

Rise Carr College

Safeguarding our Children: Early Help through to Child Protection

Policy and Guidance



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- (4) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe.**
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
- (6) Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work**

The policy will include:

- Names of designated safeguarding leads in school**
- Recording concerns**
- Listening to children and receiving disclosures**
- Recording and response of the designated lead professional**
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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.

Our school is committed to promoting the welfare of all children 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 multi-agency safeguarding arrangements, procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (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 July 2018
- Local Multi-Agency Safeguarding Arrangements and procedures (www.darlingtonsafeguardingboards.co.uk)
- What to do if you're worried a child is being abused – DfES 2015

- Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2018
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013
- Single Assessment Children and Families Policy and Guidance (Darlington Borough Council : October 2014)
- Procedure and Practice Guidance for managing allegations against staff and volunteers who work with children (DBC, Darlington LSCB, December 2017)
- Protocol for collaborative working and information sharing between professionals to protect children and vulnerable adults (Darlington LSCB, December 2016)
- Procedure for children and young people who go missing from home, care or education (Darlington SCB, February 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
- Information Sharing : Advice for practitioners providing safeguarding services to children, young people, parents and carers HM Government July 2018

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

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
- ◆ 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 colleagues that act as 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 children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

1. Overview: Safeguarding

Definition of 'safeguarding'

'Keeping children safe in education', DfES, 2018, 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
- Taking action to enable all children to have the best outcomes.

Children' includes everyone under the age of 18.

Safeguarding within this school

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 social care, the police and health services both 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:

Attendance policy

School Behaviour policy (including physical intervention policy)

Health and Safety policies

Medication in school/First Aid policies

Intimate care policy

External Visits Policy (including risk-assessment)

Online safety Policy

Special Educational Needs Policy

Looked After Policy

Single Equality Scheme

- Local Multi-Agency Safeguarding arrangements and policies are on the following website - on www.darlingtonsafeguardingboards.co.uk. The online document is always current.
- Single Assessment Children and Families Policy and Guidance (Darlington Borough Council : October 2014)
- Darlington Safeguarding Children Board Multi Agency Child Protection Procedures (July 2017)
- Procedure and Practice Guidance for managing allegations against staff and volunteers who work with children (DBC, Darlington LSCB, December 2017)
- Keeping children safe in education. September 2018

Safeguarding throughout school life

Caring ethos

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

Curriculum

Children have access to an appropriate curriculum, 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 children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our new Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015, we are aware of the importance of building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build pupils' 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)

PSHCE curriculum, Religious Education

The curriculum offers opportunities in which children 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.

Universal services and specialist support staff

The following service is available to support children and their families:

Children's Access Point: 01325 406222

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

The school nurse – Sarah Sullivan

Educational Psychologist – (enquiries can be made through Rise Carr College)

Child and Adolescent Mental Health Service (enquiries can be made through Rise Carr College)

Behaviour Support – (enquiries can be made through Rise Carr College)

The school day

The school day provides opportunities for pupils to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding leads – Sally Hudson (Head Teacher) oversees safeguarding within Rise Carr College. Tina Gray (Student Support Manager) is Deputy Designated Safeguarding Lead. Sam Hume (KS3 Team Leader), Clare Hunter (KS4 Team Leader) and Nichola Swankie (Teacher in Charge- Clifton House) are also Level 3 trained. They are all aware of their responsibility to pass on any issues of concern without delay and make a written record.

Working with parents and carers

Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways: surveys, questionnaires, open days, informal conversations with parents, etc.

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

Newsletters, letters home, website, training/information sessions e.g. e-safety, bullying, Facebook posts, 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. This obligation is set out in our school prospectus/brochure (see Appendix 4).

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

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

This is covered in more detail in Section 3

A record of those trained may be found in the Single Central Record. Individuals have a certificate to verify their attendance.

- Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years, with a yearly update.
- Prevent training – We recognise that, as a minimum, school 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)
- The Nominated Governor with responsibility for Child Protection is Mr Peter Haylock
- Safer Recruitment Training is undertaken every 3 years. The Head teacher, a least one other member of staff and one governor will be 'Safer Recruitment' trained.
- 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 safeguarding arrangements for all children/young people in school

There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:

- Level 1 (green) – Achieving expected outcomes, universal services in place
- Level 2 (yellow) – Children with additional needs (single agency)
- Level 3 (amber) - Children with multiple and complex needs
- Level 4 (red) – Children with acute needs, including protection (safeguarding)

Darlington Safeguarding Children Board Multi Agency Child Protection Procedures (July 2017).

