



The Federation of Mowden Schools (Academy Trust)

Safeguarding (Including Child Protection) Policy

Date Policy approved	10 th October 2018
Review frequency	Annually
Next review date	September 2019
Approving body	Pupil Progress and Curriculum

Approved by Chair of Committee:

Signature Dated 5.3.19

Name Alan Jones

Approved by Chair of Governors:

Signature Dated 15/02/2019

Name T.D. Lloyd Payne

Safeguarding and promoting the welfare of children

Contact Names

Designated Safeguarding Lead (DSL): Mr Alistair Johnson (Deputy Headteacher)

Deputy Safeguarding Lead (DDSL): Mr Peter King (Headteacher)

Nominated governor to deal with Safeguarding: Alan Jones

Single Point of Contact (SPoC) for concerns about radicalisation and extremism is: Mr Peter King (Headteacher)

Member of staff to act in the absence of those named above: Miss Lisa Bainbridge (Deputy Headteacher)

The Federation of Mowden Schools is committed to adopting a child centred and coordinated approach to safeguarding and promoting the welfare of children and expects all staff and volunteers to play their full part.

This is defined as:

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

Definitions of abuse and the signs and indicators are detailed in the DfE document '*Keeping Children Safe in Education: For Schools and Colleges*'.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737289/Keeping_Children_Safe_in_Education_Sept_2018.pdf

All teaching staff, support staff and volunteers working within the Federation have read Part 1: Information for All School and College Staff and Annex A (wider safeguarding issues); a copy is also kept in both staff rooms for reference.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/737606/Keeping_children_safe_in_education_part_1_Sept_2018.pdf

The Federation recognises its responsibility to safeguard and promote the welfare of all children and young people by protecting them from physical, sexual or emotional abuse, neglect, bullying, radicalisation and extremism.

The Federation of Mowden Schools will ensure that:

- It has a Designated Safeguarding Lead who is level 3 trained and will undertake biannual, appropriate training for this role
- It has a nominated Single Point of Contact (SPoC) who is WRAP trained.
- It has members of staff who will act in the absence of the Designated Safeguarding Lead and SPoC.
- The Single central record is maintained and accurate.
- It has a nominated governor responsible for safeguarding children
- Every member of staff (including temporary and supply staff and volunteers) and the governing body knows the name of the DSL, SPoC and their role

- All staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the DSL or SPoC.
- All staff are committed to providing a safe environment in which children can learn.
- That the duty of care towards its pupils and staff is promoted by raising awareness of illegal, unsafe and unwise behaviour and assist staff to monitor their own standards and practice
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/or sexual identity have the right to be protected from harm
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately
- The welfare of the child remains paramount
- All new members of staff will go through an induction process ensuring this policy can be actioned.

Responsibilities

It is the responsibility for all adults in our teaching community to be vigilant in safeguarding procedures. All staff and volunteers working with children are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns.

The Headteacher will ensure that the safeguarding policies and procedures are fully implemented and followed by all staff and that sufficient resources are allocated to enable staff to discharge their responsibilities with regard to safeguarding.

The Headteacher will co-ordinate action on safeguarding and promoting the welfare of children within the school ensuring that all staff, volunteers and visitors to the school know who the DSL is and who acts in his absence. The Designated Safeguarding Lead is responsible for:

- Adhering to the statutory guidance for schools 'Keeping Children Safe in Education 2018'
- Adhering to the Authorities Child Protection Procedures and school procedures with regards to referring a child if there are concerns about possible abuse or child in need.
- Liaising closely with other services such as children's social care.
- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil's record/SEN record.
- Ensuring that any pupil currently on a child protection plan who is absent from school without a satisfactory explanation is referred to Social Care.

All Staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff code of conduct, the role of the designated safeguarding lead (DSL), the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to the local authority and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

If you discover that FGM has taken place or a pupil is at risk of FGM

- Keeping Children Safe in Education explains that FGM comprises “all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs”.
- FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.
- Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.
- The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.
- Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL.
- **Any member of staff who suspects a pupil is *at risk* of FGM must speak to the DSL.**

The Prevent duty

The current threat from Terrorism and Extremism in the United Kingdom is real and severe and can involve the exploitation of vulnerable people, including children to involve them in extremist activity.

“Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.” (HM Government Prevent Strategy 2011)

The Designated Safeguarding Lead and the Single Point of Contact have attended WRAP (Workshop to raise awareness of Prevent) training and monitor the school’s compliance with its Prevent duty.

The DSL carries out an annual risk assessment which identifies the risk of pupils being drawn into terrorism or extremism as low.

If a member of staff has concerns about extremism, then they *must* act. If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government’s programme for identifying and supporting individuals at risk of being drawn into terrorism or the local authority MASH team.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

The Role of the Designated Safeguarding Lead (DSL)

The DSL is Alistair Johnson (Deputy Headteacher). The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Out of school hours, he can be contacted via email: ajohnson@mowden.darlington.sch.uk

When the DSL is absent or unavailable, Peter King (Headteacher) and Lisa Bainbridge (Deputy Headteacher) will act as cover.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

Early Help and Intervention

We promote the detection of early signs of abuse to ensure early intervention. We follow the safeguarding procedure of notice, check, and share. We also recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Ensure all staff are trained in detecting possible early signs of abuse.
- Ensure all staff have received appropriate training for radicalisation and extremism.
- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty.
- Carry out an Early Help Assessment for families in need.
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to stay safe, and information about who to turn for help.
- Include in the curriculum material and learning which will help children understand what 'being safe' means.
- Include e-safety training in the curriculum.

If early help is appropriate, the DSL will support staff in liaising with other agencies and setting up a multi-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Statement of Equality

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- Are looked after or have been looked after in the past
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Children with Special Educational Needs

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behavioural problems are particularly sensitive to signs of abuse.

Types of abuse and neglect

All staff, volunteers and governors have read the section on types and signs of abuse in 'Keeping Children Safe in Education 2018' statutory guidance for schools and colleges; including the appendix. They are diligent in spotting these signs to ensure early intervention for vulnerable children. They have all been made aware of more current safeguarding issues especially; child sexual exploitation, cyber bullying, honour based violence and preventing radicalisation. The Headteacher, DSL and nominated governor keep up to date with new safeguarding issues and disseminate to all staff to keep our practice current and relevant. Appendix 1 identifies some of the indicators and signs of abuse or neglect.

What should you do if a young person reports abuse?

