



Vane Road Primary School

Child Protection Policy

Adopted September 2018

Review September 2019

Signed by Chair of Governors:

Key contact: Mr Kieran Pavey



Amendment tracker

Date	Change and comments	Location

Principles of the Policy

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3. Child Protection Policy

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

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

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

(4) Raising awareness of Child Protection issues and equipping children with the skills needed to keep them safe

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

- Names of designated safeguarding leads in school
- Listening to children and receiving disclosures
- Recording and response of the designated lead professional
- Discussing concerns with the First Contact Service
- Concerns documented on Early Help assessment
- Discussions with First Contact will be followed up in writing
- Attendance at Strategy meetings if assessed as child protection concern

(6) Supporting pupils who have been abused in accordance with their agreed child protection plan

4. Multi-agency work in Child Protection

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6. Allegations against staff

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7. **Safe Touch**
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Rights Respecting

Vane Road Primary School is proud to be a Level 1/Silver UNICEF Rights Respecting School. This Policy covers the following Rights included in UNICEF's 'The Convention On the Rights of the Child'.

Article 6 (life, survival and development) Every child has the right to life. Governments must do all they can to ensure that children survive and develop to their full potential.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up

Article 17 (access to information from the media) Every child has the right to reliable information from a variety of sources, and governments should encourage the media to provide information that children can understand. Governments must help protect children from materials that could harm them.

Article 19 (protection from violence, abuse and neglect) Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

Article 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this.

Article 33 (drug abuse) Governments must protect children from the illegal use of drugs and from being involved in the production or distribution of drugs.

Article 34 (sexual exploitation) Governments must protect children from all forms of sexual abuse and exploitation.

Article 35 (abduction, sale and trafficking) Governments must protect children from being abducted, sold or moved illegally to a different place in or outside their country for the purpose of exploitation.

Article 36 (other forms of exploitation) Governments must protect children from all other forms of exploitation, for example the exploitation of children for political activities, by the media or for medical research.

This Policy

1. 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.
2. Vane Road Primary 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 Local Safeguarding Children Board procedures and practices.

3. 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).
4. Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including:
 - 4.1 The Children Act 1989; Children Act 2004
 - 4.2 The Education Act 2002; Education and Inspections Act 2006
 - 4.3 Working Together to Safeguard Children 2018
 - 4.4 The Local Safeguarding Children Board (LSCB) procedures (www.durham-lscb.org.uk)
 - 4.5 What to do if you're worried a child is being abused – DfES 2006
 - 4.6 Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2018
 - 4.7 Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013
 - 4.8 County Durham Practice Framework: Single Assessment Procedures and Practice Guidance April 2014
 - 4.9 Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
 - 4.10 A Guide for Professionals on the Sharing of Information
 - 4.11 County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children Board
 - 4.12 Operating Procedures for children and young people who either go missing from home or go missing from Care. Durham Constabulary and Durham County Council May 2012
 - 4.13 Prevent Duty Guidance: for England and Wales HM Government 2015
 - 4.14 The Prevent duty Departmental advice for schools and childcare providers Department for Education June 2015
5. To emphasise the caring ethos Vane Road Primary School, the staff and governors are committed to the following principles:
 - 5.1 The welfare and well-being of each child is of paramount importance.
 - 5.2 Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
 - 5.3 We respect and value each child as an individual.
 - 5.4 We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
 - 5.5 The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
 - 5.6 Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the designated safeguarding leads that such information should be promptly passed on to.
 - 5.7 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 of Education.
 - 5.8 We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators
 - 5.9 The school runs in an open, transparent way.

Overview: Safeguarding

Definition of 'safeguarding'

6. Safeguarding is the protection of children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes every one under the age of 18'.

Safeguarding within this school

7. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children working with social care, the police and health services both to promote the welfare of children and protect them from harm.
8. 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:

8.1 See Page 2

8.2 Durham Local Safeguarding Children Board Child Protection Policy on www.durham-lscb.org.uk. The online document is always current.

