

# Keeping Children Safe in School

## Safeguarding our children: Early Help through to Child Protection

Policy and Guidance for Durham Schools



*Executive Head Teacher : Mrs A English*

*Head of School: Ms J Benson*

*Chair of Governing Body: Mr C Hubery*

*Safeguarding Governor Mrs M Farrow*

<b>Approved by:</b>	Children's Committee	<b>Date:</b> 25/11/20
<b>Signed by:</b>	(Chair)	
<b>Last reviewed on:</b>	11 <sup>th</sup> November 2020	
<b>Next review due by:</b>	Autumn 2021	

*Date: September 2020*

*Date for review: September 2021*

## Safeguarding and Child Protection Training Summary

Our school complies with the advice laid down in 'Working Together to Safeguard Children' 2018 and 'Keeping Children Safe in Education' **September 2020** to undertake regular training.

A record of those trained may be found in the Single Central Record and certificates are kept to verify the attendance of individuals.

Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years.

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).

	Name	Training	Date
Designated Safeguarding Lead	Judith Benson	DSL Training Prevent, CSE, FGM, Child Criminal Exploitation (Incl County Lines)	Jan 19
Deputy Designated Safeguarding Lead(s)	Faye James Julie Jackson Jayne Curtis	DSL Training Prevent, CSE, FGM, Child Criminal Exploitation (Incl County Lines)	Jan 19
Nominated Governor for Child Protection and Safeguarding	Margaret Farrow	Level 1 Safeguarding Training Prevent, CSE, FGM, Child Criminal Exploitation (Incl County Lines)	
Governor(s) and Staff with Safer Recruitment Training		Safer Recruitment	
Whole Staff	See separate signed list	Level 1 Safeguarding Training Prevent, CSE, FGM, Child Criminal Exploitation (Incl County Lines)	

**Local Authority Designated Officer (LADO):**

Sharon Lewis / **Carol Glasper** 03000 268835

[CYPSSLADOsecure@durham.gov.uk](mailto:CYPSSLADOsecure@durham.gov.uk)

**First Contact Service: 03000 26 79 79**

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**<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>**


## A. PRINCIPLES OF THE POLICY

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.durham-scp.org.uk](http://www.durham-scp.org.uk) )
- What to do if you're worried a child is being abused – DfE 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2020
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfE. July 2013
-  County Durham Practice Framework Single Assessment Procedures and Practice Guidance 2016. The procedures and guidance are currently being reviewed and schools should check DSCP website for amendments.
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR/HR advice and support)  
<https://gateway.durhamschools.org.uk/staff/hradvice/Lists/HR%20Policies%20Procedures%20and%20Guidance/Document.aspx?ID=6&Source=https://gateway.durhamschools.org.uk/staff/hradvice%2FLists/HR Policies Procedures and Guidance>
- A Guide for Professionals on the Sharing of Information: County Durham Safeguarding Adults Inter-Agency Partnership and Durham Safeguarding

Children Partnership

<http://www.safeguardingdurhamadults.info/media/23716/Collaborative-Working-Protocol/pdf/Collaborative-working-and-information-sharing-protocol.pdf>

- Procedures for locating missing pupils and the removal of pupils from roll. *June 2017* See DfE document “Children Missing Education” Sept 16  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
- *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 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 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.

## **B. THE FIVE MAIN ELEMENTS TO THE POLICY**

## **(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:

See *Extranet -> Premises & Facilities -> School HS Policies*

<https://gateway.durhamschools.org.uk/premises/healthsafety/Lists/School%20HS%20Policies%20%20Procedures/Current%20Documents.aspx>

*(Add, with dates of completion and date for review; membership of H&S sub-group on governing body etc.)*

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

Staff and governors who have received Safer Recruitment training are listed on the front page of this document.

- Our school will comply with the requirements outlined in local multi-agency safeguarding arrangements 'Key Safeguarding Employment Standards' and in the DSCP Child Protection procedures as well as national documentation in 'Keeping Children Safe in Education' September 2020, 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 2020 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 2020.

As outlined in 'Keeping Children Safe in Education', September 2020 (paras 137-149), 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. As most staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments.

In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. KCSIE 2020 (para 135).

