



BARNARD CASTLE SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY **Updated December 2016**

This policy informs practice in the Senior, Prep and Pre-Prep Departments of the School, including the Early Years Foundation Stage. It applies to all teaching and non-teaching staff, both full time and part-time, and volunteers within the School. It is an approved policy and has been confirmed as such by the Governing Body. It is available for parents on the school website and read by all staff annually.

The policy and procedures are reviewed annually by the Governors, who also review the effectiveness and efficiency with which the related duties have been discharged. Any deficiencies will be remedied without delay.

Designated safeguarding leads (DSLs) within the School:

Mr Martin Pepper, Assistant Head Pastoral in the Senior School
mtp@barneyschool.org.uk
01833 696089

Mrs Catherine Bainbridge, School Nurse.
cmb@barneyschool.org.uk
01833 696063

Mrs Rebecca Robertson, Director of Studies in the Prep School
rar@barneyschool.org.uk
01833 696032

In the absence of one DSL, another deputises.

Headmaster:

Mr Alan Stevens
ads@barneyschool.org.uk
01833 696022

Head of Prep School:

Mrs Laura Turner
leb@barneyschool.org.uk 01833 696032

Name of Safeguarding link Governor:

Mrs Ruth Dent
rd@barneyschool.org.uk

Name of Chair of Governors:

Mr Alan Fielder
af@barneyschool.org.uk

1. Policy Statement

1.1 Safeguarding and Child Protection Policy

1.1.1 Barnard Castle School and its Governing body is committed to safeguarding and promoting the welfare of children and believes that all pupils, regardless of age, special needs or disability, racial/cultural heritage, religious belief or sexual orientation have the right to be protected from all types of harm and abuse. This Safeguarding and Child Protection Policy forms a fundamental part of our approach to providing excellent pastoral care to *all* pupils, including young people who may be over the age of 18 years.

1.1.2 Key documents with which this Policy is in accordance:

- Prevent Counter-Terrorism and Security Act Duty 2015
- Education (Independent Schools Standards) (England) Regulations 2010 (as amended from time to time)
- Safeguarding Vulnerable Groups Act 2006
- The Protection of Freedom Act 2012
- The Children Act 2004
- Disqualification under the Childcare Act 2006
- What to do if you are worried a Child is being Abused 2006
- Working Together to Safeguard Children 2015 (A guide to inter-agency working to safeguard and promote the welfare of children)
- Keeping Children Safe in Education – Statutory Guidance for Schools and Colleges September 2016 (replaces Safeguarding Children and Safer Recruitment in Education 2007)
- Information Sharing: Guidance for Practitioners and Managers 2008
- DBS Referral Guidance (as may be amended from time to time)
- Independent Schools Inspectorate Handbook 2016 – the regulatory requirements (and as amended).
- National Minimum Standards for Boarding Schools April 2016
- Teacher Misconduct – Disciplinary Procedures 2013 (National College for Teaching and Learning (NCTL) and Teacher misconduct regulating the teaching profession 2014 (NCTL)
- Use of Reasonable Force in Schools 2013
- Information Commissioner’s Office Data Sharing Code of Practice May 2011
- Multi Agency Practice Guidelines: Female Genital Mutilation (2014)
- Equality Act 2010

1.1.3 The School recognises and acts upon the legal duties set out in the above statutes, regulations and guidance, to protect its pupils (and staff) from harm, and to co-operate with other agencies in carrying out those duties and responding to safeguarding concerns.

1.1.4 This policy is used in accordance with locally agreed inter-agency procedures, and specifically in accordance with Durham Local Safeguarding Children Board (LSCB) guidance.

1.1.5 This policy is addressed to all members of staff and volunteers at the School (temporary or permanent), and members of School Governing Body. Adherence to this policy is mandatory for all staff, peripatetic teachers and volunteers and its use is not subject to discretion. This policy applies whenever staff or volunteers are working with

pupils including where this is away from the School, for example at another institution, school visits and trips, as well as sporting and cultural activities.

1.1.6 This policy is available to all parents, staff and volunteers on the [School's website](#).

1.1.7 Pupils are made aware of the contents of this policy through their programme of PSHEE. Teaching about safety and relationships as part of PSHEE contributes to the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies, and language which they need to take appropriate action.

2.1 Creating a Culture of Safeguarding and Promoting Pupil Welfare

In order to fulfil these aims the School will take the necessary steps to ensure that:

2.1.1 The School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, covering areas such as

- [Anti-Bullying](#),
- [Behaviour](#)
- [E-safety](#)
- [Missing Pupils](#).
- [Anti-bullying](#)
- Staff Code of Conduct ([Staff Handbook](#))
- [Complaints](#)
- [ICT Acceptable Use](#)
- Visitors ([Staff Handbook](#))

2.1.2 'Safeguarding' is broader than 'child protection' and is the responsibility of everyone working within the school setting. As well as protecting children from harm, 'safeguarding' widens the responsibility to preventing harm and promoting the well-being of children. It is recognised that safeguarding and promoting the welfare of children includes:

- Protecting children from maltreatment
- Preventing the impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care.

2.1.3 The School takes its responsibilities very seriously. As well as ensuring the School's policies and procedures support its safeguarding responsibilities, the School will work with pupils, their families, Social Services Departments, the Police and other relevant agencies to ensure the risk of harm to children is minimised. In the event of risk of immediate harm to a child, a referral will be made immediately to children's social care, as indicated in [Appendix A](#). **Anybody can make a referral to social services.**

2.1.4 The School is committed to working in partnership with parents, Social Services Departments, Police and diverse communities, to continuously develop and improve the safeguarding culture within our School.

