



Keeping Children Safe in School: Child Protection within Safeguarding

Policy into Practice

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All practitioners should read this Policy into Practice in conjunction with the (Keeping Children Safe in School: Child Protection within Safeguarding) Policy.

INDEX

Principles of the Policy

Contents

1. [Overview: Safeguarding](#)

- **Definition of 'safeguarding'**
- **Safeguarding within this academy**
- **Safeguarding throughout academy life**
 - **Caring ethos**
 - **Curriculum**
 - **Universal services and specialist support staff**
 - **Visitors**
 - **The extended day**
 - **Working with parents and carers**
- **Safeguarding and Child protection training for all staff/adults working in the academy**

2. [Child Protection within overall safeguarding and Early Help arrangements for all children/young people in school](#)

- **Every Child Matters**
- **Life at home**
- **Signs and behaviours of concern**
- **Early Help; Single Assessment Procedure and Practice Guidance**
- **Durham Multi-Agency Safeguarding Hub (MASH)**
- **Child in Need: more complex cases Level 3 Amber**
- **Child Protection and significant harm**
- **Prepare for the unexpected**
- **The Durham Staircase**

3. [Child Protection Policy](#)

- (a) **Establishing a safe environment in which children can learn and develop.**
- (b) **Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.**
- (c) **Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.**
- (d) **Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe.**
- (e) **Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
 - **Names of designated safeguarding leads in school**
 - **Recording concerns**
 - **Listening to children and receiving disclosures**
 - **Recording and response of the designated lead professional**
 - **When to discuss concerns with the First Contact Service**
 - **Discussions with First Contact will be followed up in writing**
 - **Attendance at Strategy meetings if assessed as child protection concern**

4. [Multi-Agency Work in Child Protection](#)
 - Initial Child Protection Conference: school responsibilities
 - Attendance
 - Preparation of a report
 - Chronology of significant events
 - Sharing of the report
 - Membership of a Core Group
 - Review Child Protection Conference
5. [Information-sharing](#)
 - Parents/carers School staff
 - Children moving to another school and the transfer of records
 - County guidance and protocols
6. [Allegations against teachers and other staff](#)
7. [Safe Touch - Physical contact other than to control or restrain](#)
8. [Physical control and restrictive physical intervention: use of reasonable force](#)
9. [The Prevent Duty](#)
10. [Child Exploitation](#)
11. [Female Genital Mutilation](#)
12. [Online Safety](#)
13. [Peer on Peer Abuse](#)
14. [Serious Violence](#)

Appendices

- 1 [Roles, Responsibilities and entitlements](#)
- 2 [Definitions of abuse: signs and symptoms](#)
- 3 [Behaviour guidelines for staff and volunteers](#)
- 4 [Universal Services Contact Information](#)
- 5 [Referral form for First Contact](#)
- 6 [Summary of multi-agency meetings](#)
- 7 [Information Sharing July 2018 \(HM Government\)](#)
- 8 [The eight golden rules for information sharing](#)
- 9 [The Brook Traffic Light Tool](#)
- 10 [Flow chart and summary advice for schools on sexting incidents](#)
- 11 [Responding to and Managing Sexting Incidents](#)
- 12 [Sexual Harassment and Sexual Violence](#)
- 13 [LADO Referral Form](#)

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

Consett Academy is committed to promoting the welfare of all students by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus, this includes students and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of students who attend the school ([Appendix 1](#)).

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

- The Children Act 1989; Children Act 2004;
- The Education Act 2002; Education and Inspections Act 2006;
- Working Together to Safeguard Children 2015;
- The Local Safeguarding Children Board (DSCP) procedures (www.durham-scp.org.uk);
- What to do if you're worried a child is being abused – DfES 2016;
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2019;
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013;
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance August 2016;
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR);
- A Guide for Professionals on the Sharing of Information;
- County Durham Safeguarding Adults Inter-Agency Partnership and Durham Safeguarding Children Partnership;
- Procedures for locating missing pupils and the removal of pupils from roll. June 2017;
- Prevent Duty Guidance: for England and Wales; HM Government 2015;
- The Prevent duty Departmental advice for schools and childcare providers; Department for Education June 2015.

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

- The welfare and well-being of each child is of paramount importance;
- Our policy works on the premise that abuse takes place in all communities and that academy staff are particularly well placed to identify and refer concerns and also to act to prevent children and young people from being abused;
- We respect and value each child as an individual;
- We are a listening school, and encourage an environment where students feel free to talk, knowing that they will be listened to;
- The protection of children from abuse is a whole-academy issue, and the responsibility therefore of the entire school community;
- Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the designated safeguarding leads that such information should be promptly passed on to;

- Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education;
- We will use the school curriculum to resource our students to protect themselves from abuse, both as victims and as potential perpetrators;
- The academy runs in an open, transparent way.

1. Overview: Safeguarding

➤ **Definition of 'safeguarding'**

'Keeping Children Safe in Education', DfE, 2019, defines safeguarding and promoting the welfare of children as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.
(Children includes everyone under the age of 18).

➤ **Safeguarding within Consett Academy**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children by working with our 3 safeguarding partners in Durham Safeguarding Children Partnership – Durham County Council, Durham Constabulary and the Clinical Commissioning Groups to promote the welfare of children and protect them from harm.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly, this policy links with many other related policies in school:-

- Behaviour and Rewards Policy;
- Anti-bullying policy, including cyber-bullying;
- Health and Safety policies;
- Medication in school/First Aid policies;
- School visits including risk-assessments;
- ICT/e-safety;
- Children with Special Educational Needs (SEN) and Looked After Children (LAC);
- Equal Opportunities;
- Relationships and Sex Education Policy (from 2020).

- ⇒ Local multi-agency safeguarding arrangements and policies are on the following website: on www.durham-scp.org.uk. The online document is always current. The Durham Safeguarding Children's Partnership comprises the 3 safeguarding partners (Durham County Council, the clinical commissioning group, and Durham Constabulary);
- ⇒ County Durham Practice Framework: Single Assessment Procedure & Practice guidance. August 2016;
- ⇒ Managing Allegations against Staff (Durham DSCP Child Protection Procedures);
- ⇒ Keeping Children Safe in Education, September 2019.

Safeguarding throughout Academy life

Caring ethos

We aim to create and maintain **a caring ethos** where all students and adults feel safe, secure and valued. If students feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Consett Academy operates as a listening academy where students are able to approach adults with concerns. These will be taken seriously and relevant Local Safeguarding Children Board (DSCP) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

Curriculum

Students have access to an appropriate curriculum, including the teaching of Relationships & sex education, and health education (from 2020), differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with students which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Students are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities, which promote respect and empathy for others. As part of our new Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015, we are aware of the importance of building students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making. (See Section 9)

Aspire Sessions, Inspire Programme, including relationships & sex education, health education, Religious Studies, Art, Music, Drama, English are some of the areas of the curriculum in which students can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

There is a central safeguarding information board displayed in the Atrium which includes the photographs of the key staff responsible for safeguarding. All staff ID badges and visitor, contractor and other badges, all have a emergency contact card in the back with the names and telephone numbers of the Designated Safeguarding Leads. All visitors to the Academy are given a safeguarding leaflet to read when they arrive.