In our school:

- 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). We will be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors are aware of the Durham County Council Confidential Reporting Code arrangements.
- Supply staff – we 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 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 need safeguarding**

KCSIE September 2020 Part 1 (para 13) states that '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 (sometimes called a code of conduct); and
- 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)',

Copies of policies and a copy of Part 1 of Keeping Children Safe in Education, September 2020, will be provided to staff and volunteers at induction. All staff and supply staff are **required to read** this.

All staff and supply staff will be made aware of:

- Our local 'early help' process and their role in it;

- The process for making referrals to Children’s Social Care and section 47 that may follow a referral, along with the role they may be expected to play in such assessments;
- What to do if a child tells them he or she is being abused or neglected, along with maintaining an appropriate level of confidentiality, involving only those who need to be involved, and never promising a child that they will not tell anyone about their abuse.
- 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 in school will receive annual safeguarding and child protection training which is regularly updated. The DSL is responsible for ensuring that the training reflects new priorities and concerns within the County and other multi-agency local priorities.

The date and the names of delegates at these sessions are recorded and held securely to ensure all staff are appropriately trained.

### **Staff responsible for safeguarding**

*‘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 2020, Part 2 (para 72).

### **(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 and online-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 filtering and monitoring system in place for this and other potentially risky content. At Evergreen Light speed is used and it is reviewed regularly by the DSL to see whether it links up with other safeguarding concerns about particular individuals. Online safety is continually emphasised in line with Annex C of Keeping Children Safe in Education, September 2020 and DfE ‘Teaching Online Safety in Schools’, June 2019.

Other themes are addressed through our PSHCE and RSE programmes, assemblies, outside visitors and trainers.

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

## **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

Newsletters, letters to parents about specific issues, our school web site and Parents Evenings 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, it is good practice to hold more than one emergency contact number for each child KCSIE 2020 (pg. 19)
- 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**

### **Recording concerns**

ALL concerns and disclosures passed to the designated safeguarding leads must be written and dated on CPOMS. All concerns recorded should be factual; staff should avoid using emotive language & recording their opinions.

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

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 about an injury (open ended questions) but should not ask direct questions. They should never do so in front of other children.

*'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 2020, Part 1.

## **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 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 lead professional**

All information received is stored in the child's CPOMS file. This is in electronic form, we provide appropriate levels of access to information. Records are held securely and be accessed by the DSL in an emergency or in the event of an enquiry for information by the MASH (Multi-Agency Safeguarding Hub) Team, for example.

Incidents logged on CPOMS provide a simple central 'chronology of significant events' for all children in school. This assists, should the MASH make contact about issues beyond school and inform any other concerns in school.

### **Discussing concerns with the First Contact Service - 03000 26 79 79**

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

Procedures detailing local multi-agency arrangements, including detailed information about the management of individual cases, may be found at [www.durham-scp.org.uk](http://www.durham-scp.org.uk). The threshold document is currently being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

The procedures and guidance are currently being reviewed and schools should check DSCP website for amendments.

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.**

If the child requires immediate medical attention staff will accompany the child 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 (see Appendix 13 on guidance about when to contact the police).

**Police Switchboard: 0345 6060365**  
**Ask for the nearest local Vulnerability Unit to school**

### **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 referral form. The information will be sent via 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 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 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, 2020, Part 1 (para 9).

## First Contact Service

[firstcontact@durham.gov.uk](mailto:firstcontact@durham.gov.uk)

Telephone: 03000 26 79 79

### 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 have detailed guidance about these meetings [www.durham-scp.org.uk](http://www.durham-scp.org.uk).

The threshold document is currently being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to investigate 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. (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 the National Guidance on information sharing and the GDPR and Data Protection Act 2018.

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.

## C. OVERVIEW: SAFEGUARDING

### Definition of 'safeguarding'

'Keeping children safe in education', DfE, 2020, 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 acting to enable all children to have the best outcomes'*  
(para 4)

*'Children' includes everyone under the age of 18'.*

## **Safeguarding within this school**

Everyone who encounters children and their families has a role to play in safeguarding children. School staff are particularly important as they are able 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, **including:**

- School Behaviour policy
- Whole-school Anti-bullying policy, including cyber-bullying and other forms of peer-peer abuse
- Health and Safety policies
- Medication in school/First Aid policies
- Intimate care policy
- School visits including risk-assessments
- Online Safety (Durham Schools Extranet Pupils -> Safeguarding -> Online Safety)
- Children with Special Educational Needs (SEN) and Looked After Children (LAC)
- Equal Opportunities
- Relationships and Sex Education Policy (from 2020)