If it is felt that there are concerns about a child or young person's welfare, or concerns that a child may be in need, the School may call First Contact on 03000 267 979. First Contact brings together children's services staff with partners such as Durham Constabulary and health services. The DSL will work with staff to decide the level of response needed and providing early help to children and young people and their families is a priority. An Early Help Assessment may be started to inform what happens next. This may be:

- The School receives appropriate advice and guidance

- A referral is made to preventative services such as One Point, with a 'team around the family' and a named lead professional
- A statutory referral is made to assessment and interventions teams due to safeguarding concerns, with a 'team around the family' and a named lead professional

2.1.5 Having these safeguards in place not only protects and promotes the welfare of children but also it enhances the confidence of our staff, volunteers, parents/carers and the general public.

2.1.6 The School has systems to:

- Prevent unsuitable people working with pupils
- Identify pupils who are at risk of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe
- Promote safe practice and challenge poor practice and unsafe practice
- Ensure that staff do not, through their actions, place pupils at risk of harm, or themselves at risk from an allegation of harm (by providing guidance in the [Staff Handbook](#) and at induction on areas such as 1-1 tuition, sports coaching, conveying by car, inappropriate electronic communication).

2.1.7 The School encourages the pupils in its care to raise any concerns that they might have and ensure that these are taken seriously. The School also encourages pupils to contribute their own ideas, according to their age and understanding, about how their safety and welfare could be further improved. This is done through the School Council, the Anti-bullying Committee, assemblies, posters around school and PSHEE.

2.1.8 All staff are required to adhere to the [ICT Acceptable Use Policy](#), and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely. The School subscribes to an internet filtering system with the facility to control and filter website content deemed inappropriate. Time available for use of the internet is controlled according to age.

2.1.9 The use of mobile phones and cameras by staff must keep to the School's [ICT Acceptable Use Policy](#). Cameras are used for educational purposes only. On entry to the School, parents must write to the Head of Barnard Castle School if they do not wish their child to be photographed for educational purposes and school website material.

2.1.10 All staff and volunteers receive training in Safeguarding Children as part of their induction. All supply staff and temporary staff also receive training in Safeguarding.

2.1.11 All teaching staff receive regular training in the active promotion of pupil welfare.

2.1.12 The School operates [Safer Recruitment](#) procedures which are in accordance with the Independent School Standards Regulations. This includes ensuring that at least one member of any recruitment panel involved in all stages of the recruitment process has undertaken the appropriate training in [Safer Recruitment](#), and carrying out all required checks on the suitability of all staff and volunteers to work with children and young people in accordance with the guidance and regulations set out at paragraphs 1.1.2. These checks include: two references from previous employers, which are verified; identity check; right to work in the UK; DBS and Barred List checks; a standard pro-forma application; specific job descriptions; interviews with the Head. Appropriate supervision arrangements are put in place if staff start work before their DBS disclosure has been obtained and a Barred List Check will have been undertaken.

2.1.13 The School carries out the mandatory checks on the suitability of all people who serve on our School Governing Body in accordance with the guidance and regulations set out at paragraphs 1.1.2.

2.1.14 Where the School ceases to use the services of any persons staff (including agency staff), peripatetic teacher, volunteer or any other person – because it is considered that the person may be unsuitable to work with children, a referral will be made to the Disclosure and Barring Service (DBS: PO Box 181, Darlington, DKL1 9FA. Tel: 01325 953795) and the National College for Teaching and Learning (NCTL) promptly, and in any event within 28 days in accordance with its legal duty. With reference to teaching staff, where a dismissal does not reach the threshold for DBS referral, a referral will also be made to National College for Teaching and Learning (NCTL).

2.1.15 All School staff are alert to signs of abuse and neglect (appropriate to their role) and all staff know to whom they should report concerns or suspicions of abuse or neglect.

2.1.16 Led by the DSLs, all School staff are kept updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

2.1.17 Visiting speakers and volunteers will be supervised at all times in School by a staff member and will be required to register upon arrival at School. Prior to visiting the School, an internet search will be carried out in order to verify their suitability and status. This applies to visitors and volunteers who are not in regulated activity within the School. Unsupervised volunteers whose presence is regular and frequent will be subject to the usual DBS checks.

2.2 Early Years Foundation Setting

2.2.1 This policy applies to the School's provision for the [Early Years Foundation Setting \('EYFS'\)](#). The identity of and contact details for the Designated Safeguarding Leads with lead responsibility for safeguarding within this setting are set out in section 6.

2.2.2 Only school cameras and school iPad/tablets are to be used in EYFS and these are not to be removed from School. These school devices are locked away overnight. Staff must not use their own mobile phones or other cameras to take photographs within the EYFS setting. All staff in the EYFS are required to adhere to the [ICT Acceptable Use Agreement](#), and specifically to ensure that any images taken of pupils are appropriate and stored and managed safely.

2.2.3 Safeguarding training for staff in the EYFS will include guidance on identifying signs of possible abuse and neglect (such as significant changes in a pupil's behaviour, deterioration in wellbeing, physical indications, or comments which give cause for concern) and on how to respond in a timely and appropriate way to such signs or to inappropriate behaviour in other members of staff or any other person working with children (Statutory Framework for the EYFS (2014) Section 3.6).