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

Every Child Matters

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

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

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

The Children and Young People Plan 2017/2022 produced by Darlington Borough Council includes the following objectives that link directly to our safeguarding work in schools:

Ambition 1: Ensuring that all children and young people are safe from harm

Outcome:

All children and young people are safe from harm

Ambition 2: Improve the health and well-being of all babies, children and young people

Outcome:

All children and young people enjoy a healthy life

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

Outcomes:

All children and young people do well at all levels of learning and have the relevant skills to be prepared for life.

All children and young people enjoy growing up

Ambition 4: Empowering families to be resilient and to achieve economic wellbeing

Outcome:

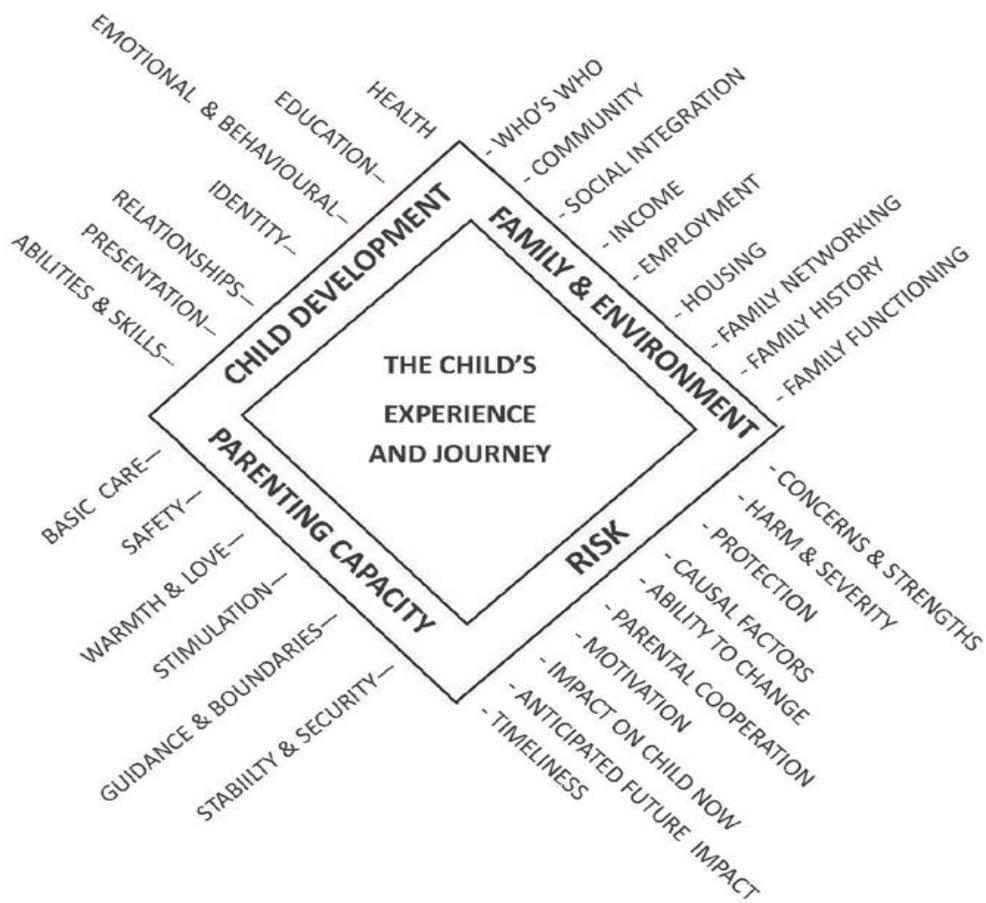
Fewer children live in poverty

Life at Home

The Framework for Assessment triangle, reproduced below, 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 Single Assessment Framework Early Help assessment



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

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

Staff are made aware in training of the 'toxic quad' 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 Darlington). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and can elevate and reduce risk.

Signs and behaviours of concern

'All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'. Keeping children safe in education, September 2018, Part 1 (16)

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

- those who are disabled and have specific additional needs;
- those that have special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- those that are young carers;
- those who are frequently missing/goes missing from care or home;
- those who are misusing drugs or alcohol;
- those who are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- those who have returned home to their family from care.