Universal services and specialist support staff ([See Appendix 4](#))

The extended day

Lunchtime activities, meals and supervision by catering/supervisory staff and after-school activities on and off site.

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

In order to ensure both staff and students are safe whilst in their working environment the following expectations need to be followed:

- Students who are not remaining for either Homework Club, Detention, Sport Club, Drama, extra-curricular activity or Extended School Day must be asked to leave the building at 3:00pm (no student should be allowed to 'wander the building' at the end of the academy day);
- Staff must supervise all students except the Sixth Form and Y11 (if working in Break Out area by Year 11 office);
- All students need to be escorted off site following a detention;
- All students working independently in the Sixth Form or Y11 break out area must remain there or leave the building. All students must leave the building by 5:00pm;
- A member of SLT will be on site each evening until 5:00pm to support staff;
- If a member of staff is working with a student beyond the extended school hours published, parents must be informed;
- All staff must challenge students who remain on site without supervision and inform a senior member of staff if they will not leave the building.

Working with parents and carers

Consett Academy believes in effective communication with parents and carers. We welcome parent/carers views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways: questionnaires, parents' evenings, parent view and parent forum.

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways: Newsletters, letters home, website, training/information sessions e.g. e-safety, bullying etc.

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

Working with external agencies

Consett Academy plays a leading role in safeguarding and reducing exclusions in the local area. A Behaviour Partnership Panel takes place each month where secondary school representatives are joined by representatives from the Local Authority, the EWEL team (Emotional Well-being & Effective Learning Team), One Point, Educational Psychology team

and partner alternative education providers. Details of the main partner agencies can be found in appendix 4.

➤ **Safeguarding and Child Protection training for all staff/adults working in the academy**

Consett Academy complies with the advice laid down in 'Working Together to Safeguard Children' 2018 and 'Keeping children safe in education' 2019 to undertake regular training.

This is covered in more detail in Section 3. The date of last training: September 2018.

A record of those trained can be found in the Single Central Record. Individuals attendance certificates are held in a central file alongside the SCR.

- Training for the Designated Safeguarding Lead to Level 3 has been undertaken by Jamie Ward, Rachel Somerville and Helen Potter.
- Training for the designated safeguarding lead and other designated teachers in the academy is undertaken every 2 years. This is logged on the CPD training and with HR to ensure all staff are fully up to date. We have other key pastoral staff trained to Level 2 on a three-yearly cycle.

Forename	Surname	Course Title	Start Date	Date re-training to be completed
Simon	Booth	L2 Child Protection	27.2.2020	Feb-23
Phil	Dodd	Child protection - Refresher	10.7.2018	Jul-20
Sara	Ebbing	Child protection - Refresher	July 2019	Jul-21
Neil	Elsender	Child protection - Refresher	9.7 2019	Jul-21
David	Hall	L2 Child Protection Training	14.3.2019	Mar-21
David	Hopper	L2 Child Protection	25.4.2019	Apr-21
Kelly	Hopper	Child protection - Refresher	10.7.2018	Jul-20
Paul	Howell	L2 Child Protection	05.06.2018	Jun-20
Gail	Jackson	Child Protection Refresher	10.3.2015	21.4.2020
Karen	Moncur	Child protection - Refresher	7.5.2019	May-21
Mel	Parker	Level 2 CP Training	25.4.2019	Apr-21
Jennifer	Pendleton	L 2 Child Protection (stepped out of pastoral role in 18/19)	19.10.2015	10.3.2020
Helen	Potter	L3 Designated Safeguarding Lead Training	01.10.19	Oct-21
Kevin	Reynolds	L2 CP Training	7.12.2016	Dec-19
Kay	Robb	Child protection - Refresher	9.7.2019	Jul-21

Rachel	Somerville	L3 Designated Safeguarding Lead Training	23.11.2016	21.11.19
Rachel	Somerville	LADO Training	26.4.16	N/A
Rachel	Somerville	Train the Trainer	29.4.2019	N/A
Jamie	Ward	LADO Training	26.4.16	N/A
Jamie	Ward	L3 Designated Safeguarding Lead Training	06.03.19	March 21
Jamie	Ward	Train the Trainer	29.4.2019	N/A
Paula	Watts	Level 2 Child Protection	11.6.2019	Jun-21
Laura	Williams	L2 Child Protection	Jun-17	02.06.2020
Paul	Woodhouse	L2 Child Protection	7.5.2019	May-21
Kate	Wynn	L2 Child Protection	23.5.2019	May-21

➤ Prevent training

We recognise that as a minimum, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is thus able to provide advice and support to other members of staff on protecting children from the risk of radicalisation (The Prevent duty DFE June 2015). To this end, all of our staff have completed the online Prevent training. This was refreshed in the autumn term 2018.

- The Nominated Governor with responsibility for Child Protection is **Karl Fairley**.
- The Director of School, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training', dates of training are logged and kept with HR.

Staff Member	Job Title	Date of Training
Iain Herdman	HR Director	July 2017
Karl Fairley	Chair of Governors	October 2018
Rachel Somerville	Director	September 2017
Jamie Ward	Assistant Director	September 2017
Helen Potter	Assistant Director	September 2017

- There is a leaflet entitled 'Behaviour Guidelines for Staff and Volunteers' with important practical advice ([Appendix 3](#)).
- Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium, October 2015.

2. Child Protection within overall safeguarding and Early Help arrangements for all children/young people in school

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 to 2018:

- Safeguarding arrangements in school: entitlements under Every Child Matters;
- Early Help (Level 2 Yellow Durham Stairway) within universal services;
- Child in Need (Level 3 Amber Durham Stairway);

- Child Protection (Level 4 Red 'Safeguarding' Durham Stairway);
- Durham Safeguarding Children's Board's guidance and procedures (see www.durham-scp.org.uk).

The Single Assessment Procedures & Practice Guidance, September 2016, show these diagrammatically on the 'Durham Staircase and continuum of Need' (page 17).

The five steps span a continuous process of assessment from Early Support and Intervention (Levels 1-3) to statutory arrangements (Levels 4 and 5).

The Children and Young People's Strategy

The Children and Young People's Strategy 2019-2022, prepared jointly by all public services and voluntary and community services including the Council, local health services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership.

Aim 1

All children and young people have a safe childhood. We will provide a range of services for children, young people and families to help ensure they achieve this aim. We will focus on preventative measures through our early help and intervention services and will ensure that all children in need of help and protection are protected from harm. We will ensure that young people are protected from crime and those who get into trouble are supported by a range of services, including the youth offending service.

For those needing our statutory support services we will ensure that our social work practice is of a high standard. We will be an excellent corporate parent to the children and young people within the Council's care and for those leaving the care system. We will work with education, youth support and other networks to ensure good services are available to all our children, young people and their families.

Aim 2

Children and Young People enjoy the best start in life, good health and emotional wellbeing.