2.3 Boarding

2.3.1 Within the Boarding context, relationships may develop. The School forbids sexual acts between pupils. The School aims to keep such incidents confidential from other pupils, but will always refer concerns to the Social Care Assessment Team for advice.

2.3.2 Peer abuse – where there is suspicion of abuse between pupils, the School recognises the importance of rapid investigation (notwithstanding its duty to refer concerns without delay to the Social Care Assessment Team for advice) and protection of all parties involved. This may include separation and additional supervision. The possibility of peer abuse is minimised by: an open atmosphere of mutual trust among the boarding community; experienced boarding staff; good staffing provision and supervision; access to

the School's Independent Listener, Mrs Margaret Forsyth 07817484818.

3. Monitoring & Review

3.1 The working of this policy will be monitored by the Designated Safeguarding Leads in the School and will report as required to the Head.

3.2 The School Governing Body will undertake an annual review of the School's safeguarding policies and procedures together with a review of the safeguarding incidents that have arisen and how they were managed. This policy will also be reviewed as necessary to reflect changes in legislation, guidance and practice. This process is carried out to ensure that the School is continuing to provide the very highest standard of safeguarding possible.

3.3 Any deficiencies or weaknesses identified in this policy or in any of the School's child protection arrangements will be remedied without delay.

4. Safer Recruitment

4.1 The School will operate safe recruitment procedures as outlined in the guidance *Keeping Children Safe in Education 2016 (KCSIE)*, and in accordance with the **Safer Recruitment**. It will check all staff, School Governing Body members, volunteers and others coming into regular contact with pupils to ensure their suitability. This includes checks on identity, qualifications, Disclosure and Barring Service (DBS) history, the right to work in the UK, references, employment history, medical fitness and overseas checks for those appointed from overseas. The School will also ensure that at least one member of each interview panel has completed the Safer Recruitment course.

5. Identifying Abuse

5.1 Staff who have day-to-day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns. A child protection concern may come to the attention of School staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion.

5.2 Any suspicion, allegation or incident of abuse must be reported to the Designated Safeguarding Lead immediately. Staff are responsible for recognising that significant harm can be 'actual' (happening now: eg, bruising/injuries/neglect) or could be 'likely' (unless action is taken now, the child may be at risk of harm in the future.)

5.3 It is not the responsibility of the School to investigate suspected or alleged abuse; this is the role of the Police and Social Services.

5.4 **What is Child Abuse?** The definitions in this document are drawn from Keeping Children Safe in Education (2015). [See Appendix B for definitions of abuse](#)

5.5 **Signs of abuse** the following may help staff be aware of possible signs of abuse but *these do not necessarily mean that the child has been abused*: [See Appendix B for signs of abuse](#)

6. The Role of the Governing Body and the DSLs

The Governing Body has appointed Mr Martin Pepper, Assistant Head Pastoral in the Senior School, Mrs Catherine Bainbridge, School Nurse and Mrs Rebecca Robertson, Director of Studies in the Prep School, as Designated Safeguarding Leads. In the absence of one DSL, another named DSL deputises.

Mrs Ruth Dent is the link Governor for Safeguarding matters within the School.

The Designated Safeguarding Leads have the responsibility to:

- Ensure that effective communications and liaison with Social Care and other agencies take place as appropriate in the event of staff having child protection concerns about a pupil.
- Ensure termly meetings take place between DSLs and the Link Governor and are minuted.
- Ensure that the Head, and all staff, members of the Governing Body and others have regular annual training on general and specific matters of safeguarding and promoting pupil welfare in School. Records of this will be kept. Any volunteers, or temporary staff, will be made aware of child protection arrangements and will also undergo appropriate training.
- Ensure that all new members of staff, new School Governors and others, including volunteers, are trained as soon as possible after joining the School.
- Ensure that the Designated Safeguarding Leads and the Governing Body member responsible for child protection are properly trained and re-trained on a two-yearly cycle, as well as keeping up to date with regulations and national guidance.
- Review annually the safeguarding policy and the efficiency with which related duties have been discharged.
- Ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or student) because that person was considered unsuitable to work with children, a detailed report is made to the Disclosure and Barring Service (DBS) within one month of the person leaving the School. The Governing Body have noted that failure to make a report constitutes an offence which may result in the School being removed from the register of independent schools.

The Designated Safeguarding Leads will:

- Arrange to provide induction Safeguarding Training as laid down by the LSCB to all members of staff, as well as training any volunteers or temporary members of staff, to include the School Safeguarding Policy, the guidance in the [Staff Handbook](#) about Staff behaviour in relation to pupils, the identity and function of the DSLs, and providing a copy of Part 1 of KCSIE. A record of this will be kept on the Central Register.
- Ensure all members of staff complete online training for a basic awareness of the Channel Processes and the Prevent Duty 2015. http://course.ncalt.com/Channel_General_Awareness/01/index.html
- Support, advise and liaise with staff in their safeguarding work.

- Track concerns and emerging patterns such as E-safety issues, radicalisation and record/report on steps taken as appropriate.
- Make referrals to the LADO in respect of pupil/staff/volunteer concerns and record these.
- Ensure that any pupil who is subject to a Child Protection Plan who is absent without explanation for two days is referred to their key Social Care Team.
- Liaise with, when appropriate, (e.g. if the allegation is against the Head or the Designated Safeguarding Lead), the Chair of Governors and/or the Governor responsible (see section 7 below).