'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 2018, Part 1(14)*.

In addition to discussion and resources from the introductory course that all staff attend, it is vital that staff are regularly reminded of these between their three-year cycles of training. In our school we constantly keep these issues to the fore through staff meetings, sharing of and dissemination of information as appropriate.

Our school understands that it is best practice to discuss concerns with parents/carers before contacting Children's Access Point (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. Children's Access Point: 01325 406222.

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. *Keeping children safe in education, September 2018, Part 1(29)*

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'.

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 2018, Part 1 (9)*. This relates to work with other universal agencies on Level 2 of the Darlington Continuum of Need. 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 prompt action'. *Keeping children safe in education, 2018 (3)*.

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, 'Protocol for collaborative working and information sharing between professionals to protect children and vulnerable adults' (DSCB, 2016) 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 professional's meetings are important to share concerns, suggest ways forward along with further work to encourage participation by parents/carers in early help processes.

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 darlingtonsafeguardingboards.co.uk

The Childrens' Access point incorporating MASH (Darlington Multi-Agency Safeguarding Hub (MASH))

Where concerns are identified as Level 4 on the Continuum of Need, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the CAP team.

Child in Need

Section 17 of the 1989 Children Act
Working Together 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. KCSIE 2018 (29)

This school recognises the importance of this early support and intervention work in more complex cases undertaken with the consent of parents and carers at Step 3 (Amber) of the 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 contributing relevant and timely information for updating the Family Plan.

Child Protection and significant harm

Section 47 of the 1989 Children Act
Working Together 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 any 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'. KCSIE 2018 (29)

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

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 Children's Access Point 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'. KCSIE 2018 (21)