Better outcomes for children cannot be achieved through health and social care service improvement in isolation. How children live, learn and play are all key drivers of healthy development. Parenting is critical to a child's development and evidence shows children who are exposed to adverse events such as domestic abuse or alcohol misuse can be affected negatively, both physically and mentally, throughout their adolescence and into adult life. Education, housing, community connections, employment and poverty all determine whether a child will be more likely to thrive and achieve their optimum potential in life. We will work to ensure our children enjoy the best start in life and have good health and wellbeing, offering help when required. For our more vulnerable children and families we will provide a more targeted offer of support to reduce inequalities in outcomes. Children and young people will be supported to achieve their optimum mental health and wellbeing.

Aim 3

Young people gain the education, skills and experience to succeed in adulthood. We will focus on improving the educational attainment of our children and young people. We also need to ensure that young people have the right skills and are prepared for work and we need to work together to ensure children develop a love of learning in addition to ensuring that there are sufficient employment and training opportunities available. We will also ensure that young people have the opportunity and support to progress in education, employment and training on leaving school through our DurhamWorks programme.

Aim 4

Children and young people with special educational needs and disabilities achieve the best possible outcomes. We aim to ensure that children and young people with special educational needs and disabilities have high quality support which meets their needs. Children, young people and their families will be involved in the design and plans for these services, with their voice being listened to and where possible acted upon. It is important that we are able to support these children and young people to secure meaningful employment which enables and prepares them to live independently into adult life.

➤ Life at Home

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

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

This structure is mirrored in the Referral form for First Contact Service.

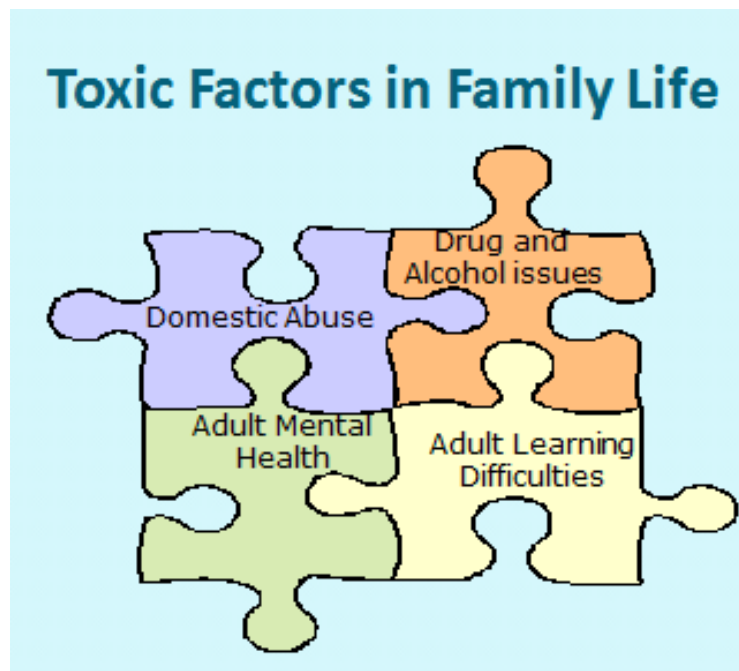


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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

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

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



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

➤ **Signs and behaviours of concern**

'All academy staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'. Keeping children safe in education, September 2019.

Paragraph 18 of the document emphasises that staff should be particularly alert to the need for early help for the following groups of children:

- is disabled and has specific additional needs;
- has special educational needs (whether they have a Statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;

- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing alcohol or drugs themselves;
- has returned home to their family from care; and
- is a privately fostered child.

'All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively'. Keeping children safe in education, September 2019.

In Consett Academy, we do these regular updates through:

Page on the VLE, briefings in person and via CPOMS and meetings with the Pastoral Team on a regular basis.

Consett Academy understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. **First Contact Service: 03000 267979.**

'If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made'. Keeping children safe in education, September 2019.

➤ **Single Assessment Procedure & Practice Guidance**

'All school and college staff should be prepared to identify children who may benefit from early help' *Keeping children safe in education, September 2019* (para 8) This relates to work with other universal agencies and following DSCP procedures and guidance (see www.durham-scp.org.uk). Our school is aware that 'no single professional can have a full picture of a child's needs and circumstances'. Also, that 'if children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'. KCSIE 2019 (para 3).

Courses, which our staff have undertaken:

- Single Assessment Procedures;
- Designated Safeguarding Lead;
- Self-Harm Support Conference;
- Operation Encompass;
- LADO Training;
- Level 3 Assessment and Intervention;
- Designated Safeguarding Lead Training (Level 3).

Consett Academy works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, 'A Guide for Professionals on the Sharing of Information' (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a 'Team around the Family' meeting is not forthcoming. These professionals meetings are important to share concerns, suggest ways forward along with further work to encourage

participation by parents/carers in early help processes. One Point colleagues and Think Family Mentors are also a useful source of advice in these circumstances.

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

Our local One point hub and Families First Team and contacts can be found in [Appendix 4](#).

➤ **Durham Multi-Agency Safeguarding Hub (MASH)**

Where concerns are identified as Level 3 or 4 on the Durham Staircase, Consett Academy will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team.

➤ **Child in Need**

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

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Keeping children safe in education 2019 (pg.13).

Consett Academy recognises the importance of this early support and intervention work and in more complex cases undertaken with the consent of parents and carers at Step 3 (Amber) of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family meetings and the production of relevant reports for these.

➤ **Child Protection and significant harm**

Step 4 (Red) 'Safeguarding concerns' on The Durham Staircase

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

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation'. Keeping children safe in education 2019 (pg. 13)