7. **Duties and responsibilities to promote the welfare of pupils**

7.1 **Actions taken to promote Welfare**

We believe that our School should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. Children should be helped to develop their behaviours in order to reduce risks and build resilience, especially in the safe use of electronic equipment and the internet. This includes resilience to radicalisation. With that in mind the aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence.
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident and know how to approach adults if they are in difficulties believing they will be effectively listened to.
- To raise awareness in all staff, both teaching and non-teaching, of responsibilities in identifying and reporting cases and possible cases of abuse to the Designated Safeguarding Leads, or the Chair of Governors, as appropriate.
- To maintain a system of monitoring of those thought to be at risk of harm, and to ensure that we, the School, contribute to assessments of need and support packages for those children.
- To promote links with other agencies such as Social Care and the Police with a view to developing a productive and effective partnership.
- To ensure that all adults within our School who have substantial access to children have been checked as to their suitability.
- To ensure that any member of another organisation, if responsible for the School's pupils at any time, has had the appropriate checks.
- To develop further a network of support for staff and pupils.

Children are taught about safeguarding through the curriculum, through PSHEE. The age appropriate curriculum teaches children about the risks posed by adults and young people who use the internet and social media to bully, groom, abuse or radicalise other people, especially children and young people. Internet safety is embedded in the School's ICT and PSHEE curricula.

The spiritual, moral, social and cultural development of pupils, including a focus on British Values, is actively promoted throughout the School. This includes curriculum subjects, extra-curricular activities and in the furtherance of the School's ethos through daily chapel services, themed assemblies and pupil elected School Councils.

The promotion of fundamental British Values, coined by the Prevent Strategy aims to prevent political indoctrination of pupils through the curriculum. Any prejudiced views are challenged as a matter of course.

7.2 All staff and Governors should:

- Follow safeguarding procedures as set out in the Staff Code of Conduct
- Be vigilant
- Listen to pupils
- Observe changes in behaviours or attitude
- Respond to specific concerns at an early stage. (Self-harm/depression/eating problems)
- Understand and recognise the signs and symptoms of abuse.
- Know how to respond to a pupil who discloses abuse.
- Know what to do if they are concerned about a child.
- Engage with parents openly where there are concerns about welfare at home.

A member of staff aware of or suspecting abuse:

- Must listen carefully to the child, be supportive and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place.
- Must respond in a calm and non-judgemental way, asking questions which are open-ended e.g. is there anything else you want to tell me? Yes? And?
- Must not ask leading questions, that is, a question which suggests its own answer. Use words: 'Tell', 'Explain', 'Describe', never 'Why'. If at all possible the questions asked should be recorded.
- Must reassure the child, but never give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken.
- Must keep a sufficient written record of the conversation. This should be done immediately. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. Include any observations on noticeable non-verbal behaviour and actual words used by the child. The record should be signed by the person making it and should use names, not initials.
- Must hand the record immediately to a Designated Safeguarding Lead:
Mr M Pepper, Mrs C Bainbridge or Mrs R Robertson

7.3 When an allegation is made

Concerns may be raised with staff through a direct disclosure, by a pupil or indirectly through their work or via friends. A parent may approach the School directly, or may contact social services or the police. It is the right of any person working directly or indirectly with

pupils, to make a referral to Children's Social Care and/or LADO. The Local Authority Designated Officer (LADO) will be involved in the management and oversight of individual cases. The LADO will provide advice and guidance to the School, liaising with police and other agencies and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

An anonymous report will be acted on, but this fact will be kept in mind when considering the context of the allegation.

The DSLs will be able to act without any impediment to report safeguarding/welfare concerns.

When an allegation is made, the DSL will establish in writing the general nature of the allegation, including:

- What is alleged to have happened?
- Where and when the incident is alleged to have occurred.
- Who was involved?
- Whether there were any others present.

At this stage, no attempt will be made to determine the truth or otherwise of the allegation by investigation the incident as this may jeopardise any subsequent investigations by external agencies.

It is recognised that allegations can be made mistakenly, whether or not for frivolous or malicious reasons, which can jeopardise or damage irretrievably the career of an adult. However, all **allegations against the staff or volunteers** must be considered to be possible of substantiation, until otherwise proved, and the following course of action will be followed:

7.4 Initial Assessment

When making the initial assessment, the context in which the alleged incident occurred may provide important information. This includes:

- The conduct of the member of staff (e.g. previous concerns, past disciplinary action, exemplary professional behaviour).
- The conduct of the pupil (e.g. Record of behaviour and any previous allegations made).
- Any special circumstances (e.g. Family problems or special needs)
- The perspective of the person making the allegation.

A trivial allegation does not have to result in a child protection referral, but the danger is that what may appear trivial to staff may be significant to the pupil and may still constitute an assault.

7.5 The three possible outcomes of the initial assessment:

- i. Where it is clear that the pupil has suffered, is suffering or is likely to suffer significant harm or has alleged that a criminal offence has been committed, including abuse by one or more pupils against another, a referral will be made to the local agency and the police may carry out a criminal investigation.
- ii. The allegation, whilst not in the first category, represents inappropriate or poor practice by a member of staff that needs to be dealt with by the School's disciplinary procedures.

- iii. The immediate circumstances show that it is not possible for the allegation to be true.

All evidence, (for example, scribbled notes, and mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved.