This policy is also linked to local multi-agency safeguarding arrangements. Current, up to date documentation can be found at <https://www.durham-scp.org.uk/professionals/> and include:

- Managing Allegations against Staff (Durham online local partnership safeguarding arrangements and policies)
- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance.
- Keeping Children Safe in Education. September 2020

## **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 can 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**.

We have 4 staff trained as “Listeners” as part of our Connecting with Children Program

Mel Mitchinson

Ann Smith

Pat Moore

Beverly Richardson

We recognise the specific needs of our children with SEND place them at greater risk and all staff are aware and vigilant. We will watch for signs of anxiety, distress or changes in pupil behaviour.

### **Curriculum**

Children have access to an appropriate curriculum, including the teaching of Relationships & sex education, and health education 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 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)

Relationships & sex education, health education, Religious Education, Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), 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**

#### **Universal services and specialist support staff**

**Our local One Point Hub is**

**Bishop Auckland**

**Walker Drive, Woodhouse Close, Bishop Auckland, County Durham. DL14 6QW**

**Tel:03000 261 119**

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

**Home School Health Support Worker : Cath Bridgewater, Evergreen School 01388459721**

**The school nurse: Newton Aycliffe One Point Hub, Tel: 03000 261 118**

**Attendance and Inclusion Officer: Jacqueline Brooks, 01325 318410**

**Educational Psychologist: EDC Spennymoor 01388 424901**

**LD Child and Adolescent Mental Health Service: 01325 529520**

**SALT: Heather Seymour**

**OT:**

**Physio: Jenny baron**

The following visitors also contribute to our work to safeguard and promote the welfare of our students:

Local Clergy, Community police, Jet and Ben stranger danger, Fire Brigade/safety carousels.

### **Childcare Arrangements Before and After School (including extra curricular activities)**

After school clubs are held Mon – Thurs term time 3:00pm – 4:00pm and are run by school staff. Pupils can apply to attend and are supported by school staff.

Lunchtime activities are supervised by school support staff and meals are provided by school kitchen staff.

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 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 (Mrs A English, Ms Benson DSL, Ms Curtis, Mrs James and Mrs Jackson) and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record using CPOMS. All staff have access to CPOMS and any difficulties they may have accessing it should be raised with any of the safeguarding leads. CPOMS does not replace face to face dialogue and any member of staff with

concerns should relay information verbally if necessary as well as completing CPOMS.

### **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:

Parental Questionnaires  
Parent Evenings  
Home / School Diary  
Telephone conversations/text messages  
Annual Reviews

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. This obligation is set out in our school prospectus/brochure (see Appendix 4).

## **D. 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 to 2018:

- Safeguarding arrangements in school
- Early Help within universal services
- More complex cases requiring Early Help
- Child in Need yet consent required as for Levels 2 and 3
- Child Protection
- Durham Safeguarding Children's Board's guidance and procedures (see <https://www.durham-scp.org.uk/>)