8.3 County Durham Practice Framework: Single Assessment Procedure & guidance. April 2014

8.4 Managing Allegations against Staff (Appendix 5 of Durham LSCB Child Protection Procedures)

8.5 Keeping children safe in education. Statutory guidance for schools and colleges. DfE. September 2018

Safeguarding throughout school life

9. We aim to create and maintain **a caring ethos** where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children are able to approach adults with concerns. These will be taken seriously and relevant Local Safeguarding Children Board (LSCB) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.
 - The school employs the services of Soul Purpose Learning and Life Ltd for the provision of a School Counsellor.
10. **Curriculum:** children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

11. Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our new Prevent duty under s.26 of the Counter-Terrorism and Security Act 2015 we are aware of the importance of building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making. (See Section 9)
12. PSHCE curriculum, 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), sex education and healthy relationships, family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

Universal services and specialist support staff

13. The following professionals are also available to support individual children in school:
 - 13.1 Newton Aycliffe One Point Hub - Tel: 03000 261 118
 - 13.2 The school nurse: - Katie Devine
 - 13.3 School Counsellor - Nalini Muller
 - 13.4 Educational Psychologist - Helen Hackett
 - 13.5 Child and Adolescent Mental Health Service - Aclet Centre, Newton Aycliffe
14. The following **visitors** also contribute to our work to safeguard and promote the welfare of our students:
 - 14.1 Community police,
 - 14.2 Jet and Ben stranger danger,
 - 14.3 Fire Brigade/safety carousels,
 - 14.4 Banardos
 - 14.5 E-Safety advisors

The extended day

15. Breakfast club – runs from 7:30am until 9am at which children can eat a nutritious breakfast, socialise with friends, play games, receive support with their homework and access pastoral support. There is also an 8:30am 'drop-off' should parents/carers wish to access this but their child would not receive breakfast.
16. Lunchtime activities, meals and supervision by catering/supervisory staff.
17. After-school activities – there is a wide range of activities that the children can access after school. This includes the school's affordable Child Care facility which takes place after school until 6pm. The children are cared for in a nurturing environment; have access to support with their additional learning; can play games; socialise with peers; receive pastoral support and receive a nutritious snack tea.
18. Holiday Child Care – The school provides affordable Child Care through all school holiday periods, excluding the Christmas vacation. This runs from 7:30am until 6pm. All nutritious

meals are included and there are a wide range of activities available for children to engage in.

19. 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 lead (Kieran Pavey is the **Designated Safeguarding Lead** and Rachel Wren is deputy in his absence) and are aware of their responsibility to pass on any issues of concern without delay and make a written record.

Working with parents and carers

20. Vane Road 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:
 21. Annual Parent Survey, Parent's Evening, Annual Report to Parents, Stay and Play sessions.
 22. 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.
 23. We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate. This obligation is set out in our school prospectus/brochure (see Appendix 4).

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

24. Our school complies with the advice laid down in Keeping Children Safe in Education September 2018 to undertake regular training. Annually for all staff and further 2 yearly training for DSL and deputy
25. This is covered in more detail in Section 3 page 17 (3).
26. Date of last Level 1 training: April 2016
27. A record of those trained may be found in the Single Central Record. Individuals have a certificate to verify their attendance.
28. Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years: Kieran Pavey and Rachel Wren (October 2017). In addition to this, the E-safety lead, Kathryn Costello (July 2017) and the Early Years leader, Carolyn McGargle (July 2017) have completed DSL training
29. Prevent training: Kieran Pavey (Headteacher), Rachel Wren (Deputy Head teacher), Kathryn Costello (E-safety lead), Carolyn McGargle (Early Years Lead), Rachel Wren (Deputy Head teacher), Rohit Patel (Chair of Governors), David Knight (Finance Committee Chair), Jon French (Co-opted Governor), Laura Tomkins (Office Manager) and Jackie Whalen (School Secretary) all took this training in October 2015
30. 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)

31. The Nominated Governor with responsibility for Child Protection is Mrs Susan Clements
Date of training: April 2016
32. The Head Teacher, other staff responsible for recruitment and one Governor, Mr David Wallace have attended 'Safer Recruitment Training' June 2018
Date they attended training and provider: NSPCC, November 2015
33. There is a leaflet entitled 'Safeguarding and Child Protection' with important practical advice (Appendix 3)

Child Protection within safeguarding arrangements for all children/young people in school

34. There are a series of layers of care and intervention ranging from safeguarding for all/universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:
 - 34.1 Safeguarding arrangements in school: entitlements under Every Child Matters
 - 34.2 Early Help within universal services
 - 34.3 Child in Need
 - 34.4 Child Protection
 - 34.5 The Single Assessment Procedures & Practice Guidance, April 2014 show these diagrammatically on the 'Durham Staircase and continuum of Need'
 - 34.6 The five steps span a continuous process of assessment from Early Support and Intervention to statutory arrangements.