The Darlington Continuum of Need

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

Continuum of Need Indicators



	Level 1 – Achieving Expected Outcomes	Level 2 – Children with additional needs (Single Agency)	Level 3 – Children with multiple and complex needs (EHA + multi agency input)	Level 4 – Children with acute needs, including protection (Safeguarding)
Development Needs of unborn child, child and young person				
Health	Physically well	Susceptible to minor health problems	Severe/chronic health problems	Severe/chronic health problems & appropriate services not being accessed. Life threatening health problems. Fictitious illnesses.
	Balanced healthy diet/good hygiene/clothing	Adequate diet	Problematic diet e.g. obesity, faltering growth	Severe health effects from problematic diet
	Development checks/immunisations up to date, health appointments kept, incl. ante-natal	Slow in reaching developmental milestones. Starting to default on appointments	Slow in reaching developmental milestones. Non attendance for appointments	Developmental milestones unlikely to be met. Non organic faltering growth
	All physical health needs met	Minor concerns regarding diethygiene/clothing	Escalating concerns regarding diethygiene/clothing	Regularly unmet. Very unclean/dirty, clothing smelly
	Speech & language development appropriate	Emerging speech & language difficulties	Failure to access / engage with some speech & language services	Significant impact of not accessing or engaging with speech and language support
	Dental and optical care as required	Defaulting on dental and optical appointments	Dental and optical concerns not being met	Severe impact from dental and optical concerns not being met
	Sexual activity and awareness appropriate for age	Emerging concerns around sexual language/ activity and awareness	Increasing risk of vulnerability from sexual activity and awareness (inc teenage pregnancy) Sexually inappropriate behaviour Risk of sexual grooming	Child Sexual exploitation/ evidence of sexual grooming Sexual abuse sexually harmful behaviour
	Good state of mental health & emotional well-being	Emerging concerns around mental health & emotional well-being	Significant concerns not being met. Failure to access support and services	Serious mental health issues. Serious risk to self or others. Sustained bouts of depression/self-harm. Threats of suicide
	No use or exposure to substances	Exposure to substances which impact on health and development	Exposure to problematic use of substances. Experimental use by adolescent	Problematic and chaotic use of substances which impact significantly on the health and well-being of the child. Class A drug use or daily use of any substance by an adolescent
	Learning and Education	Success/achievement, reaching educational potential	Not thought to be reaching educational potential. Some identified learning needs that require school-based support	Identified learning needs that are not being met. Evidence of non-engagement with appropriate support
Regular school attendance and good punctuality		Pattern of irregular school attendances	Some fixed term exclusions. Permanent exclusion. High percentage of non-attendance	Repeated permanent school exclusion. Permanent school exclusion with other risk factors
Age appropriate cognitive development. Positive and stimulating environment		Reduced access to books/toys. Not always engaged in learning, e.g. poor concentration, low motivation & interest	No access to leisure activities/stimulation. No interests/ skills displayed	Denied access to stimulation
Emotional and Behavioural	Feelings & actions demonstrate appropriate response	Some difficulties with peer group relationships & adults (e.g. bullying and harassment). Evidence of inappropriate responses & actions	Difficulty coping with anger, frustration & upset. Involvement in anti-social behaviour	Regularly involved in anti-social/criminal activities
	Good quality attachment with caregivers	Disrupted attachment due to parental or child factors. Can be overtly angry or withdrawn with strangers	Disruptive/chaotic behaviour by parent or child linked to poor attachment	Dysfunctional attachment between parent and child leading to significant harm
	Behavioural difficulties well managed	Emerging difficulties around managing challenging/disruptive behaviour	Challenging / disruptive behaviour impacting on daily life, achievement & relationships etc.	Challenging / disruptive behaviour putting others or self in danger
	Child/ young person always where they are supposed to be	Occasional absences without permission from home/ care/ learning setting	Persistent pattern of absences from home/ care / learning setting	Involvement in gang violence Missing from home/ care/ learning setting
Identity	Positive sense of self & abilities. An ability to express needs	Some insecurities around identity expressed, e.g. low self-esteem for learning	Subject to discrimination e.g. racial, sexual or due to disabilities. Demonstrates significantly low self esteem	Experiences persistent discrimination e.g. based on ethnicity, sexual orientation or disability. Alienates self from others
	No young caring responsibilities within family network	Some appropriate responsibility for providing care	Caring responsibilities impacting on daily life, achievement & relationships etc.	High level of caring task impacting on life chances and emotional well-being
	Good relationship with siblings	Has some difficulties sustaining relationships	Some level of risk to or from siblings	Family breakdown related to child's behavioural difficulties
	Positive relationships with peers	Has some difficulties sustaining relationships with peers	Isolated from peers. Peers also involved in challenging behaviour. Missing school or leisure activities	Isolation affecting development, or increasing risk of exploitation. No access to appropriate peer group
	Family support child in development of self-identity	Family struggling to accept child's self-identity	Family very negative about child's developing self-identity	Family's negative response to child's self-identity impacting significantly on child's well-being
Social Presentation	Appropriate dress for different settings	Frequently inappropriately dressed for setting	Presentation leads to isolation from peer groups and is impacting on development	Presentation is significantly impacting on development or leading to severe isolation
	Good level of personal hygiene	Level of hygiene causing concern	Poor hygiene manifesting in physical difficulties (e.g. sores)	Experiencing significant issues or clear impairments. No engagement with services to address concerns
