Disabilities Co-ordinator