Every Child Matters

35. The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people's wellbeing:
 - 35.1 be healthy;
 - 35.2 stay safe;
 - 35.3 enjoy and achieve;
 - 35.4 make a positive contribution;
 - 35.5 achieve economic wellbeing
36. Education settings have a significant role in promoting these five outcomes as part of their every-day safeguarding work with pupils:
 - 36.1 The Children, Young People and Families Plan 2015/2018, produced by the County Durham and Families Partnership includes the following objectives that link directly to our safeguarding work in schools:
 - 36.1.1 **Objective 1: Children and Young People realise and maximise their potential:**
 - 36.1.1.1 Outcome 1: Children are supported to achieve and develop during their early year
 - 36.1.1.2 Outcome 2: Children and young people are supported to achieve and attain during school years to prepare them for adulthood
 - 36.1.1.3 Outcome 3: Young people are supported to progress and achieve in education, employment and training to achieve their potential
 - 36.1.1.4 Outcome 4: Children with additional needs are supported to achieve and attain
 - 36.1.2 **Objective 2: Children and young people make healthy choices and have the best start in life**
 - 36.1.2.1 Outcome 5: Negative risk-taking behaviour is reduced
 - 36.1.2.2 Outcome 6: Children and young people are more resilient

- 36.1.2.3 Outcome 7: A range of positive activities are available for children and young people
- 36.1.3 **Objective 3: A think family approach is embedded in our support for families**
- 36.1.3.1 Outcome 8: Early intervention and prevention services improve outcomes for families.
- 36.1.3.2 Outcome 9: Children are safeguarded and protected from harm
- 36.1.3.3 Outcome 10: Children who cannot live with their families achieve permanence and stability

Life at Home

- 37 The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:
 - 37.1 Child's developmental needs (How I grow and develop)
 - 37.2 Parenting capacity (What I need from people that look after me)
 - 37.3 Family and environmental factors (My wider world)
- 38 This structure is mirrored in the Single Assessment Framework Early Help assessment



- 39 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.
- 40 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.
- 41 Staff are made aware in training of the 'toxic four' issues in home life that could have an impact on the way children are parented (Munroe, 2010). The Government research into Serious Case Reviews reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children in that household:

- 41.1 Domestic abuse (violence)
- 41.2 Substance misuse (alcohol and or drugs)
- 41.3 Adult mental health
- 41.4 Learning Disabilities



42 Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and can elevate and reduce risk.

Signs and behaviours of concern

- 43 'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.
- 44 In addition to discussion and resources from the introductory course that all staff attend, it is vital that staff are regularly reminded of these between their three-year cycles of training. In our school we constantly keep these issues to the fore through

The Single Assessment Procedure & Practice Guidance

- 45 This new initiative from April 2014 has resulted in a re-configuration of Early Help/One point, safeguarding and child protection services within the County.
- 46 This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, '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. This 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-lscb.org.uk](http://www.durham-lscb.org.uk) . If families are reluctant to engage with these processes, we will continue to encourage them to participate for the benefit of their child.
- 47 Our local One point hub and contact is Gemma Holness.

Child in Need

48 Section 17 of the 1989 Children Act

49 Durham LSCB Child Protection procedures 1.18 www.durham-lscb.gov.uk

... 'those (children) whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled'

50 This school recognises the importance of this work undertaken with the consent of parents and carers at Steps 3 and 4 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 Child Care Plan meetings and the production of relevant reports for these.

Child Protection and significant harm

51 Section 47 of the 1989 Children Act

52 Durham LSCB Procedures 1.20 www.durham-lscb.org.uk

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.