Self-care Skills	Growing level of competencies in practical & emotional skills such as feeding, dressing and independent living skills	Appears to be lacking appropriate self-care	Carer expectations or living circumstances not age or developmentally appropriate. Inappropriate young caring responsibilities	Child or young person neglects to use self-care skills due to alternative priorities or parental factors such as mental health or substance misuse
Parenting Capacity				
Basic Care	Provide for children's physical needs; food, drink, appropriate clothing, medical & dental care	Inconsistent meeting of child's needs by parent	Parent failing to engage & sustain engagement with services that could assist in meeting child's needs. Parent consistently not meeting basic care needs. Parent resistant to change	Parents unable to provide "good enough" parenting that is adequate and safe
	Parenting history supporting positive parenting	Parental history beginning to impact on care of own children	Parental history impacting on ability to care for child	Parental history impacting significantly on ability to care for child
	Parents meeting own health needs	Parents failing to attend to own health needs	Parents' failure to attend to health needs impacting on child or unborn child	Unmet health needs of parents which significantly impacts the chances of child or unborn child
	No parenting issues identified	Parent requires advice on parenting issues	Parent is struggling to provide adequate care. No improvement despite provision of adequate early help service	Parents unable to care for previous children. Parenting significantly impacting on child's well-being
Ensuring Safety	Able to protect from danger or significant harm in the home & elsewhere	Some exposure to dangerous situations in home/community. Parental stresses starting to affect ability to ensure child's safety	Perceived to be a problem by parent. Family coming to the attention of agencies due to risk. Parents not acknowledging risk or responding to advice and support	Instability & risk in the home continually. Parental lifestyle exposing child to significant risk. Lack of response to early help intervention leading to increased risk
			Continued threats of physical abuse	Physical abuse
Emotional Warmth	Shows warm regard, praise and encouragement	Inconsistent responses to child by parents. Emerging attachment difficulties	Erratic/inconsistent care leading to negative impact on child. Parental instability affects capacity to nurture	Parents inconsistent, highly critical or apathetic towards child or pregnancy
	Able to develop positive relationships	Parent appears to be isolated in the community	Inability to retain positive relationships	Parental isolation impacting significantly on child's emotional development and life chances
Stimulation	Facilitates cognitive development through interaction and play	Limited development and failure to access universal services	Not receiving positive stimulation - lack of new experiences and activities. Engagement with support unsustainable. Not attending pre-school setting	Child development adversely affected by lack of stimulation and support
Guidance & Boundaries	Appropriate guidance and boundaries consistently in place	Appropriate guidance and boundaries lacking or inconsistent	Absence of appropriate guidance or boundaries putting child at risk. Child experiencing difficulties or putting themselves at risk in other settings	No effective boundaries or guidance set by parents placing child at significant risk. Beyond parental control
Stability	Consistent parenting leading to secure attachment	Parents not prioritising child's needs due to parental stresses	Frequent change of care-giver leading to instability. Lack of focus on child	Parent not prioritising child's needs above their own, significantly impacting on child's life chances
Family and Environmental Factors				
Family History	Good relationship with family, including where parents are separated	Child not able to access full range of family relationships. Acrimonious divorce/separation	Dysfunctional relationships between family members,	Significant parental discord e.g. persistent domestic violence, or serious physical or mental health difficulties
		Child comes from a community which exercises female genital mutilation, breast pounding, breast ironing	Parental, family member experienced female genital mutilation, breast pounding, breast ironing	Child fears or experienced Forced marriage, Honour based violence, Female genital mutilation (FGM) Breast ironing, breast pounding
Wider Family	Sense of larger family network. Good relationships outside the family	Family has poor relationship with extended family/ill communication	No effective support from extended family	Destructive/unhelpful involvement from extended family
Housing	Accommodation has basic amenities and appropriate facilities	Accommodation in poor state of repair, temporary or overcrowded	Physical accommodation impacting on child health and parents taking no action. Family at risk of becoming homeless (intentionally or other)	Physical accommodation places child in danger and experiencing significant neglect. Family at immediate risk of homelessness
Employment	Parents are able to manage the working or unemployment arrangements & do not perceive them as unduly stressful	Parents stressed due to overworking or unemployment	Chronic unemployment that has severely affected child & parents' aspirations and engagement with education & employment	Parents choice of non-legitimate employment impacts on child
Income	Reasonable income over time, with resources used appropriately to meet individual needs	Poor allocation of funds & resources that impact on child. Poor debt management. Lack of take-up of benefits and available resources	Serious debts/poverty impacting on ability to have basic needs met	Extreme poverty/debt impacting on ability to care for child. Family requires emergency financial assistance. No access to public funds
Social Integration	Family feels integrated into the community	Some tension exists preventing the family feeling fully integrated into the community Children/ young people accessing/ saying/ expressing intolerant/ inappropriate radical views Family/ community members holding extremist views	Family socially excluded and / or vulnerable in the community, e.g. are experiencing frequent or persistent anti-social behaviour or hate crime. Risk of ideological grooming/ child holding extremist views	Family experiencing frequent or persistent anti-social behaviour/hate crime/racials incidents which is having a significant impact on family well-being
	Good social network exists	Lack of support network	No supportive network	Concerns about children at risk of Radicalisation Unaccompanied minors Child trafficked/ at risk of trafficking
Community Resources	Good use of available universal services in the neighbourhood.	Poor use of available universal services in the neighbourhood.	Lack of access to universal services impacting on family.	