- If an allegation is made against a member of staff or volunteer, the member of staff receiving the allegation will immediately inform the DSL. The DSL will then liaise with the Head who will discuss the content of the allegation. The DSL will report to the Local Authority Designated Office (LADO) immediately and within one working day at the latest. Suspension of the member of staff against whom an allegation has been made needs careful consideration and the Head will seek the advice of the LADO.
- Staff should, however, take care not to place themselves in a vulnerable position with a child. It is always advisable for the interviews or work with individual children or parents to be conducted in view of other adults.
- If a member of staff living in school boarding accommodation is suspended in circumstances of a child protection nature, the School will provide alternative accommodation, away from pupils.
- If any person (employed, contracted, volunteer or student) has to leave the School because he or she is considered unsuitable to work with children, it is the School's responsibility to report that person to the Disclosure and Barring Service (DBS) within one month of that person leaving the School.
- Where a member of the teaching staff has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate, because of unacceptable professional conduct, conduct that may bring the profession in to disrepute, or a conviction, at any time, for a relevant offence, the School will consider making a referral to the National College for Teaching and Leadership (NCTL).
- Where a referral has been made to the DBS, it is not necessary for the School to make a separate referral to the NCTL, but where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to an NCTL referral.

7.6 Arrangements for dealing with allegations of abuse against teachers, volunteers, the DSL and the Headmaster

- If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors/Designated Member of Governors who will consult the LADO as above without notifying the Head first.
- If the allegation made to a member of staff concerns either of the named DSL, the person receiving the allegation will immediately inform the Headmaster and not the other DSL.
- As above, any decision to suspend the Head would be taken by the Chair of Governors, having sought the advice of the LADO. If an allegation of abuse is made against a pupil at the School, that pupil may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply.
- In the case of serious harm, the police will be informed from the outset.

7.7 Process for reporting through Channel

Coordinated by the police, Channel provides multi-agency support operating within a 'pre-criminal space' in order to deal with concerns proportionately. Concerns should be reported to the Durham Constabulary on 0191 375 2555, or by email to prevent@durham.pnn.police.uk. Alternatively Durham provides a Community Safety Team that can be contacted on 03000 265434/5/6/7, or by email community.safety@durham.gov.uk.

[See Appendix C for Indicators for the early identification of safeguarding risks to protect and divert young people away from the risks of radicalisation.](#)

7.8 Whistle Blowing

The School recognises that children cannot be expected to raise concerns in an environment where staff fail to do so.

Where staff or volunteers reasonably believe that safeguarding concerns exist, or where they have concerns regarding the management of safeguarding issues, it is their duty to raise concerns.

The member of staff or volunteer should bring their concerns to the attention of the Designated Safeguarding Lead, or in a case where the concerns relate to the actions or inaction of the Designated Safeguarding Lead, to the Head.

If it becomes necessary to consult outside the School, the staff or volunteer should first liaise with the Chair of Governors.

8. Referring Concerns to Children's Social Care

8.1 Within 24 hours of receipt of information about abuse or suspected abuse, the Designated Safeguarding Lead must report the matter to the Social Care Assessment Team which will investigate the issue and advise on the action the School must take. It is important to note that anyone can make a referral to Children's Social Care Services. A written record of the referral will be sent to the Assessment Team by the end of the working day the referral is made. If there are concerns about a child, but there is no need to make an immediate referral (this will be on the advice of the Assessment Team), written records will still be kept (and placed in the Child Protection File).

8.2 Written records of all Child Protection concerns will be kept confidentially and securely (with access only to Designated Safeguarding Lead) on the Child Protection File, separate from pupil records. There will be a note on pupil files that there is further record keeping if a pupil has a Child Protection file.

8.3 The parents and pupil will be informed in writing of the referral to the Social Care Assessment Team **only after advice is given by the Social Care Assessment Team.**

8.4 The Designated Safeguarding Lead will advise the Social Care Assessment Team of any allegation or suspicion of abuse against a pupil.

8.5 The flowchart ***Action when a child has suffered or is likely to suffer harm*** from KCSIE (2015) illustrates the action that should be taken when there are concerns about a child. (Appendix A)

8.6 Supporting Children.

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and may find it difficult to develop and maintain a

sense of worth. Five messages that should be conveyed to a child who has disclosed abuse are:

- **“I believe you”**. Children rarely lie about abuse (especially sexual abuse). The role of the member of staff is not to determine the validity of the disclosure.
- **“It’s not your fault”**. It is always the adult’s responsibility – but the member of staff should avoid condemning the alleged abuser – especially if it is a family member.
- **“I’m glad you told me”**. Children who talk about their concerns are less likely to be seriously affected.
- **“I’m sorry this happened to you”**.
- **“I’m going to try to help you”**. BUT staff should NOT make promises which they may not be able to keep – especially with regard to confidentiality – disclosures must be reported and staff must not make blanket claims, e.g. they should avoid saying phrases such as “Everything will be all right”.

8.7 Advice for Staff Dealing with Pupils

Staff act in loco parentis and should therefore aim to act as a reasonable parent would. Staff should be approachable and friendly but there is a line which teachers should not cross. Staff should be consistent, open and honest.

When speaking to pupils on a one to one basis staff should try to avoid rooms with closed doors (and windows in doors should always be kept clear). Depending on the circumstances it may be good practice to have another member of staff present or nearby. There should always be another member of staff within calling distance.