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

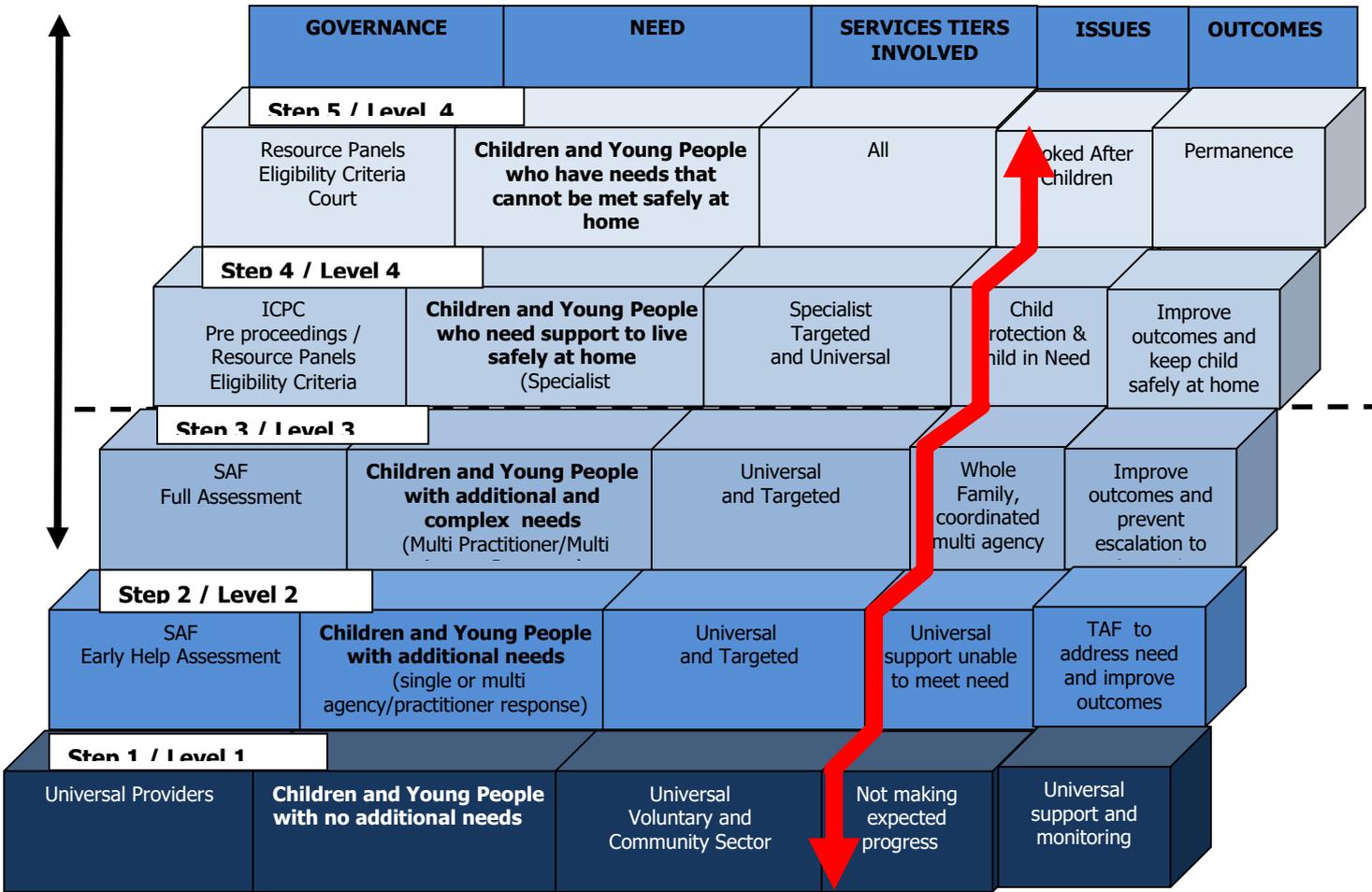
Prepare for the unexpected

54 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 the Initial Response 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.

The Durham Staircase

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

The Durham Staircase & Continuum of



Child Protection policy for Vane Road Primary School

- 57 This policy applies to all staff, governors and volunteers working in school. There are six main elements to the policy:
- 57.1 Establishing a safe environment in which children can learn and develop
 - 57.2 Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
 - 57.3 Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding
 - 57.4 Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
 - 57.5 Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
 - 57.6 Supporting pupils who have been abused in accordance with his/her agreed child protection plan

Establishing a safe environment in which children can learn and develop

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

59 The following policies are relevant:

59.1 Durham Local Authority Manual link:

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

59.2 Health and Safety Policy

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

- 60 The following staff and governors have received Safe Recruitment training: Kieran Pavey (November 2015) and David Wallace June 2018
- 61 Our school will comply with the requirements outlined on the LSCB website 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' 2018.
- 62 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 2018 has specific details of the role of the designated safeguarding lead.
- 63 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, 2018.
- 64 The level of DBS and other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (see page 25 of Keeping Children Safe in Education 2018) thus most appointments will require an enhanced DBS check with barred list information.
- 65 In a school or college, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity.

- 66 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.
- 67 In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- 68 Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and governors must be aware of the Durham County Council Confidential Reporting Code arrangements.
- 69 Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- 70 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.
- 71 Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- 72 Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- 73 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.
- 74 Volunteers, helpers and staff new to the school are given a leaflet that covers behaviour guidelines for staff and volunteers.
- 75 Relevant staff will be required by the Head Teacher to complete the 'Disqualification by Association' declaration form. This is included in the pre-employment checks for those posts covered by the provision as part of recruitment. (Durham Schools Extranet, Document Library/HR).