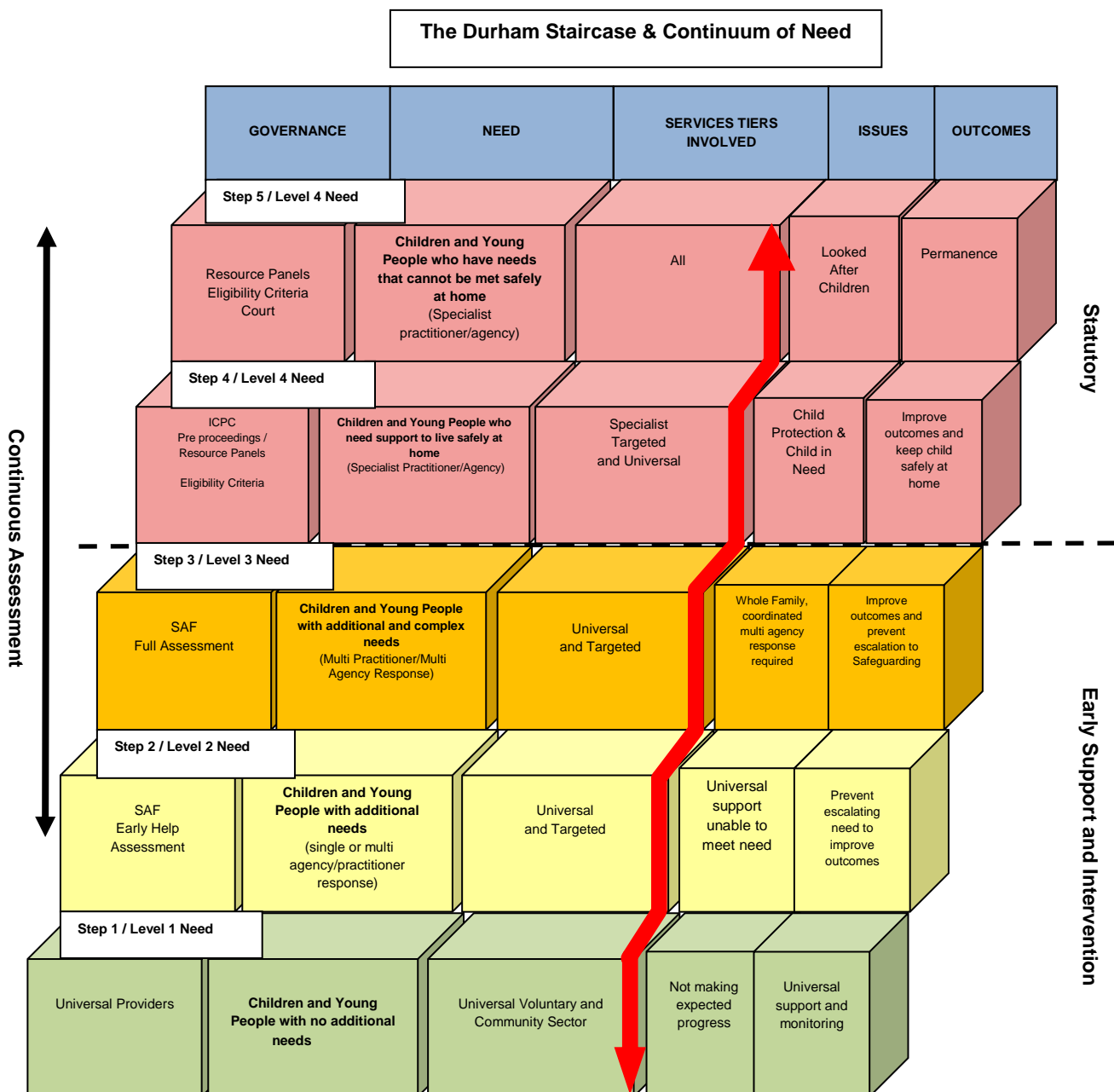
Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

➤ **Prepare for the unexpected**

Our staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with First Contact Service as soon as possible. In all cases, it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school. 'Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child'. Keeping children safe in education 2019 (para 35).

➤ **The Durham Staircase**

This is a diagrammatic representation of the continuum of assessment and intervention in Durham from universal services through to child protection arrangements.



Level 1 - Universal Provision Children with no additional needs.

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal services remain in place regardless of which level of need a child is experiencing.

Level 2 - Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

Level 3 - Early Help – Targeted Provision for Children with multiple issues or complex needs where a co-ordinated multi-agency response is required.

These are children and families whose needs are not being met due to the range, depth and significance of their needs which makes them very vulnerable and at risk of poor outcomes. A multi-agency response is required using either the single assessment framework whole family assessment tools as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make change and reduce the likelihood of moving into Level 4 services.

Level 4 - Services to keep the child safely at home – where a statutory response is required.

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children's Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

Level 4 (step 5) - Need that cannot be managed safely at home.

Children and young people who require intensive help and support from a range of specialist

In general, children and young people with disabilities will have their needs met through early help and targeted services at levels 1, 2 and 3. However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.

3. Child Protection Policy for Consett Academy

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

- Establishing a safe environment in which students can learn and develop;
- Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with students;
- Training and supporting staff to equip them to appropriately recognise, respond to and support students who are vulnerable and may be in need of safeguarding;
- Raising awareness of child protection issues and equipping students with the skills needed to keep them safe;
- Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse;
- Supporting students who have been abused in accordance with their agreed child protection plan.

(a) Establishing a safe environment in which can learn and develop

This links to the academy's overall safeguarding arrangements and duty of care to all students. The following Trust policies are relevant:

- Accessibility Policy
- Business Continuity Management Plan
- CCTV Policy
- Health & Safety Policy
- Premises Management & Security Policy
- Safer Recruitment Policy

(b) Ensuring we practice safer recruitment in checking the suitability of staff and volunteers to work with children

The following staff and governors have received Safer Recruitment training:

Iain Herdman	HR Director	26 th July 2017
Karl Fairley	Chair of Governors	26 th April 2019

Consett Academy will comply with the requirements outlined on the DSCP website 'Key Safeguarding Employment Standards' and in the DSCP Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' September 2019, Part 3.

Consett Academy will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children Safe in Education September 2019 has specific details of the role of the Designated Safeguarding Lead.

Consett Academy will undertake appropriate pre-employment checks on all staff working within the academy, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping Children Safe in Education, September 2019.

The level of DBS and other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (see paragraphs 121-133 of Keeping Children Safe in Education September 2019) thus most appointments will require an enhanced DBS check with barred list information.

In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. Keeping children safe in education (paragraph 119).

At Consett Academy:

- Volunteers will not be left unsupervised with groups of students, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Director of School and governors must be aware of the Durham County Council Confidential Reporting Code arrangements.
- Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- Members of our governing body (except associate governors) will be subject to a Section 128 check.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the academy are given a leaflet that covers behaviour guidelines for staff and volunteers.
- Relevant staff will be required by the Director: Curriculum & Operations to complete the 'Disqualification by Association' declaration form. This is included in the pre-employment checks for those posts covered by the provision as part of recruitment. (Durham Schools Extranet, Document Library/HR).

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

'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction'.

This should include:

- The Keeping Children Safe in School Policy & Policy into Practice;
- The Staff Professional Expectations Policy;
- The safeguarding response to children who go missing from education;
- The role of the designated safeguarding lead' (including the identity of the designated safeguarding lead and any deputies)', KCSIE September 2019 Part 1 (para 13)

Copies of policies and a copy of Part 1 of Keeping Children Safe in Education, September 2019, will be provided to staff and volunteers at induction. All staff are **required to read** this.

In addition, staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording. This will include how to record information about concerns on CPOMS.

They will be informed who the designated safeguarding lead is and other trained designated teachers supporting this work within the academy.

All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium, May 2019.

All adults working within the academy receive regular whole-school safeguarding and child protection training on a three-yearly cycle. The majority of staff receive training in twilight sessions or INSET days. Training is delivered either 'in house', for Good and Outstanding school, or by officers from Education Durham for other categories of schools and Special Schools. In either case, the same resources and themes are covered. This course, 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and priorities of the DSCP. Currently a case study focusses on the impact of Neglect. Durham Education offers schools a 'Train the Trainer' course to prepare them with the necessary resources for this training to be undertaken in schools.

Staff who miss these sessions or join the academy within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school. Education Durham are also providing some centrally based 'catch-up' sessions for these colleagues.

Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.

Date of last whole school introductory course training – Monday 6th November 2018.

Staff responsible for safeguarding

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

DSL: Jamie Ward

DSL: Rachel Somerville

DSL: Helen Potter

Deputy DSL: David Wheelhouse

Deputy DSL: Kathleen Clarke

- 'The designated safeguarding lead and any deputies will undergo training to ensure that they have the knowledge and skills required to carry out their role. The training should be updated every two years. Keeping children safe in education, September 2019, Part 2 (para 66).
- The Nominated Governor with responsibility for Child Protection is **Karl Fairley**. Date they attended county governor training: 26th April 2019.