### **The Durham Children and Young People's Strategy**

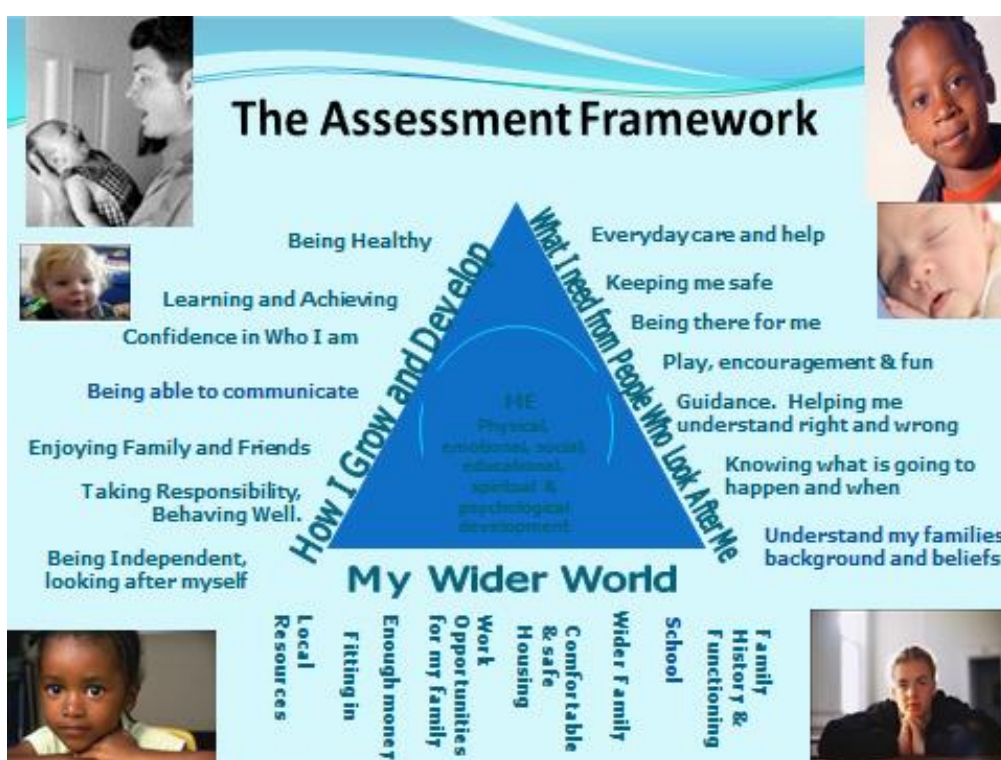
The Children and Young People's Strategy 2019-2022, prepared jointly by all public services and voluntary and community services including the Council, local health

services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership.

## Life at Home

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child’s life under three headings and is mirrored in the Referral form for First Contact Service.

- 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)



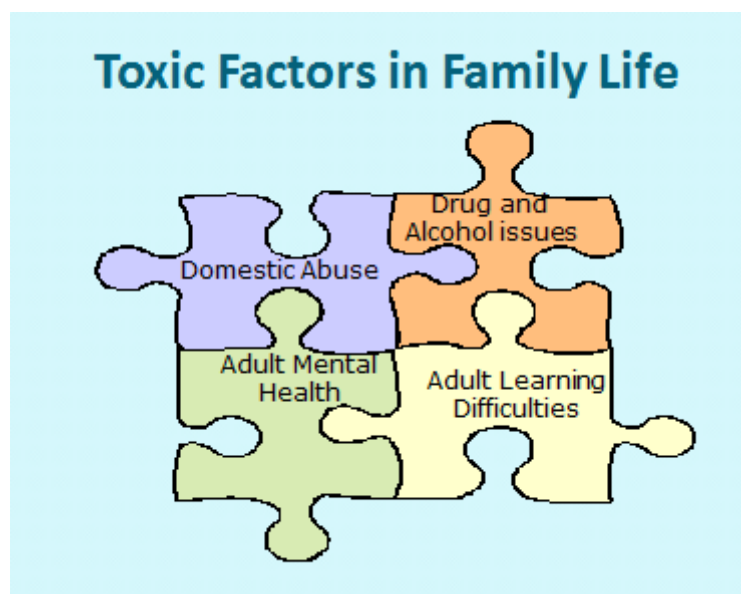
Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

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 Durham). Durham DSCP have produced new Neglect Practice Guidance (Revised 2017) linked to the Tackling Neglect Multi-Agency Strategy 2017. Both documents are on their website.

## 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 2020, Part 1 (19)*

*'All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and that where this is also a safeguarding concern immediate action should be taken by the DSL or deputy DSL following this policy'. Keeping children safe in education, September 2020, Part 1 (34-38)*

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 2020, Part 1 (para 14).*

In our school we do these regular updates through:  
case study discussion, staff briefings, notice-boards etc.

Our school 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.

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.

**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.**

## 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 2020 (para 8). This relates to work with other universal agencies and following DSCP procedures and guidance (see <https://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 2020 (para 3).*

### Staff Training

Judith Benson: Practice Framework for Assessment and Intervention: LSCB.

Neglect – The Challenge of Inter Agency Working: . LSCB

Helen Gaskill Proud : Attachment Disorder:

Janet Harbisher: basic Counselling Skills:  
Cath Bridgewater – Single Assessment, Engaging with Families, New Practice Framework for Assessment :

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 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. 0-19 Hubs, One Point colleagues and Early Help Advisers 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](http://www.durham-scp.org.uk)

*Our local one-point hub, Families First Team and Early Help Mentor contacts are:*

Bishop Auckland One Point Hub 03000 261 119  
Families First Service telephone number: 03000 262 886

Durham Multi-Agency Safeguarding Hub (MASH)

Where concerns are identified as Level 3 or 4 on the Durham Staircase, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team. The threshold document is currently being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

## **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. KCSIE 2020 (pg.13).

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 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 contributing relevant and timely information for updating the Family Plan. the threshold document is currently

being reviewed and schools should check DSCP website for amendments. Schools will be advised of the launch of the new threshold document and staff development opportunities.