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

- 76 Every member of staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording.
- 77 They will be informed who the designated safeguarding lead is and other trained designated teachers supporting this work within school.
- 78 Safeguarding responsibilities of all staff will be re-enforced before they start work. This policy along with a booklet covering safe professional practice, 'Behaviour Guidelines for Staff', will be made available to them. All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', DCSF.
- 79 All adults working in school are required to read Part 1 of Keeping Children Safe in Education September 2018

- 80 All adults working in school receive regular whole-school safeguarding and child protection training annually. The majority of staff receive training in twilight sessions or INSET days. Training is delivered by the Learning and Development Team at County Hall. 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and priorities of the LSCB.
- 81 Staff who miss these sessions or join the school within year will receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school.
- 82 Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.
- 83 **Date of last training: April 2016**
- 84 In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. Safeguarding is embedded in all our work within school. We do this in the following ways in school, staff meetings and Senior Leadership Team meetings
- 85 We have an induction and leaflet, 'Safeguarding and Child Protection' which is given to all new staff and visitors to the school
- 86 The following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:
- 86.1 Mr Kieran Pavey, Head teacher
 - 86.2 Miss Rachel Wren, Deputy Head teacher
 - 86.3 Mrs Kathryn Costello, Head of Curriculum
- 87 Training for designated safeguarding leads is undertaken every 2 years (Annex B, 'Keeping children safe in education', 2018).
- 88 Courses are delivered by the Learning and Development Team at County Hall and details are displayed on the Durham Schools Extranet as well as in the CPD directory.
- 89 In addition to the school courses staff are encouraged to attend multi-agency courses available through the LSCB. These include a Level 2 Safeguarding course as well as specialist themes on Level 3 courses.
- 90 The Nominated Governor with responsibility for Child Protection is Mrs Susan Clements
Date they attended county governor training: April 2016
- 91 The Head Teacher accessed 'NSPCC Safer Recruitment Training'
- 91.1 Date they attended this training and provider: November 2015, NSPCC

Supporting Vulnerable Children and Young People

- 92 All children and young people require safeguarding but it is recognised that certain groups are particularly vulnerable to harm including:
- 92.1 Children with Special Educational Needs
 - 92.2 Children with disabilities
 - 92.3 Children at risk of self-harm
 - 92.4 Children suspected of or having an eating disorder
 - 92.5 Children who substance misuse

- 92.6 Young carers
- 92.7 Looked After Children/Child Protection Plan
- 92.8 Children who witness Domestic Abuse
- 92.9 Children of substance misusing parents
- 92.10 Children Missing from Education

- 93 Vane Road Primary School recognises that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. Their school may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. Some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.
- 94 The School will endeavour to support vulnerable students through:
- 94.1 Delivering curriculum opportunities which may help them to understand personal circumstances and situations.
 - 94.2 Providing a positive ethos through which the student can be supported, feel secure and valued.
- 95 The application of the behaviour policy, which is aimed at supporting vulnerable students. The School will ensure that the student knows that some behaviour is unacceptable but at the same time they are valued, and are not to be blamed for any abuse which has occurred.
- 96 Liaison with other agencies that support the students for example Children's Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology.
- 97 A commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.

- 98 Vigilantly monitoring children's welfare, keeping records and notifying pastoral staff and/or Children's Social Services as soon as there is a recurrence of a concern.

99. The School will therefore:

99.1 Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to.

99.2 Ensure that all students know there is an adult in the School whom they can approach if they are worried or in difficulty.

99.3 Provide opportunities across the curriculum, which equip children with the skills they

Raising awareness of child protection issues, boosting resilience and equipping children with the skills needed to keep them safe

100 We raise child protection issues with children and their parents/carers in the following ways:

101 Children

101.1 Awareness of IT, e-safety issues and cyber-bullying. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. There is also suitable filtering in place for this and other potentially risky content. Online safety is continually emphasised.

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

101.3 Our PSHCE curriculum covers related themes including feelings and healthy relationships

101.4 Visitors and presentations e.g. 'Jet and Ben', Barnardo's in schools

102 Parents/Carers

102.1 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.

102.2 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

102.3 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

102.3.1 current address and telephone contacts

102.3.2 which adults have parental responsibility

102.3.3 court orders which may be in force

102.3.4 children on the Child Protection list

102.3.5 the child's name at birth and any subsequent names (taking care over unusual spellings)

102.3.6 any other changes home circumstances

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

103 Names of designated safeguarding leads

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

104 Kieran Pavey, Senior Leader or Rachel Wren, Senior Leader.

Recording concerns

105 ALL concerns passed to the designated safeguarding leads must be placed on CPoms.

106 The more relevant details staff have observed the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark

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

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

Listening to Children and Receiving Disclosures

- 108 We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them.
- 109 Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- 110 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.
- 111 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.
- 112 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.
- 113 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.
- 114 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.
- 115 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.