3. Child Protection/Safeguarding Policy for Rise Carr College

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

- (1) Establishing a safe environment in which children can learn and develop
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) 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
- (4) Raising awareness of child protection issues and equipping children with resilience and skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with their agreed child protection plan

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

This links to the school's overall safeguarding arrangements and duty of care to all students.

The following policies are relevant:

Health and Safety Policy

Attendance policy

School Behaviour policy (including physical intervention policy)

Medication in school/First Aid policies

Intimate care policy

External Visits Policy (including risk-assessment)

Online safety Policy

Special Educational Needs Policy

Looked After Policy

Single Equality Scheme

Staff code of conduct

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

The single central record contains the most up to date training records for all staff.

- Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements. 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' September 2018, Part 3.
- Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children

Safe in Education September 2018 has specific details of the role of the designated safeguarding lead.

- Our school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping children safe in education, September 2018.
- As outlined in KCSIE 2018 (109 – 116), the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved (99). As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments (100).
- In a school or college a **supervised** volunteer who regularly teachers or looks after children is not in regulated activity. (KCSIE 2018 (102))
- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors must be aware of the Darlington Borough Council Confidential Reporting Code arrangements.
- Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff.
- 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.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.

(3) 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 child protection policy
- The behaviour 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 2018 Part 1 (13)
- Copies of policies and a copy of Part 1 of Keeping children safe in education, September 2018, should be provided to staff at induction.

If staff have any concerns about a child's welfare, they should act on them immediately'. KCSIE Part 1 (23). They should not assume a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision'.

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.

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. October 2015.

All adults working in school 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', on line or by officers from DBC. In either case the same resources and themes are covered. The training schedule is regularly updated to reflect new priorities and concerns within the school, LA and other multi-agency local priorities.

Staff who miss these sessions or join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school.

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

Members of our team support the safeguarding lead/s and promote certain themes within our school as appropriate. These themes include:

- Young Carers
- Domestic Abuse awareness
- Drugs and Alcohol
- Child Sexual Exploitation
- Prevent
- PSHCE
- Listening Matters
- School Nursing
- Parent Support
- Counselling

If support is required in any of the areas listed above, please contact school and you will be signposted to the relevant professional.

- 'The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years'. (*Keeping Children Safe in Education, September 2018, Part 2 (66)*).
- Courses are delivered by Darlington Borough Council and Darlington LSCB, and details are displayed on their websites as well as in the CPD directory. In addition to school-specific single agency training courses, staff are encouraged to attend other local multi-agency courses. These include a Level 2 Safeguarding processes course as well as specialist themes on Level 3 courses.
- The Nominated Governor with responsibility for Child Protection is Mr Peter Haylock.

(4) 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 Borough have the Smoothwall filtering and monitoring system in place for this and other potentially risky content. It is wise for a Designated Safeguarding Lead to review these records regularly to see whether it links up with other safeguarding concerns about particular individuals.
- Other themes are addressed through our PSHCE and SRE programmes, outside visitors and trainers, such as the school nurse.
- Online safety is continually emphasised in line with Annex C of Keeping Children Safe in Education, September 2018.
- Names (and photographs) of staff and adults in school that children can speak to if they have concerns (school, family or community issues)
- PHSE curriculum covers related themes including safe touch, feelings and healthy relationships)
- Listening Matters service available in school which children are made aware of via a whole school assembly. Staff who run the service undergo Listening Matters training.

Parents/Carers

- Our school brochure, web site and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.

- Appendix 4 is a copy of the statement relating to safeguarding and child protection from our school brochure.
- Parents are made aware through introductory meeting and disseminated information about the availability of Listening Matters and access to our School Counsellors and other services should their child need it.
- Newsletters, letters to parents about specific issues, our school web site and Open Days are used to disseminate and re-enforce key safeguarding and child protection information.
- In addition we also offer events/briefings and workshops that they may attend on particular issues
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect:
 - Current address and telephone contacts. We are aware that as a school we are required to hold more than one emergency contact number for each child. KCSIE 2018 (57)
 - 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

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

Names of designated safeguarding leads in school

All staff, including part-time, peripatetic and adults working with children in school 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.

Recording concerns

ALL concerns passed to the designated safeguarding leads must be written, signed and dated on the relevant 'Concern/incident' form. The more relevant details staff have observed 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 CPOMS.