In general, physical contact with pupils should be avoided. When a pupil is making a disclosure physical contact must be avoided.

9. Training and Support

The Designated Safeguarding Leads, the Head and the Named Governor will receive regular training appropriate to their role. In addition, we will ensure all staff, volunteers and governors are also given regular and appropriate training.

9.1 Professional Confidentiality

Confidentiality is essential when dealing with child protection issues. Professionals can only work together to safeguard children if there is an exchange of relevant information between them. Normally, personal information should only be disclosed to third parties with the consent of the subject of that information. In some circumstances, obtaining consent may not be possible nor in the best interests of the child and the law permits the disclosure of confidential information necessary to safeguard children.

We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm. Our School will support all pupils by

- a. Encouraging self-esteem and self-assertiveness, whilst not condoning aggression or bullying.
- b. Promoting a caring, safe and positive environment within the School.
- c. Liaising and working together with all other support services and those agencies involved in safeguarding children.
- d. Providing continuing support to a pupil about whom there have been concerns who leaves the School by ensuring that appropriate information is forwarded under confidential cover to

the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

9.2 Supporting Staff

We recognise that staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Leads and to seek further support as appropriate.

9.3 Equal Opportunities

In meeting its safeguarding obligations the School will be mindful of the obligations under the Equality Act 2010, which covers discrimination against a pupil or prospective pupil on grounds of sex, race, caste, disability, religion or belief, sexual orientation, gender reassignment, pregnancy or maternity. All staff, volunteers and governors with responsibilities under this policy must take into account the [Equal Opportunities Policy](#) when discharging their duties.

10. Contact Numbers

The telephone numbers of the County Durham Social Services Department are as follows:

Contact details for children's social care for use in relation both to children in need of help or who are the focus of concern:

Social Care Direct (24 hours 7 days)

Durham County Local Safeguarding Children's Board (LSCB):

Durham LADO: 03000 268835

Email: lado-gcsx@durham.gcsx.gov.uk

(N.B. The role of the LADO is to provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school.)

First Contact: 03000 267979

Disclosure and Barring Service (DBS) 01325 953795

The following telephone numbers may be useful for pupils:

Childline: 0800 1111

NSPCC: 0808 800 5000

The following telephone numbers are for reporting concerns regarding anti-terrorism:

Channel contacts:

Durham Constabulary: 0191 375 2555

Email: prevent@durham.pnn.police.uk.

Durham Social Services Community Safety Team: 03000 265434/5/6/7

Email: community.safety@durham.gov.uk.

Anti-terrorist Hotline: 0800 789 321

The Department of Education has a dedicated telephone helpline to enable staff and governors to raise concerns relating to extremism: 020 7340 7264

Email: counter.terrorism@education.gsi.gov.uk

Anyone can report concerns about FGM to Durham police on the direct number 101.

The national helpline is: 0800 028 3550 and fgmhelp@nspcc.org.uk

In addition there are a local support groups to help victims:

Shine 0191 277 2048 and shine@newcastle.gov.uk

Angelou Centre 0191 226 0394 and admin@angelou-centre.org.uk

Policy Review Dates

This policy was reviewed by the Governing Body in December 2016

by the Chairman of Governors Mr A Fielder. This policy will undergo annual review.