In addition, the following staff are responsible for coordinating child protection and safeguarding work within the broader curriculum and extended curriculum:

Mrs Ruth Allan, Learning Leader (Inspire & Aspire).

Member of the team supporting the safeguarding lead specialise in promoting certain themes within the academy:

- Risky behaviours;
- Sex and relationships education;
- Young carers;
- Domestic abuse awareness;
- Drugs and alcohol;
- Child Sexual Exploitation;
- Prevent.

(d) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe

We raise other related issues with children and their parents/carers in the following ways:

Children

Awareness of IT, e-safety issues including cyber-bullying, sexting and hazing. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. All schools in the County have the new Smoothwall filtering and monitoring system in place for this and other potentially risky content. It is wise for the Designated Safeguarding Lead to review these records regularly to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in line with Annex C Annex C of Keeping Children Safe in Education, September 2019 and DfE 'Teaching Online Safety in Schools, June 2019.

Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues).

Our Inspire curriculum covers related themes including safe touch, feelings and healthy relationships

Parents/Carers

Consett Academy's website and other means of communication with parents and carers will re-enforce the message that Consett Academy is committed to the welfare and

protection of all students in its care. Academy staff and governors take this duty of care very seriously.

Newsletters, letters to parents about specific issues, Consett Academy web site and Parents' Evenings are used to disseminate and re-enforce key safeguarding and child protection information.

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

- current address and telephone contacts;
- which adults have parental responsibility;
- court orders which may be in force;
- children on the Child Protection list;
- the child's name at birth and any subsequent names (taking care over unusual spellings);
- any other changes to home circumstances.

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

➤ **Names of designated safeguarding leads within the academy**

All staff, including part-time, peripatetic and adults working with children in the academy should be informed who these colleagues are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh new face that a child might disclose something important to.

- Rachel Somerville – Director Curriculum & Operations – 07769254786
- Jamie Ward – Assistant Director – 07818 532478 or 01207 292130
- David Hopper – Year 7 Manager - 07866977541
- Karen Moncur – Year 8 Manager - 07818532481
- Kelly Hopper – Year 9 Manager - 07866977228
- Kate Wynn – Year 10 Manager - 07818455756
- Mel Parker – Year 11 Manager – 07780431914
- David Wheelhouse – Senior Pastoral Manager (KS3)
- Kathleen Clarke – Senior Pastoral Manager (KS4)

➤ **Recording concerns**

ALL concerns passed to the designated safeguarding leads must be recorded in CPOMS.

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

Disclosures of worrying information by children must also be recorded on a 'concern' form.

'All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of

confidentiality. This means only involving those who need to be involved, e.g. Designated Safeguarding lead (& deputy) or Children's Social Care.'

'Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child'. Keeping Children Safe in Education, September 2019, Part 1.

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

➤ **Listening to Children and Receiving Disclosures**

- We embrace our role as a listening academy where students can discuss concerns with any member of staff or adult who works with them;
- Staff (teaching and support) will make time and be available should students approach them with a situation they are worried about;
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person;
- 'Staff members working with students are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.' Keeping Children Safe in Education, September 2018, Part 1 (20);
- Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that depending on what the student says they might need to share the information with someone who deals with these concerns within the academy;
- If the student does not wish to continue and say anything, further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern;
- When the member of staff next comes across the student concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish;
- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the academy and parents/carers would be rightly aggrieved;
- If there is concern about another member of staff or adult working within the academy, the matter must be passed straight to the Director of School. The member of staff concerned must not be spoken to.

Please remember:

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

➤ **Recording and Response of the designated lead professional**

All information received should be stored in the student's 'concern' file or in CPOMS. This is kept securely in locked storage and away from the student's individual academy records. (The student's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all designated safeguarding leads can access these documents in an emergency.

Good practice is to have a simple 'chronology of events' which is in CPOMS for all students in the academy. This assists should the MASH (Multi-Agency Safeguarding Hub) make contact about issues beyond the academy and also inform any other concerns in the academy.

➤ **When to discuss concerns with the First Contact Service 03000 26 79 79**

DSCP Child Protection procedures <http://www.durham-scp.org.uk> has detailed information about the management of individual cases. In addition, staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, September 2015.

We use the local authority Referral Form for notifying First Contact of concerns.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers will be informed of this **unless to do so would place the child at further risk of harm**. First Contact will triage the concerns raised and pass on to colleagues in the appropriate One Point Hub or Families First team within the County.

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

If the situation is an emergency and staff are unable to speak to First Contact we will phone the Police on 0845 60 60 365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

<p style="text-align: center;">Police Switchboard: 0345 6060365 Ask for the nearest local Vulnerability Unit to Academy</p>

➤ **Discussions with First Contact will be followed up in writing**

Discussions of concern and requests for support will be followed up in writing, using the new referral form ([see Appendix 5](#)).

The information will be sent via secure e-mail to First Contact, A copy is kept on the child's concern file.

If a member of staff feels that the designated safeguarding lead and/or Director of School are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves.

'**Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 36-47. Keeping children safe in education, September 2019, Part 1 (9).

First Contact Service
5, Parson's Court, Newton Aycliffe, DL5 6ZE
Telephone: 03000 26 79 79
Fax: 0191 383 5752

➤ **Attendance at Strategy meetings if assessed to be child protection concern.**

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. DSCP procedures section 5.150 onwards has detailed guidance about these meetings www.durham-scp.org.uk. There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in [Appendix 7](#).

Academy staff may be invited by a Families First Team to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this academy should attend wherever possible. If the academy is the referring agency, they should be invited to attend these meetings that are usually held at Families First Team offices.

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

In the academy, staff should monitor the student discreetly for any further concerns or signs that are worrying and give support and reassurance to the student.

All information should be treated with discretion and confidentiality and shared in accordance with 'A Guide for Professionals on the Sharing of Information'. Durham DSCP, 2014.

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

4. Multi-Agency Work in Child Protection

Initial Child Protection Conference: academy responsibilities

- See local partnership procedures for more details, www.durham-scp.org.uk
- Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.

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

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

Attendance

It is understood that appropriate academy staff should make every effort to attend (unless the date coincides with academy holidays). In this case, it might be possible for other colleagues with a working knowledge of the child and family to attend. The academy will determine the most appropriate colleague: Achievement Leader, Year Manager, designated lead professional for child protection. This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the academy to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise, these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the DSCP procedures.

Preparation of a report

The academy may wish to amplify and develop information provided on the new Referral form as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

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

Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the DSCP website DSCP website www.durham-scp.org.uk. The detailed 'in house' academy chronology should be streamlined to include key relevant incidents noted by the academy.

Sharing of the report

This may cause tensions between the academy and the child's parents and carers but this is in line with local partnership arrangements and procedures. It is the responsibility of all professionals attending the conference. The report should be shared with parents/carers of the child at least **two working days** before the conference. Part of the report may also be shared with the young person, where age-appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference. If there are areas of the report which are confidential then the designated lead professional should contact the Independent Reviewing Officer who chairs the conference.