116 Please remember:

116.1 the child should be allowed to make the disclosure at his/her own pace and in his/her own way.

116.2 the member of staff should avoid interrupting except to clarify what the child is saying but should not probe for any information that the child does not volunteer.

Recording and Response of the designated lead professional

- 117 All information received should be stored in the child's 'concern' file. This is kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all designated safeguarding leads can access these documents in an emergency.
- 118 Good practice is to have a simple 'chronology of events' sheet at the start of the file. This enables more efficient regular monitoring of children's files as part of the on-going work of the designated lead professional.

119 Schools should make use of the official LSCB chronology template, downloaded from the internet site. Chronologies are made use of in all multi-agency work from Early Help arrangements and Team around the Family right through to Child Protection conferences and meetings. The chronology along with a report is essential preparation for Initial Child Protection conferences. Care must be taken not to alter the fixed widths of columns on this template.

Discussing concerns with the First Contact Service 03000 267979

- 120 Section 5 of the LSCB Child Protection procedures (5.116 onwards), www.lscb-durham.org.uk has detailed information about the management of individual cases. In addition staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, April 2014.
- 121 The child's concern file has basic details of name (previous/present surnames), date of birth, address, parents/carers and telephone contact details. Staff should use the Early Help Assessment to marshal information and concerns to discuss with First Contact. It is essential to record the name of the First Contact colleague, the time and details of advice given and action to be taken.
- 122 If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers should be informed of this **unless to do so would place the child at further risk of harm**. First Contact will triage this and pass on to colleagues in the appropriate Assessment and Intervention/Families First team within the County.
- 123 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.
- 124 If the situation is an emergency and staff are unable to speak to First Contact they should phone the Police on 0845 6060365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

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

Discussions with First Contact will be followed up in writing

- 127 Discussions of concern or specific referrals will be followed up in writing, using the format of the Early Help Assessment.
- 128 The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a gx account. A copy is kept on the child's concern file.
- 129 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.

- 130 Section 34: **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** (First Contact in Durham). **Anybody can make a referral.**

**First Contact Service
Abbeywoods Business Park
Pity Me
Durham
DH1 5TH**

**Telephone: 03000 267979
Fax: 0191 383 5752**

Attendance at Strategy meetings if assessed to be child protection concern

- 131 Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. LSCB procedures section 5.150 onwards has detailed guidance about these meetings, www.lscb-durham.org.uk
- 132 There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.
- 133 School staff may be invited by an Assessment and Intervention Team/Families First Team to a strategy meeting. These multi-agency meetings are called to decide whether a s47 enquiry should commence to look into the concerns that have been raised.
- 134 These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings that are usually held at A&I/Families First Hubs/Team offices. School is able to offer a venue if there is a suitable room where confidentiality can be assured.
- 135 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.
- 136 In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give reassurance to the child.
- 137 All information should be treated with discretion and confidentiality and shared in accordance with 'A Guide for Professionals on the Sharing of Information'. Durham LSCB, 2014.
- 138 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.

Supporting pupils who have been abused in accordance with his/her agreed child protection plan: multi-agency work.

Multi-Agency Work

Initial Child Protection Conference: school responsibilities

139 See LSCB procedures 5.275

140 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 Assessment and Intervention Teams within the County.

141 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 **15 working days** after the last strategy meeting.

School responsibilities

142 Attendance

142.1 It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for Education Welfare or Parent Support Officers to attend *if they have a working knowledge of the child or family*.

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

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

142.4 The person attending the conference should be knowledgeable about the child. In most circumstances this will be the head teacher or Deputy Head teacher.

142.5 This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

143 Preparation of a report

143.1 There is a template available to facilitate report-writing. Schools may wish to use the Early Help part of the Single Assessment as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

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

144 Chronology of significant events

144.1 A single-agency chronology should also be produced for this meeting using the template available on the LSCB website www.durham-lscb.org.uk.

145 Sharing of the report

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

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

146 **Membership of a Core Group**

146.1 (See LSCB Child Protection Procedures section 5.458 onwards)

146.2 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.

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

147 **Review Child Protection Conference**

147.1 (See LSCB Child Protection Procedures section 5.483 onwards)

147.2 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.

Information-sharing

Parents/Carers

148 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.

149 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

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

Children transferring to another school

151 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 separately from other records.