## **Child Protection and significant harm**

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'. KCSIE 2020 (pg. 14)*

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'*. KCSIE 2020 (para 41).

## **E. MULTI-AGENCY WORK IN CHILD PROTECTION**

For up to date school responsibilities and LA arrangements and procedures please see the local partnership website - <https://www.durham-scp.org.uk/professionals/>

### **Initial Child Protection Conference: school responsibilities**

See local partnership procedures for more details, <https://www.durham-scp.org.uk/professionals/>.

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 at Conference**

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays).

### **Preparation of a report**

Schools would be expected to prepare a report and may wish to amplify and develop information provided on the referral form <https://www.durham-scp.org.uk/professionals/> as the basis of their report.

### **Chronology of significant events**

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

### **Sharing of the report**

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.

The report will be passed to the Conference Clerk via the 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](http://www.durham-scp.org.uk)) 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**

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.



## **F. INFORMATION-SHARING**

Staff at our school are aware of the need to share information appropriately. KCSIE 2020 (Para 83-86)

If there are concerns that sharing of information with individuals could result in significant harm to any individual, legal advice should be sought before the information is shared.

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.

### **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 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 school can only explain the procedure and is not able to give 'progress reports' on the case.

### **School staff**

There is a delicate balance to be struck between alerting members of staff to the concern about the 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 detail to prepare them to act with sensitivity to a distressed pupil. They do not need to know details.

### **Children transferring to another school**

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information securely and 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. Both schools should maintain evidence of the secure transfer and receipt of information. Schools that both use CPOMS should transfer this information electronically.

Data that is not being transferred to another school should be kept in line with the school's Data Retention Policy, e.g. electively home educated pupils or moving to full time employment.

### County Guidance and protocols

See DSCP website for further details, 'Information sharing' - [www.durham-scp.org.uk](http://www.durham-scp.org.uk) and the **National Guidance on information sharing and the GDPR and Data Protection Act 2018**.

National Guidance on Information Sharing Advice for Practitioners  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

**Further advice about legal issues is available from Corporate Legal Services**

## G. ALLEGATIONS AGAINST TEACHERS AND OTHER STAFF

See Part 4 of Keeping Children Safe in Education September 2020. 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.

### Receiving an allegation

On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, see contact details at front of policy) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Head Teacher must not start to investigate.**

If an allegation is made for a person not directly employed by the school recognised procedures should be followed, e.g. a supply teacher, sports coach etc. Under no circumstances should a school cease the use of a supply teacher due to safeguarding concerns without liaising with the LADO. (See KCSIE 2020 Para 214-217)

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 First Contact Service. 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.

**Local Authority Designated Officer (LADO)**

Sharon Lewis / **Carol Glasper** 03000 268835

**First Contact Service**

03000 26 79 79

[CYPSSLADOSecure@durham.gov.uk](mailto:CYPSSLADOSecure@durham.gov.uk)

### Carrying out an investigation

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/Trust guidelines. Head Teachers should contact Human Resources 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.

### Recommendations following an investigation

Where recommendations are made to school regarding the outcome of a Child Protection investigation, the school will 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.

## **H. SAFE TOUCH**

### **Physical contact other than to control or restrain**

Our school 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 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.

## **I. 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:

### **DfE Guidance: Use of Reasonable Force in Schools (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.

## J.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 DfE has produced non-statutory advice for schools, 'The Prevent duty' June 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 our school:

- 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 pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust online policies are mindful of guidance within Keeping Children Safe in Education, **September 2020**, 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. A school representative may be asked to be a member if a student from the school is to be discussed at the Channel panel.