(Signed) _____

Authors: Mrs R Robertson, Mr Martin Pepper, Mrs C Bainbridge

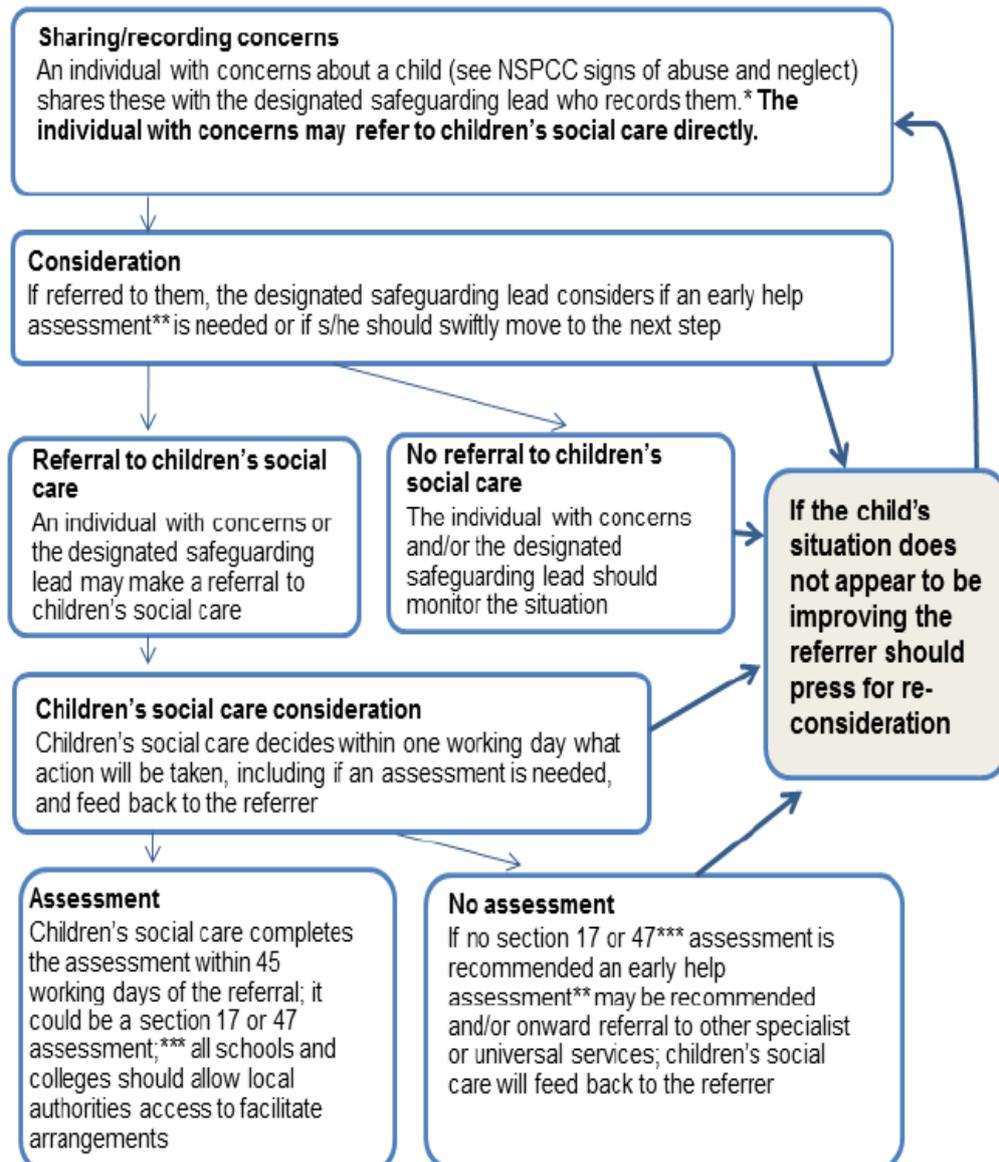
Review date: 2017

Appendix A (from Keeping Children Safe in Education 2015)

Action when a child has suffered or is likely to suffer harm

This diagram illustrates what action should be taken and who should take it when there are concerns about a child. If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately.

Anybody can make a referral.

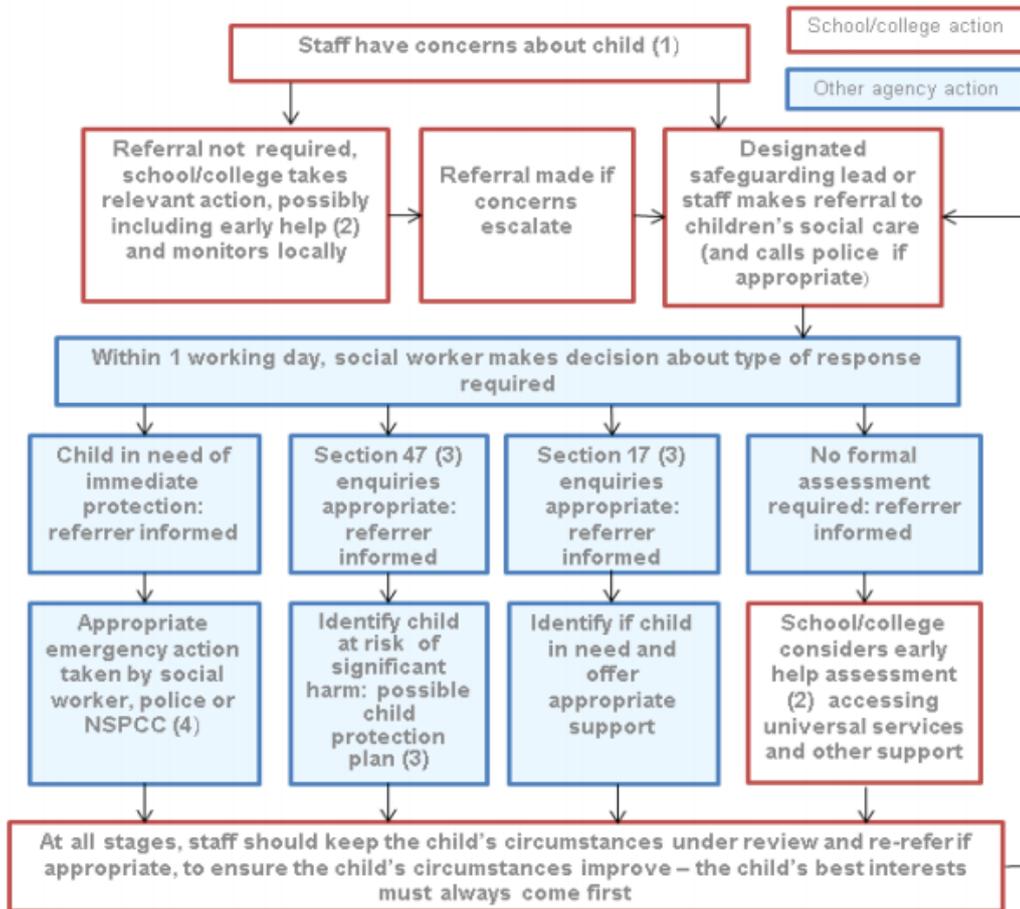


* In cases which also involve an allegation of abuse against a staff member, see part four of this guidance which explains action the school or college should take in respect of the staff member

** Where a child and family would benefit from coordinated support from more than one agency (eg. education, health, housing, police) there should be an inter-agency assessment. These assessments should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. The early help assessment should be undertaken by a lead professional who could be a teacher, special educational needs coordinator, General Practitioner (GP), family support worker, and/or health visitor.