'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 whilst at the same time liaising with relevant professionals such as the designated safeguarding lead....' '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 2018, Part 1 (17).*

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. Staff should use CPOMS

Listening to Children and Receiving Disclosures

- We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them.
- Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
- ‘Staff members 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 members should always act in the **best** interests of the child’ – *Keeping Children Safe in Education, September 2018, Part 1 (21)*.
- Staff receiving a disclosure are unable to promise ‘keeping a secret’ or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school.
- If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead 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 child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.
- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to.

Please remember:

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

Recording and Response of the Designated Safeguarding Lead

All information received should be stored in the child's 'concern' file. This is kept securely in locked storage and away from the child's individual school records. (The child'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 or in the event of an enquiry for information by the CAP Team.

Good practice is to have a simple 'chronology of events' sheet at the start of the file. This assists should the CAP make contact about issues beyond school and also inform any other concerns in school.

Chronologies are made use of in all multi-agency work from Early Help arrangements and Team around the Family right through to Child Protection conferences and meetings. The chronology along with a report is essential preparation for Initial Child Protection conferences. **Discussing concerns with the**

Children's Access Point 01325 406222

Procedures detailing local multi-agency arrangements may be found on www.lscb-darlington.gov.uk, including detailed information about the management of individual cases. In addition staff should refer to the Darlington Single Assessment Children and Families Policy and Guidance, October 2014.

The child's concern file has basic details of name (previous/present surnames), date of birth, address, parents/carers and who has parental responsibility and telephone contact details. Staff should use the Early Help Assessment to marshal information and concerns to discuss with Children's Access Point. It is essential to record the name of the Children's Access Point colleague, the time and details of advice given and action to be taken. If it is not an immediate concern but likely to require early help, schools may send or fax these Early Help forms to Children's Access Point.

There is a Referral Form for notifying Children's Access Point of concerns. In cases where there is not an immediate Level 4 (Red) 'Safeguarding' concern, DSLs should e-mail. Children's Access Point will triage the concerns raised and pass on to the appropriate colleague or the CAP Team for further enquiries to take place.

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

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. Children's Access Point 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 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 Children's Access Point they should phone the Police on 101 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

Police Switchboard: 101
Ask for the nearest local Vulnerability Unit to school

Discussions with Children’s Access Point will be followed up in writing

Discussions of concern and requests for support will be followed up in writing, using the format of the Early Help Assessment (see Appendix 5).

The information will be sent via secure e-mail to Children’s Access Point, by e-mail to a GCSX account. A copy is kept on the child’s concern file.

If a member of staff feels that the designated safeguarding lead and/or Head Teacher are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with Children’s Access Point themselves.

<https://www.darlington.gov.uk/media/3093/part-42-code-of-conduct-for-employees-whistleblowing-policy.pdf>

Contacts

CAP

NSPCC Whistleblowing Advice Line

Call [0800 028 0285](tel:08000280285)

Email help@nspcc.org.uk

‘**Any staff member** who has a concern about a child’s welfare should follow the referral processes set out in paragraphs 23-34’. Keeping children safe in education, September 2018, Part 1 (9).

Children’s Access Point
01325 406222
childrensaccesspoint@darlington.gov.uk

Attendance at Strategy meetings if assessed to be child protection concern

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. Local multi-agency procedures has detailed guidance about these meetings, www.lscb-darlington.gov.uk

There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.

School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for a S47 enquiry should commence to look into the concerns that have been raised.

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

Police Station offices. (School is able to offer a venue if there is a suitable room where confidentiality can be assured).

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

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

All information should be treated with discretion and confidentiality and shared in accordance with 'Protocol for collaborative working and information sharing between professional to protect children and vulnerable adults'

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

(6) Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work. See Section 4 below:

4. Multi-Agency Work in Child Protection

Initial Child Protection Conference: school responsibilities

See Local multi-agency procedures for more details, www.darlington-lscb.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.

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.

School responsibilities

Attendance

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for other colleagues with a working knowledge of the child and family to attend. School will determine the most appropriate colleague: Class Teacher, Head Teacher, Deputy Designated Safeguarding Lead. This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

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

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

Preparation of a report

Schools may wish to amplify and develop information provided on the Early Help part of the Single Assessment 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 in school, noting specific changes or areas/situations where the child's attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

Chronology of significant events

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

Sharing of the report

This may cause tensions between school and the child's parents and carers but this is in line with local multi-agency 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 Safeguarding Lead 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 local multi-agency safeguarding arrangements and procedures)

This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

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

Review Child Protection Conference

(See local multi-agency safeguarding arrangements and procedures)

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

5. Information-sharing

(1) Parents/Carers

Staff and Head Teacher 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 schools should discuss concerns with the Children's Access Point 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 Children's Access Point Service the school can only explain the procedure and is not able to give 'progress reports' on the case.