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

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

County Guidance and protocols

- 154 (See LSCB website for further details, 'Information sharing')
- 155 **Eight Golden Rules for Information-sharing and flowchart**
- 156 **County Durham Protocol for Working Together in the Delivery of Services to Adults and Children** LSCB Child Protection Procedures Section 2.234
- 157 **A Guide for Professionals on the Sharing of Information**
County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).
- 158 Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.
- 159 Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

**Further advice about legal issues is available from Corporate Legal Services:
Julian Wilson, solicitor (Children and Adults Services) 03000 269680**

Allegations against teachers and other staff

- 160 (Refer to LSCB procedures, section 6.224 and Appendix 5 of those procedures and Part 4 of Keeping children safe in education 2018)
- 161 Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.
- 162 On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer) 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.**
- 163 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.

- 164 Investigations will be carried out by the appropriate agencies.
- 165 In dealing with any allegation the Head Teacher and governors need to balance:
- 165.1 The seriousness of the allegation.
 - 165.2 The risk of harm to pupils.
 - 165.3 Possible contamination of evidence.
 - 165.4 The welfare of the person concerned.
- 166 Suspension of the member of staff will be considered
- 166.1 if there are any grounds for doubt as to the suitability of the employee to continue to work
 - 166.2 where suspension may assist in the completion of an investigation.
- 167 Suspension will be carried out in line with LA guidelines. Head Teachers may find it useful to contact the LA Human Resources Department for guidance.
- 168 During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.
- 169 A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.
- 170 Detailed records will be kept by all parties involved.
- 171 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.
- 172 The following definitions are now used when determining the outcome of allegation investigations:
- 172.1 **Substantiated**: there is sufficient evidence to prove the allegation;
 - 172.2 **Malicious**: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
 - 172.3 **False**: there is sufficient evidence to disprove the allegation;
 - 172.4 **Unsubstantiated**: there is insufficient evidence to either prove or disprove the allegation.
The term, therefore, does not imply guilt or innocence.

Safe Touch

Physical contact other than to control or restrain

- 173 Our school has a policy/guidelines on the use of touch, including an Intimate Care policy and this includes such points as:
- 173.1 assisting in the washing of young children who have wet/soiled themselves intimate care risk assessments for certain children with medical needs or disabilities.

- 173.2 using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching
- 173.3 administering First Aid
- 173.4 supporting younger children and children with special needs who may need physical prompts or help
- 173.5 giving appropriate comfort to a child who is distressed
- 173.6 recognising that physical contact is a sensitive issue for some cultural groups
- 173.7 acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
- 173.8 ensuring a consistent approach where staff and pupils are of different genders
- 173.9 acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued
- 173.10 having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

Use of reasonable force

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

175 Our school policy relates to the following pieces of legislation:

175.1 **Education Act 1996**

175.2 **Education and Inspections Act 2006**

175.3 **Violent Crime Reduction Act 2006**

175.4 **Apprenticeships, Skills, Children and Learners Act 2009**

175.5 **Guidance: The use of force to control or restrain pupils (2013)**

176 Our school Policy on the Use of Restrictive Physical Interventions gives guidance on:

176.1 when staff may use physical control and restraint

176.2 who is allowed to use physical control and restraint

176.3 what forms physical control and restraint may take in particular circumstances

176.4 what forms of physical control and restraint are not acceptable

176.5 recording of incidents where physical handling has been used

176.6 The Policy also makes it clear that corporal punishment is NOT allowed.

The Prevent duty

177 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 duty applies to all schools from 1st July 2015.

178 This work is part of schools' broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe in education (September 2018) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

179 Thus schools should have:

179.1 staff being able to identify children who may be vulnerable to radicalisation.

Information or concerns should be passed to the Designated Safeguarding Lead in the

same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Sergeants Jane Freeman and Steve Holden at Durham Constabulary.

179.2 policies and procedures in line with those of DCC, Durham Constabulary and the LSCB.

179.3 training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.

179.4 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.

179.5 robust IT policies

180 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'

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

The Prevent Team

Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234

HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435

Community.safety@durham.gov.uk

Child Sexual Exploitation

182 Schools must be aware of young people who could be at risk of sexual exploitation. A definition if provided in Keeping children safe in education 2018 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.