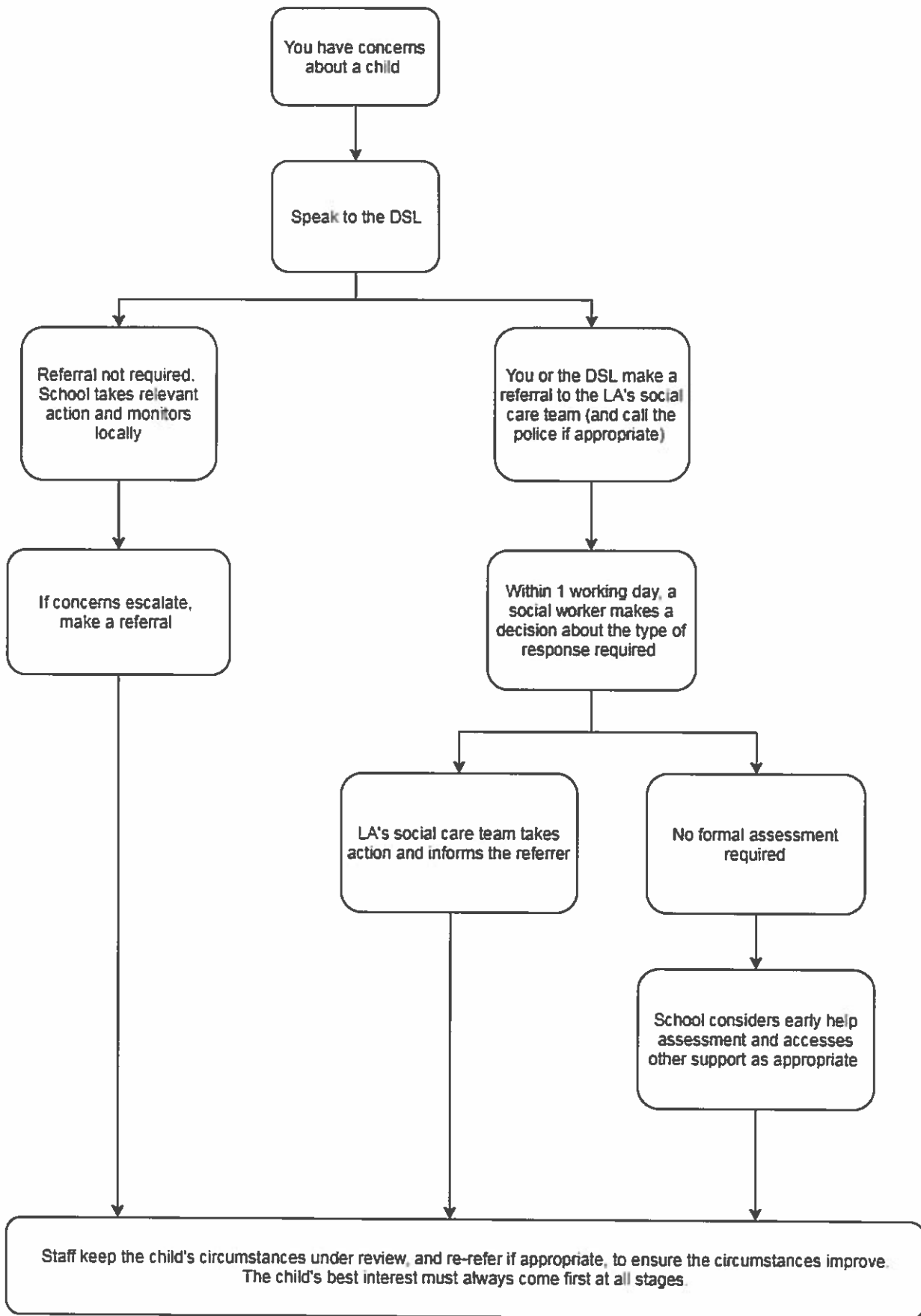
- React calmly
- Listen
- Don't ask probing questions to find out more information.
- Do not promise confidentiality
- Inform the child what you will do next
- Contact the DSL or Deputy DSL.
- Immediately make a full and written record of what has been said detailing facts not opinion or hearsay and give this report to the DSL.
- Do not re-interview the child with a different member of staff

The report should include:

- The child's name and the date and time the allegation was made
- The nature of the allegation, including dates, times, specific factors and any other relevant information that has been provided by the child (don't seek information, it is not your role to investigate what has happened)
- A description of any visible bruising or other injuries that have been communicated to you by the child (Do not look for signs)

If the DSL or Deputy DSL cannot be informed and a child or adult is at risk of serious harm, all staff and volunteers have a duty to report this to the Central Access Point (CAP) or the police.

Figure 1: Procedure if you have concerns about a child's welfare (no immediate danger)



Information Sharing & Confidentiality

Timely information sharing is essential to effective safeguarding. The Headteacher or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff are aware that they cannot promise confidentiality.

Staff Training

All staff and volunteers have accessed safeguarding training appropriate to their role and responsibilities and a record is kept and updated when appropriate. All volunteers, employed staff and governors know who the DSL is and what to do if they have any concerns. All new staff go through an induction process, making them aware of our safeguarding policy and procedures.

Induction

All staff should be aware of systems within Mowden which support safeguarding and these will be explained to them as part of staff induction. This will include:

- the child protection policy
- the behaviour policy
- the staff code of conduct
- the procedures regarding children who go missing from education
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of policies and a copy of Part 1 and Appendix A of Keeping Children Safe in Education are provided at induction.

Annual refresher training for all staff

All staff will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually.

The Headteacher, DSL and nominated governor have WRAP training and a programme of awareness training for the signs and indicators of radicalisation and extremism will be rolled out for all staff, governors and volunteers. All staff do know who the SPoC is and what to do if they have a concern.