*** Where there are more complex needs, help may be provided under section 17 of the Children Act 1989 (children in need). Where there are child protection concerns local authority services must make enquiries and decide if any action must be taken under section 47 of the Children Act 1989.

Actions where there are concerns about a child



Appendix B

Definitions of abuse

5.4.1 **Abuse** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

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

5.4.3 **Emotional abuse** – the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ or what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

5.4.4 **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.

5.4.5 **Neglect** – the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

5.4.6 **Who are the abusers?** – abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone.

5.4.7 **Child Sexual Exploitation (CSE)** involves exploitative situations contexts and relationships where young people receive something (for example, food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the

relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

5.4.8 Female Genital Mutilation (FGM): The practice of FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. It should be noted that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place could be as follows:

- Child talking about getting ready for a special ceremony
- Family taking a trip abroad
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leone, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage.

Signs that may indicate a child has undergone FGM

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable
- Complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

Mandatory reporting duty commenced in October 2015. The School must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they must consider and discuss any such case with the DSL and involve children's social care as appropriate.

Anyone can report concerns about FGM to Durham police on the direct number 101.

The national helpline is: 0800 028 3550 and fgmhelp@nspcc.org.uk

In addition there are a local support groups to help victims:

Shine 0191 277 2048 and shine@newcastle.gov.uk

Angelou Centre 0191 226 0394 and admin@angelou-centre.org.uk

5.4.9 Preventing radicalisation: From the 1st July 2015 all schools are subject to a duty to have “*due regard to the need to prevent people from being drawn into terrorism*” this is the Prevent Duty. The School needs to assess the risk of children being drawn into terrorism which means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. All staff will undertake basic training in this through the Channel Awareness course online and the DSLs will undertake further training through LSCB courses in order to feed back to staff through ongoing training.

5.5.0 Child missing from home or care: The School has an Admissions Register and a twice daily attendance register. All pupils are placed on both registers. As part of ongoing staff training, staff will be made aware of the need to be vigilant of signs of absence from School for potential travel to conflict zones, FGM and forced marriage. For information specific to processes for dealing with missing children from School, please refer to the School’s [Missing Child Policy](#).

Signs to be aware of that may indicate abuse

Physical Abuse

- Unexplained injuries/burns
- Untreated injuries
- Bruises/abrasion around the face
- Bi-lateral injuries e.g. two bruised eyes
- Bite marks
- Bruising abrasions to lips, cheeks, outer ear

Emotional Abuse

- Excessive overreaction to mistakes
- Continual self-deprecation
- Extreme compliance/aggression
- Drug, alcohol and substance misuse
- Significant peer relationship difficulties

Sexual Abuse

- Sexual awareness inappropriate to child’s age, including provocative sexual behaviour
- Self harm
- Pregnancy
- Sexually transmitted diseases
- Sudden changes in behaviour or school performance
- Fear of undressing for gym
- Depression/withdrawal
- Drug, alcohol, substance abuse

Neglect

- Constant hunger, tiredness and/or poor personal hygiene
- Untreated medical problems
- Destructive tendencies
- Social isolation
- Poor self-esteem and/or relationship with peers
- Excessive rocking, hair twisting, thumb sucking

Appendix C

Indicators for the early identification of safeguarding risks to protect and divert young people away from the risks of radicalisation.

Vulnerability

- Identity Crisis - Distance from cultural/ religious heritage and uncomfortable with their place in the society around them
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life
- Criminality – Experiences of imprisonment; poor resettlement/ reintegration, previous involvement with criminal groups

Access to extremism / extremist influences

- Is there reason to believe that the child/young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child/young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity)
- Does the child/young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype/email etc)
- Is there reason to believe that the child/young person has been or is likely to be involved with extremist/ military training camps/ locations?
- Is the child/young person known to have possessed or is actively seeking to possess and/ or distribute extremist literature/ other media material likely to incite racial/ religious hatred or acts of violence?
- Does the child/young person sympathise with, or support illegal/illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child/young person support groups with links to extremist activity but not illegal/illicit e.g. propaganda distribution, fundraising and attendance at meetings?

Experiences, Behaviours and Influences

- Has the child/ young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child/ young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child/ young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child/ young person's behaviour or outward appearance that suggests a new social/political or religious influence?
- Has the child/ young person come into conflict with family over religious beliefs/lifestyle/ dress choices?
- Does the child/ young person vocally support terrorist attacks; either verbally or in their written work?

- Has the child/ young person witnessed or been the perpetrator/ victim of racial or religious hate crime or sectarianism?

Travel

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child/ young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child/ young person employed any methods to disguise their true identity? Has the child/ young person used documents or cover to support this?

Social Factors

- Does the child/ young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child/ young person experience a lack of meaningful employment appropriate to their skills?
- Does the child/ young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child/ young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child/ young person have any learning difficulties/ mental health support needs?
- Does the child/ young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child/ young person have a history of crime, including episodes in prison?
- Is the child/young person a foreign national, refugee or awaiting a decision on their immigration/ national status?
- Does the child/ young person have insecure, conflicted or absent family relationships?
- Has the child/ young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child/young person's life has extremist view or sympathies?

More critical risk factors could include:-

- Being in contact with extremist recruiters
- Articulating support for extremist causes or leaders
- Accessing extremist websites, especially those with a social networking element
- Possessing extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Joining extremist organisations
- Significant changes to appearance and/or behaviour