(2) School staff

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

(3) Children transferring to another school

When a child on the Child Protection List moves to another school the Designated Safeguarding Lead will inform the new 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 school, the new receiving school will be informed immediately and written records will follow. If the school is within the Borough or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both schools to sign to confirm receipt of the records.

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

(4) Darlington Borough Guidance and protocols

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

Seven Golden Rules for Information-sharing and flowchart

Darlington Protocol for Working Together in the Delivery of Services to Adults and Children

Local multi-agency safeguarding arrangements and procedures

Protocol for collaborative working and information sharing between professional to protect children and vulnerable adults'

Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers. (July 2018)

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

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

Further advice about legal issues is available from Corporate Legal Services

6. Allegations against teachers and other staff

See Part 4 Keeping children safe in education September 2018. There is an extensive section in the LSCB Multi-Agency online Child Protection Procedures (under Core Procedures).

Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the 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 Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, Carol Gasper) and/or informing the Children's Access Point. If the LADO is unavailable there should be no delay in discussing with Children's Access Point. **The Head Teacher must not start to investigate.**
- Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and Children's Access Point. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

<p style="text-align: center;">Local Authority Designated Officer (LADO) Carol Gasper Children's Access Point Service 01325 406222</p>
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- Investigations will be carried out by the appropriate agencies.
- In dealing with any allegation the Head Teacher and governors need to balance:
 - The seriousness of the allegation.
 - The risk of harm to pupils.
 - 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 LA guidelines. Head Teachers may find it useful to contact the LA Human Resources Department for guidance.
- During the investigation support will be offered to both the pupil 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 school regarding the outcome of a Child Protection investigation the school will advise Children 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

Physical contact other than to control or restrain

Staff are aware of the guidelines on the use of touch, including an Intimate Care policy and this includes such points as:

- assisting in the washing of 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 pupils 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

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force.

Our school 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)

Our school 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. Keeping children safe in education (September 2018) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Thus schools should have:

- staff being able to identify children who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Steve Holden, Prevent Team at Durham Constabulary.
- policies and procedures in line with those of DBC, Durham Constabulary and the LSCB.
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.
- throughout the life of the school as well as in specific lessons to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust IT policies and mindful of new guidance within Keeping children safe in education, September 2018, Annex C 'Online safety'.

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. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

The Prevent Team

Prevent Officers

DC Steve Holden steven.holden@durham.pnn.police.uk

Steve Smith steve.smith@durham.pnn.police.uk

Office - 0191 3752905

The LSCB website 'Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership.

10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping children safe in education, May 2018 provides a definition

'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' KCSIE 2018, Annex A, page 76-77.

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 school 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 Children's Access Point Service where there are specialist colleagues trained to assist in these cases.

Darlington LSCB has 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 sexualized 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 0-19 levels of need document as part of a wider referral to Children's Access Point.

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 Children's Access Point for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: fgmhelp@nspcc.org.uk

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

12. Online Safety

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

Darlington Safeguarding Boards

Two items are referenced in the Appendices on Sexting:

Annex G from Sexting in schools and colleges: Responding to incidents and safeguarding young people

Advice for schools: Responding to and managing Sexting Incidents (UK Safer Internet Centre)

There is a Professionals Online Safety Helpline - 0844 381 4772

On the LSCB 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'

13. Peer on Peer Abuse

Peer on peer abuse is taken very seriously (KCSIE 2018 (89) and all staff should recognise 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 will not be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Peer on peer abuse can be such that girls are more likely victims and boys, perpetrators.

Peer on peer abuse may take different forms:

- There is recent advice on sexual violence and harassment from the DfE (December 2017)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexting 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' (2016)
- Initiating/hazing type violence and rituals

To support this agenda, the following steps are taken in school to minimise these risks:

- Provide 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).

Allegations of peer on peer abuse will be investigated by:

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

Victims, perpetrators and any other child affected by peer on peer abuse will be supported by the range of professionals and staff that work within our school community.