**Further information is included in Section A of KCSIE Pages 90-91**

The Prevent Team  
HQ special [branch@durham.pnn.police.uk](mailto:branch@durham.pnn.police.uk)

DCC Community Safety 03000 265436/435  
[Community.safety@durham.gov.uk](mailto:Community.safety@durham.gov.uk)

The DSCP website (<https://www.durham-scp.org.uk/professionals/multi-agency-safeguarding-arrangements/prevent-counter-terrorism/>) 'Professionals; Prevent-Counter Terrorism', has examples of policies produced by the Safe Durham Partnership as well as further information including e-learning opportunities.

## **K. CHILD SEXUAL EXPLOITATION (CSE)**

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping Children Safe in Education, September 2020 (pg. 79-80), provides a definition (that may be updated).

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 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: <https://www.durham-scp.org.uk/professionals/missing-and-exploited-children/child-sexual-exploitation/>. The multi-agency ERASE team website is available as a source of help and information for children, parents and the wider community, <http://www.eraseabuse.org/Pages/Home.aspx>.

For concerns relating to sexualised behaviour by children and young people, the Brook Traffic Light Tool (<https://www.brook.org.uk/>) is a useful resource. This information can be used to supplement other information as part of a wider referral to First Contact.

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

## **L. FEMALE GENITAL MUTILATION**

<p><b>If there are concerns that an act of FGM has been undertaken on a girl under the age of 18, this MUST be reported to the police immediately.</b></p>
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FGM 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.

There is an FGM Helpline also on 0800 028 3550. There is also a useful website: [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk)

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 also produced some free, informative, on-line training that designated leads might wish to access:

Virtual college e-learning: Recognising and Preventing FGM.

## **M. ONLINE SAFETY**

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

- 2019 DFE 'Teaching Online Safety in Schools'
- September 2020 Durham LA Online Safety Policy Template for Educational Settings
- School's Behaviour Policy
- School's Anti-bullying Policy

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 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'

## **N. PEER ON PEER ABUSE**

Peer on peer abuse is taken very seriously KCSIE 2020 Part 1 (Para 29) 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. The school:

- provide a developmentally appropriate 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 (e.g. behaviour policy, anti-bullying policy).

Victims, perpetrators and any other child affected by peer on peer abuse will be supported by the appropriately trained staff.

## **O. CHILD CRIMINAL EXPLOITATION (CCE) INCLUDING COUNTY LINES**

(KCSIE Sept 2020 Pages 83-84)



We will ensure that all staff are aware of the indicators that may signal that children are at risk from, or involved with CCE

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity

- in exchange for something the victim needs or wants
- for the financial or other advantage of the perpetrator or facilitator
- through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. It can be linked to serious violence (See 15 below)

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education

Please see the home office 'Preventing Youth Violence and Gang Involvement' and 'Criminal Exploitation of Children and Vulnerable Adults: County Lines'). [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

## **P. SERIOUS VIOLENCE**

Keeping Children Safe in Education, September 2020 (para 31 to 33)

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.

## 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' **Sept. 2020**

#### 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 local partnership safeguarding procedures** and the 'Working Together Protocol' (2015)

#### Responsibilities

##### For:

- ◆ Have a working knowledge **of local partnership 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 Head Teacher***

### 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 **local partnership safeguarding and child protection procedures**.
- ◆ Effective communication and information from Police, DCYPS, and other partner agencies in line with **local partnership safeguarding and 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 **local partnership** 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 **local partnership** procedures
- ◆ 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 **local multi-agency partners**.

- ◆ 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 School 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
- ◆ **Regular additional training and updates to increase knowledge and expertise**
- ◆ 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 local partnership safeguarding and child protection 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.
- ◆ **Advice on their own professional conduct including 'Guidance for safer working practice for those working with children and young people in education settings' May 2019**
- ◆ 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 **local partnership** 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 **local partnership** procedures are followed where allegations are made against the school's Head Teacher.
- ◆ Undertaking the relevant Safer Recruitment training as detailed in **local partnership procedures**.
- ◆ 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 **local partnership** 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 2020**, 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 including more than one emergency number, 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 **local partnership**. 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 in **local partnership newsletters**.

### 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 **DSL** 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 **local** partnership courses.
- ◆ Maintaining professional confidentiality.
- ◆ Working with other partners in child protection.
- ◆ Developing **further training materials for in-house use**.
- ◆ Developing policy with **local partnership** 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 **local partnership** 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 as a result 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 or 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, 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.***

## **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 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

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

### **Emotional/behavioural presentation**

Makes a disclosure.

Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit

Inexplicable changes in behaviour, such as becoming aggressive or withdrawn

Self-harm - eating disorders, self mutilation and suicide attempts

Poor self-image, self-harm, self-hatred  
Reluctant to undress for PE  
Running away from home  
Poor attention / concentration (world of their own)  
Sudden changes in school work habits, become truant  
Withdrawal, isolation or excessive worrying  
Inappropriate sexualised conduct  
Sexually exploited or indiscriminate choice of sexual partners  
Wetting or other regressive behaviours e.g. thumb sucking  
Draws sexually explicit pictures  
Depression

### **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

### **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.  
Family member is a sex offender.

Appendix 3  
Early Help Form

<https://durham-scp.org.uk/professionals/early-help-and-neglect/single-assessment-procedures/>

 <p><b>Strategy</b></p>	<p><b>Multi-Agency Meetings</b></p> <ul style="list-style-type: none"> <li>•Referral taken up by First contact Service: 'reasonable cause to suspect suffering or likely to suffer significant harm'.</li> <li>•To agree whether to start and to begin/complete a core assessment under Child Act 1989.</li> <li>•Proceeding meeting only</li> <li>•Held at short notice (some professionals may be available by phone).</li> <li>•Police Sergeant and investigating officer (VU); Assessment and Team manager and SW, Health, referrer (if professional) and other relevant colleagues.</li> <li>•Usually held in A&amp;I Team office, hospital.</li> <li>•To PLAN how to address concern: share information, consider criminal investigation, medicals,</li> </ul>
 <p><b>Initial Child Protection Conference</b></p>	<ul style="list-style-type: none"> <li>•<b>15 DAYS</b> after last strategy meeting</li> <li>•Accessible public building: A&amp;I</li> <li>•Parents/carers (supporter/legal adviser) and all relevant professional family members and children attend</li> <li>•Conference is to decide whether the child(ren) are at continuing risk of harm and whether CP Plan needs to be put in place.</li> <li>•<b>Tasks:</b> prepare for conference on all children in family you work with</li> <li>•Share report with carers at least two working days before the conference (open/transparent so parents can know and question all information in advance).</li> <li>•Ensure views are given</li> <li>•Produce single-agency chronology.</li> <li>•If children not present consideration of services needed, now passes to relevant Child Protection</li> </ul>
 <p><b>Core Group</b></p>	<ul style="list-style-type: none"> <li>•<b>10 DAYS</b> later. Date for this meeting and first Review Conference is set</li> <li>•Conference</li> <li>•This 'core' of essential professionals will work with the family and young person to try and achieve change and improvement so that they are not at continuing risk of harm (these safety issues are dealt with before core matters)</li> <li>•Key worker is the social worker</li> <li>•The group complete the CP Plan and complete work on the core assessment as part of this</li> <li>•The CP Plan merged and continuously updated as working documents</li> <li>•Initially meetings frequent but generally held about every 4-6 weeks</li> </ul>
 <p><b>Review CP Conference</b></p>	<ul style="list-style-type: none"> <li>•<b>10 WEEKS</b> (3 months) before first Review conference.</li> <li>•Evaluate effectiveness of Core Group in effecting change and better care of the children</li> <li>•'..to assess health and development of the child against the planned outcomes set out in the protection plan'</li> <li>•to see whether CP plan should continue to be in place or should be changed</li> <li>•Child's wishes and feelings must be sought and taken into account</li> <li>•If child is not still at risk of significant harm then they should not require CP</li> <li>•<b>Tasks:</b> report needed and shared with parents/carers 7 days prior to conference</li> <li>•Evaluate what has changed, the impact on child's welfare against outcomes in the plan</li> </ul>

**Appendix 5 - Information Sharing July 2018 (HM Government)**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

**Appendix 6 – Guidance on sexting incidents**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/759007/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/759007/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

**Appendix 7 - The Brook Traffic Light Tool**

[https://legacy.brook.org.uk/brook\\_tools/traffic/index.html?syn\\_partner=](https://legacy.brook.org.uk/brook_tools/traffic/index.html?syn_partner=)

**Appendix 8 - Responding to & Managing Sexting Incidents**

<https://swgfl.org.uk/magazine/managing-sexting-incidents/>

**Appendix 9 - Sexual Harassment and Sexual Violence**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

**Appendix 10 – When to Call the Police – Guidance for Schools and Colleges**

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>