183 Durham LSCB has section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. In Primary Schools 'Child line' offers a talk on 'The Underwear Rule' PANTS:

183.1 **P**rivates are private

183.2 **A**lways remember your body belongs to you

- 183.3 **N**o means no
- 183.4 **T**alk about secrets that upset you
- 183.5 **S**peak up, someone can help

184 The Named Governor for Child Sexual Exploitation is Mrs Susan Clements

Female Genital Mutilation

- 185 This comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl. If adults working with girl's suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice. There is a FGM Helpline also on 0800 028 3550. There is also a useful website: fgmhelp@nspcc.org.uk
- 186 Mr Kieran Pavey, Head teacher and Miss Rachel Wren, Deputy Head teacher, have both taken the Home Office training and assessment on FGM.
- 187 If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.
- 188 The school is also vigilant for signs of the Traditional West African Practice of Breast Ironing. This involves the pounding the developing breast of young girls with hot objects, most commonly stones, spoons and hammers.
- 189 Practice carried out by girls' mothers or female family members.
- 190 Practice carried out to remove outward signs of puberty and prevent girls becoming sexually attractive to men.
- 191 If a member of staff suspects a child is at risk of Breast Ironing they will report this to the Designated Safeguarding Lead.

Children Missing from Education (CME)

- 192 A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.
- 193 Vane Road Primary School will inform Durham local authority of any pupil who is going to be deleted from the admission register where they:
 - 193.1 have been taken out of school by their parents and are being educated outside the school system e.g. home education;
 - 193.2 have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - 193.3 have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - 193.4 are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,

193.5 have been permanently excluded.

- 194 Schools will inform the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.
- 195 On the first day of absence, if a child does not arrive at school and there has been no reason given by the parent/carer, the school office will send a text message by 9:20am. Should there still be no response by 10am, the office will inform the Designated Safeguarding Lead who will take on responsibility for investigating the absence. Actions may include a further phone call, a home visit, a referral to DCC safeguarding team or contacting the police.

Peer on peer abuse

- 196 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.
- 197 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:
- 197.1 Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- 197.2 whether the perpetrator has repeatedly tried to harm one or more other children; or
- 197.3 Whether there are concerns about the intention of the alleged perpetrator.
- 198 Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/ sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour.

Children with Special Educational Needs

- 199 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Vane Road Primary School ensures understands the fact that additional barriers can exist when recognising abuse and neglect in this group of children.
- 200 These can include:
- 200.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- 200.2 the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- 200.3 communication barriers and difficulties in overcoming these barriers.
- 201 The school is committed to supporting the additional needs of pupils with disabilities and working to ensure they are safe in and outside of school.

Online Safety

- 202 The school has a robust E-safety policy and Internet safety policy. This includes the school having an up-to-date filtering system managed by Durham IT Services. This is also regularly checked by the Head of ICT, Kieran Pavey and any concerns are raised by staff.

203 The school also has a 'sexting policy.'

Forced Marriage and Honour based violence

- 204 Guidance on dealing with concerns regarding forced marriage is contained in the Multi Agency Practice Guidelines 'Handling Cases of Forced Marriage'
<http://www.fco.gov.uk/en/travel-and-living-abroad/when-things-go-wrong/forced-marriage/publications>
- 205 A 'forced' marriage is distinct from a consensual 'arranged' marriage because it is without the valid consent of both parties and where duress is a factor. A child who is forced into marriage is at risk of significant harm through physical, sexual and emotional abuse.
- 206 Information about a forced marriage may come from the child themselves, of the child's peer group, a relative or member of the child's local community or from another professional.
- 207 Forced marriage may also become apparent when other family issues are addressed, e.g. domestic violence, self-harm, child abuse or neglect, family/young person conflict, a child absent from school or a missing child/runaway. Forced marriage may involve the child being taken out of the country for the ceremony, is likely to involve non-consensual/underage sex and refusal to go through with a forced marriage has sometimes been linked to 'honour killing'.
- 208 Honour based violence is an ancient cultural tradition that encourages violence towards family members who are considered to have dishonoured their family. It is rooted in domestic violence and is often a conspiracy of family members and associates meaning victims are a risk from their parents and families.
- 209 School staff should respond to suspicions of a forced marriage or honour based violence by making a referral to the Designated Safeguarding Lead. School staff should not treat any allegations of forced marriage or honour based violence as a domestic issue and send the child back to the family home. It is not unusual for families to deny that forced marriage is intended, and once aware of professional concern, they may move the child and bring forward both travel arrangements and the marriage. **For this reason, staff should not approach the family or family friends, or attempt to mediate between the child and family, as this will alert them to agency involvement.**
- 210 Further information and advice can be obtained from the Forced Marriage Unit fm@fco.gov.uk. Or **020 7008 1500** and the Honour Based Violence Helpline **0800 5 999365** .

Hazing/Initiation Ceremonies

- 211 **Hazing** is the practice of rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group. **Hazing** is seen in many different types of social groups, including gangs, sports teams, schools, military units, and fraternities and sororities.
- 212 Staff should be aware that children may talk about hazing as part of normal 'banter' behaviour however it can have serious repercussions for those involved both physically and mentally. Information regarding hazing should be reported to DSL.