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

Membership of a Core Group

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

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

Review Child Protection Conference

(See local partnership safeguarding arrangements and procedures - www.durham-scp.org.uk)

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

5. Information-sharing

➤ Parents/Carers

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

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

➤ Academy staff

There is a delicate balance to be struck between alerting members of staff to the concern about the child and the need to protect the child from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient to prepare them to act with sensitivity to a distressed student. They do not need to know details.

➤ Children transferring to another Academy/school

When a child on the Child Protection List moves to another academy/school the designated lead professional will inform the new academy/school immediately and arrange the handover of confidential information separately from other records.

If a child for whom there are other existing serious concerns transfers to another academy/school, the new receiving academy/school will be informed immediately and written records will follow. If the academy/school is within the County or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both academies/schools to sign to confirm receipt of the records. Where the receiving academies/school uses CPOMS this information should be shared electronically.

Any child transferring to another academy/school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new academy/school. If academies/schools fail to do this, the new academy/school should phone the previous academy/school and clarify that there are no issues that the academy/school should be aware of.

➤ **County Guidance and protocols**

(See DSCP website for further details, 'Information sharing' - www.durham-scp.org.uk)

Eight Golden Rules for Information-sharing and flowchart (see Appendix 8)

County Durham Protocol for Working Together in the Delivery of Services to Adults and Children DSCP Child Protection Procedures

A Guide for Professionals on the Sharing of Information

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

Information Sharing

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

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

Further advice about legal issues is available from HR and procured legal services.

6. Allegations against teachers and other staff

See Part 4 of Keeping children safe in education September 2019. There is an extensive section in the DSCP online Child Protection Procedures (under Core Procedures).

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

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

Allegations regarding the Director Curriculum & Operations should be passed to the Executive Principal and allegations regarding the Executive Principal should be referred to Chair of the Local Governing Body. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage, the Director Curriculum & Operations/Executive Principal should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO. [Appendix 13](#)

Local Authority Designated Officer (LADO)
Sharon Lewis 03000 268835
First Contact Service
03000 26 79 79
[CYP SLADOsecure@durham.gov.uk](mailto:CYPSLADOsecure@durham.gov.uk)

Investigations will be carried out by the appropriate agencies.

In dealing with any allegation the Director Curriculum and Operations and governors need to balance:

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

Suspension of the member of staff will be considered:

- a) If there are any grounds for doubt as to the suitability of the employee to continue to work.
- b) Where suspension may assist in the completion of an investigation.

Suspension will be carried out in line with NCDAT guidelines. Director of School and Curriculum may find it useful to contact the NCDAT Human Resources Team for guidance.

During the investigation, support will be offered to both the student making the allegation and the member of staff concerned.

A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.

Detailed records will be kept by all parties involved.

Where recommendations are made to the academy regarding the outcome of a Child Protection investigation the academy may advise Children and Young People's Services

regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

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

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

7. Safe Touch

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

- assisting in the washing of young children who have wet/soiled themselves;
- intimate care risk assessments for certain children with medical needs or disabilities;
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching or other practical subjects;
- administering First Aid;
- supporting younger children and children with special needs who may need physical prompts or help;
- giving appropriate comfort to a child who is distressed;
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence;
- ensuring a consistent approach where staff and students are of different genders;
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued;
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

8. Physical control and restrictive physical intervention: Use of reasonable force

Consett Academy has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force which relates to the following:

DfE Guidance: Use of Reasonable Force in Schools (2013)

Consett Academy policy relates to the following pieces of legislation:

- Education Act 1996
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Apprenticeships, Skills, Children and Learners Act 2009
- Guidance: The use of force to control or restrain pupils (2013)

Consett Academy Policy on the Use of Restrictive Physical Interventions gives guidance on:

- when staff may use physical control and restraint;
- who is allowed to use physical control and restraint;
- what forms physical control and restraint may take in particular circumstances;
- what forms of physical control and restraint are not acceptable;

- recording of incidents where physical handling has been used;
- the policy also makes it clear that corporal punishment is NOT allowed.

9. The Prevent duty

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

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

In Consett Academy:

- staff can identify children who may be vulnerable to radicalisation. Information or concerns are shared with the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern, who will then follow procedures in line with DSCP guidance;
- policies and procedures are in line with those of DCC, Durham Constabulary and the DSCP;
- throughout the life of the school as well as in specific lessons to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.;
- robust ICT policies and mindful of new guidance within Keeping children safe in education, September 2019, Annex C 'Online safety,' and DfE guidance 'Teaching Online Safety in School' June 2019.

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes

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

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

The Prevent Team

HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435

Community.safety@durham.gov.uk

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

10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping children safe in education, September 2019 (pg. 79-80) provides a definition (that may be updated).

'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point' Keeping Children Safe in Education 2019.

The definition makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as 'bad' not 'sad'. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting education the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

Durham DSCP has a section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. A new website has been launched by a multi-agency ERASE team, as a source of help and information for children, parents and the wider community, www.eraseabuse.org

For concerns relating to sexualised behaviour by children and young people, the Brook Traffic Light Tool (brook.org.uk) is a useful resource. Concerns (green, amber and red) are listed within four age categories 1-5; 5-9; 9-13 and 13-17 years. This information can be used to supplement other information from the 0-19 levels of need document as part of a wider referral to First Contact.

Appendix 12, DFE, May 2018 is also a useful reference.

11. Female Genital Mutilation

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

2 new guidance leaflets have been produced by the Home Office & the National FGM Centre:

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

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

The Home Office has produced some free, informative, on-line training that designated leads might wish to access: Virtual college e-learning: Recognising and Preventing FGM.

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

12. Online Safety

The Academy Acceptable Use Policy for staff and students links to the wealth of guidance that is available both regionally and nationally.

In addition see [Appendix 11](#), [Appendix 12](#), and [Appendix 13](#) on Sexting and:-

- Annex G from UKCCIS, Education for a Connected World: A framework to equip children and young people for digital life;
- Advice for schools: Responding to and managing Sexting Incidents (UK Safer Internet Centre);
- DSCP website in the Multi-agency online Procedures Manual, part 2, Safeguarding Practice Guidance there is further information under 'E-safety: Children Exposed to Abuse through the Digital Media'.

Professionals Online Safety Helpline 0844 381 4772

13. Peer on Peer Abuse

- Peer on peer abuse is taken very seriously KCSIE 2019 Part 1 (Para 27) and our staff are aware that children are capable of abusing their peers. Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting. If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:
 - Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
 - Whether the perpetrator has repeatedly tried to harm one or more other children; or
 - Whether there are concerns about the intention of the alleged perpetrator.
- In this school, peer on peer abuse will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

- Peer on peer abuse may take different forms:
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - Sexting, also known as Youth Produced Sexual Imagery
 - Initiation/hazing type violence and rituals
 - 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.
 - Sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, either standalone or as a pattern of abuse.
- To support this agenda, the following steps are taken in school to minimise these risks:
- Provide a developmentally appropriate relationships education, relationships & sex education and health education curriculum which develops students understanding of acceptable behaviour and keeping themselves safe and will be in line with DfE guidance from September 2020.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to and valued.
- Develop robust risk assessments where appropriate.
- Have relevant policies in place (i.e. our Behaviour and Rewards Policy and Policy into Practice which covers anti-bullying procedures).

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

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

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

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

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

Guidance on responding to and managing sexting incidents can be found at: http://www.thegrid.org.uk/info/welfare/child_protection/reference/index.shtml#sex

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

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

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

14. Serious Violence

(Keeping Children Safe in Education, September 2019 (para 29 & 30))

- We will ensure that all staff are aware of the indicators that may signal that children are at risk from, or involved with, serious violent crime.
- Indicators may include:
 - Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
 - Increased absence from school
 - Change in friendship/relationships with others/groups
 - Significant decline in performance
 - Signs of self-harm/significant change in wellbeing
 - Signs of assault/unexplained injuries
- Staff will also be made aware of the associated risks and understand the measures in place to manage them (please see the home office 'Preventing Youth Violence and Gang Involvement' and 'Criminal Exploitation of Children and Vulnerable Adults: County Lines').

Appendix 1

Roles, Responsibilities and Entitlements

Role of [the Designated Safeguarding Lead\(s\)](#)

Also see Annex B 'Role of the designated safeguarding lead' in 'Keeping children safe in education' [September 2018](#)

Entitlements To:

- ◆ Appropriate support from the Head Teacher, Governors and all other staff in child protection matters.
- ◆ Access to regular training to enable him/her to be aware of responsibilities, current issues and best practice in safeguarding and child protection.
- ◆ Support from other agencies e.g. Durham Children and Young People's Services (DCYPS) involved in child protection issues, including [colleagues in Education Durham](#).
- ◆ A policy framework for management of and guidance covering child protection within overall safeguarding arrangements in school.
- ◆ An understanding that partners all will carry out their role in line with DSCP procedures and the 'Working Together Protocol' (2013)

Responsibilities For:

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

conference which relate to the school are carried out fully.

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

Role of the Director Curriculum & Operations

Entitlements To:

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

Responsibilities For:

- ◆ Protecting children from abuse.
- ◆ The effective day to day management of child protection in accordance with DSCP procedures within the overall context of safeguarding and promoting the welfare of children.
- ◆ Ensuring that there is a Designated Teacher for Child Protection at an appropriate senior level, who is in a position to liaise with DCYPS and Police as appropriate. In addition [further colleagues to share this role within school.](#)
- ◆ Disciplinary issues relating to staff (including suspension where appropriate), liaising with the LADO and conducting internal investigations.
- ◆ Providing a clear lead and sense of direction to the school on child protection matters within safeguarding.
- ◆ Ensuring that the policy framework agreed with Governors is implemented.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in DSCP Procedures (6.229)
- ◆ Informing governors of staff suspensions where allegations against staff have been made.
- ◆ Recognising and identifying the individual needs of children.
- ◆ Giving privacy, support and information to children who have, or it is suspected, have been abused
- ◆ Creating an ethos in school where children know that they can disclose their concerns and fears to adults, yet recognising that confidentiality cannot always be offered to those who disclose.
- ◆ Working with Governors and staff towards creating a 'safe' school.
- ◆ Ensuring all staff receive appropriate Safeguarding, Early Help and Child Protection training and that the Designated Teacher receives specialist training every two years.
- ◆ Encouraging Designated staff and other pastoral staff to enhance their basic training with further Level 3 courses provided by the DSCP.
- ◆ Ensuring that the school child protection policy is communicated to staff, parents and volunteers.
- ◆ Practice safe and secure recruitment policy and practice which reflects child protection issues.

- ◆ Maintaining an up-to-date Single Central Record along with records of staff training.
- ◆ Ensuring compliance with the LA Policy on the Use of Restrictive Physical Interventions.

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

Entitlements To:

- ◆ Training at a minimum of every 3 years to refresh knowledge about child protection within safeguarding
- ◆ Regular 'in-house' reminders about roles, responsibilities, signs and symptoms of concern and appropriate response to disclosures
- ◆ Timely reminders and feedback relating to the detailed and accurate recording of information to pass to the Designated [Safeguarding Leads](#) in school
- ◆ Advice, guidance, information and support from the LA.
- ◆ An agreed child protection policy framework established by Governors.
- ◆ Appropriate procedures in line with DSCP procedures.
- ◆ Clear, and well publicised lines of communication between the school and DCYPS, Police, and other agencies.
- ◆ Guidance about the LA Policy on the Use of Restrictive Physical Interventions and the recording of incidents.
- ◆ Support from LA for staff subject to allegations
- ◆ Advice about union membership

Responsibilities For:

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

Role of Governors

Entitlements To:

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

Responsibilities For:

- ◆ The Governor with CP Responsibility will comply with training appropriate to their role
- ◆ Ensuring that staff/pupil anonymity is safeguarded in all their procedures.
- ◆ Ensuring that LA guidelines and DSCP procedures are followed where allegations are made against the school's Head Teacher.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in DSCP Procedures (6.229)
- ◆ Providing a policy framework within which the school staff will manage child protection matters.
- ◆ Ensuring that there is a risk assessment made of the school premises, which has regard to Child Protection/Safeguarding matters.
- ◆ That policy review and monitoring arrangements are defined and implemented.
- ◆ Ensuring appropriate day to day mechanisms are in place and that these adhere to DSCP procedures.
- ◆ The allocation of appropriate resources for the Head Teacher and staff to manage child protection [in line with expectations in Keeping Children Safe in Education September 2016, Annex B](#). Ensuring an appropriate training programme is supported and followed in school.
- ◆ Ensuring disciplinary action is taken against staff where necessary.
- ◆ Supporting the Head Teacher in relation to child protection matters.
- ◆ Working with the Head Teacher and staff towards creating a safe school.

Role of Parents/Carers

Entitlements To:

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

Responsibilities For:

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

Role of Children/Young People

Entitlements To:

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

Responsibilities For:

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

Role of safeguarding colleagues in Education Durham

Entitlements To:

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

Responsibilities For:

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

Appendix 2

INDICATORS OF HARM

PHYSICAL ABUSE

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

Indicators in the child

Bruising

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

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

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

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

Mouth Injuries

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

Poisoning

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

Fabricated or Induced Illness

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

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

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise, oval, or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

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

Burns and Scalds

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

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

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

The following points are also worth remembering:

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

Scars

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

Emotional/behavioural presentation:

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

Indicators in the parent

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

Indicators in the family/environment

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

Emotional Abuse

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

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

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

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Indicators in the child

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

Indicators in the parent

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child
- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection.
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

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

NEGLECT

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

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

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

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

Indicators in the child

Physical presentation

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

Development

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

Emotional/behavioural presentation

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

Indicators in the parent

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self-esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, and hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties, may (or may not) be associated with this form of abuse

Indicators in the family/environment

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse often occurs in conjunction with the other categories of child abuse especially emotional abuse in order to maintain control and secrecy. Children from the age of birth onwards may be subjected to sexual abuse.

Sexual abuse which takes place within family environments often remains hidden and is the most secretive and difficult type of abuse for children and young people to disclose. It may be particularly difficult to disclose abuse by a sibling.

Many children and young people do not recognise themselves as victims of sexual abuse - a child may not understand what is happening and may not even understand that it is wrong especially as the perpetrator will seek to reduce the risk of disclosure by threatening them, telling them they will not be believed or holding them responsible for their own abuse.

Where sexual abuse is being perpetrated on one or more family members, it may be possible to identify by patterns of referrals or presentations to different agencies in their local community over time. There may be a range of signs but any one sign doesn't necessarily mean that a child is being sexually abused, however the presence of number of signs should indicate that you need to consider the potential for abuse and consult with others who know the child to see whether they also have concerns.

Indicators in the child

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy or repeated pregnancies in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father, STI's, discharge or unexplained bleeding
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing
- Poor hygiene, which often leads to social isolation in school
- Injuries and bruises on parts of the body where other explanations are not available especially bruises, bite marks or other injuries to breast, buttocks, lower abdomen or thighs
- Injuries to the mouth, which may be noted by dental practitioners

Emotional/behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Changes in behaviour, including becoming more aggressive, withdrawn or clingy
- Self-harm - eating disorders, self-mutilation, suicide attempts or misuses drugs, alcohol or solvents, and / or develops mental health problems
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Problems in school, difficulty concentrating, drop off in academic performance
- Withdrawal, isolation or excessive worrying
- Change in attendance pattern
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Sleep problems or regressed behaviours i.e. bed wetting, thumb sucking
- Draws sexually explicit pictures
- Depression
- Frightened of or seeking to avoid spending time with a particular person

Indicators in the parents

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender
- Failure to cooperate with agencies or to let police, children's social care or other agencies into the home, or letting children be seen alone by professionals

Indicators in the family/environment

- Marginalised or isolated by the community.
- Frequent house moves
- Failure to register with a GP
- History of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender
- Genetic abnormalities in pregnancy or in children who are born

In the long term, people who have been sexually abused are more likely to suffer with depression, anxiety, eating disorders and post-traumatic stress disorder (PTSD). They are also more likely to self-harm, become involved in criminal behaviour, misuse drugs and alcohol, and to commit suicide as young adults.

Appendix 3

Behaviour guidelines for staff and volunteers

DO NOT:	DO:
<ul style="list-style-type: none"> • use your position to gain access to information for your own advantage or another's detriment • intimidate, threaten, coerce or undermine anyone • engage in any sexual activity (even consensual) with a student under 18 years who is attending your educational establishment • play games or have physical contact that is inappropriate • jump to conclusions about people's behaviour without checking facts • investigate any allegations yourself • make suggestive remarks or gestures, tell jokes of a sexual nature or engage in inappropriate verbal banter • create a personal relationship with a student where one does not already exist • give any personal details about yourself or others to a student unless you have agreed this with a senior member of staff • allow any student to access any of your personal accounts on social networking sites • rely on your good name to protect you - it may not be enough • believe that an allegation could not be made against you, it could 	<ul style="list-style-type: none"> • report all health & safety issues without delay • keep students safe and protect them from physical and emotional harm • look after yourself • treat everyone with respect • provide a positive example you wish others to follow • work with another appropriate adult in all planned activities whenever possible • risk assess all situations when you are working alone with a student and make sure you are seen and/or heard by others • respect peoples' right to personal privacy • create an environment in which people feel comfortable in pointing out attitudes and behaviours they don't like • report and challenge all inappropriate and/or abusive activities, such as ridicule or bullying • familiarise yourself with your school code of behaviour • report any gifts you receive & ensure they are not of significant value or intention • give gifts to students only as part of an agreed reward system • follow procedures for reporting all allegations against staff, carers and volunteers See Appendix 5 of Local Safeguarding Children Board Child Protection Procedures www.durham-scp.org.uk
<p>Remember: someone may misinterpret your actions, however well intentioned. Ask yourself are my actions fair, reasonable, warranted, proportionate, measured, safe and applied equally?</p>	

Appendix 4

Organisation	Name	Address	Contact number/email	Drop in sessions/times in school
One Point Hub	Clare Gibson	Consett One Point Hub, Beechdale Road, Consett	03000261112	
The School Nurse	Steven Sharp	Stanley One Point Hub	03000261121	Wednesdays 12-1.30pm
Parent Partnership	Susan Barker	Consett One Point Hub, Beechdale Road, Consett	030000261280 07584262639	
Education Welfare Officer	Phil Cox	One Point Hub, Beechdale Road, Consett	03000 265532	
School Counsellor	Paula Watts	Consett Academy	01207507001	Full time
Education Psychologist	Richard Stollery	Educational Development Centre Enterprise Way Spennymoor DL16 6YP	03000263333	
CAMHS	Paula Church	192 Medomsley Road, Consett	01207 216400	
Community Police	PCSO J Parker	Consett Police Station	Dial 101	Usually at the end of the school day
Crisis Response	Lyndsey Berkenshaw	Broom Cottages, Broom Cottages Primary School, Ferryhill.	03000 267800	
Sensory Support	Alison Gray	Belmont Junior School Durham DH1 2QP	03000 264530	
ASD support	Liz Mulholland & Mary Ptsig	Educational Development Centre (EDS) Enterprise Way Spennymoor DL16 6YP	03000 263333	
Personal Advisor	Paul Hewitson	Consett One Point Hub, Beechdale Road, Consett	03000611121	
Speech and Language	Eleanor Johnson	EDS Enterprise Way Spennymoor DL16 6YP	03000 263333	
Early Intervention Team	Liz Mulholland	EDS Enterprise Way Spennymoor DL16 6YP	03000 263333	

Virtual School	Amanda Brown	Broom Cottages, Broom Cottages Primary School, Ferryhill.	03000 267800	
English as an Additional Language	Magda Palucha	Broom Cottages, Broom Cottages Primary School, Ferryhill.	03000 267800	
Education Health Needs Team	Helen Wilson	Broom Cottages, Broom Cottages Primary School, Ferryhill.	03000 267800	

The external day

Organisation	Name	Address	Contact number/email	Drop in sessions/times in school
Consett Rugby Club	John O'Connor	Medomsley Road Consett County Durham DH8 6LU	01207590662	
Sunderland Foundation	Claire Hoyle	Foundation of Light Sunderland Stadium of Light Sunderland United Kingdom SR5 1SU	t: +44 (0) 191 5515191 f: +44 (0) 191 5147172 info@foundationoflight.co.uk	
Durham Music Service	Shaun Abbott	Ushaw College Durham	07847313118	
Durham Music Service	Jim Morgan	Ushaw College Durham	07974356884	
Durham Music Service	Jon Gordon	Ushaw College Durham	07875508838	
Durham Music Service	Mel Carr	Ushaw College Durham	07934192374	

[Appendix 5](#) – New referral Form

[Appendix 6](#) – Multi Agency Summary

[Appendix 7](#) – Information Sharing

[Appendix 8](#) – Golden Rules for Sharing Information

[Appendix 9](#) – FGM Reporting Flow Chart

[Appendix 10](#) – Brook Traffic Light Tool

[Appendix 11](#) – Sexting Concern Flowchart

[Appendix 12](#) – Sexting Assessment Tool

[Appendix 13](#) – Sexting in School – Advice & Guidance for Staff