Safer Recruitment and Selection of Staff

The school has a written recruitment and selection policy statement and procedures linking explicitly to this policy. The statement is included in all job advertisements, publicity material, recruitment websites, and candidate information packs.

The recruitment process is robust in seeking to establish the commitment of candidates to support the school's measures to safeguard children and to deter, reject or identify people who might abuse, or are otherwise unsuited to work with children. At least one person on any appointment panel has undertaken safer recruitment training; all members of the SLT are trained in safer recruitment.

Allegations against staff

Any allegation made against a member of staff must be referred to the Headteacher. If the allegation concerns the Headteacher, it is referred to the Chair of Governors.

Any member of staff with concerns about poor or unsafe practice and potential failures in the schools safeguarding regime must follow the guidelines in the whistle blowing policy.

The Headteacher or Chair of Governors will work with the Local Authority when managing allegations against staff.

Allegations made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority CAP team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves

Safe use of cameras within Reception Year setting

All staff must not use mobile phones in the reception classroom area whilst the children are in school, unless it is a school mobile. Reception staff must keep their personal mobile phones in staff lockers when the children are in school. Class cameras are kept in school: photographs are downloaded to the appointed area and used to inform assessment judgements. Further information about the use of mobile phones and personal devices can be found in our E Safety Policy.

Children missing from education

Children missing from education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. We ensure that effective information sharing between parents, schools and local authorities enables children to be safe and receive a suitable education.

Children who are absent from school

Our procedures are designed to ensure that a child who is absent from school is found and returned to effective supervision as soon as possible. If a child is absent, we will:

1. After the register is closed (9:30am) a phone call will be made by the administration team to the first contact for the child. If there is no answer, where possible a voice message will be left.
2. Additional phone calls made throughout the day.
3. Phone calls made to additional contacts stored for the child.
 - a. Where a child has siblings who attend another school, phone calls made to the school to establish attendance situation of the sibling.
4. Senior leaders informed. (This may happen after step 1 if there have been previous concerns about the child and the family.)
5. Text messages sent to mobile phone contacts for the child.
6. Letter sent to parents.
7. Visits made to the home address of the child. (This step may be taken sooner if the SLT deems it necessary.)
8. Referral to the LA after 5 days of absence.
9. For child protection case refer to Social Worker on day one for advice

Harmful sexual behaviours

Harmful sexual behaviours can occur online and offline and can occur simultaneously between the two. Children's sexual behaviours exist on a wide continuum, from normal and developmentally expected to inappropriate, problematic, abusive and violent. We use the harmful sexual behaviour framework produced by the NSPCC and the brook traffic light tool to assess what attention or response children's sexual behaviours require. Is it normal development in relation to sexualised behaviour or problematic and harmful.

Keeping Children Safe Online

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation, radicalisation, sexual predation: technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable but can be categorised into three areas of risk: content; contact; conduct.

We accept that pupils will use the internet and social technology outside school and will therefore need to learn how to be safe and secure. We teach lessons on digital literacy which is designed to help children understand how to make the right choices. However, due to the rapid growth in technology and trends we encourage parents to monitor closely what their children are doing online. To support families there are links on the school website and we also hold information sessions for parents who wish to know more about online safety.

If an adult suspects that a child is engaged in harmful online activity, this must be mentioned to the DSL.

Record keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them. All staff have access to CPOMS and use it to record concerns.

Operation Encompass

The Federation of Mowden Schools is signed up to Operation Encompass which is a police and education early intervention safeguarding partnership which supports children and young people exposed to domestic abuse.

When a child or young person has been involved or exposed to a domestic abuse incident the previous evening, the police will report the incident to school before the start of the next school day. The information is given in strict confidence to the DSL or Headteacher to enable support to be given dependant on the needs and wishes of the child.

Indicators of abuse and neglect

All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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.

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' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from 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.

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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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, for example, 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.

Other Related Policies

Physical Intervention
Bullying including cyberbullying
Prejudicial Incidents
E-Safety
Health and Safety
Whistleblowing

[Additional information and advice, with links, can be found on page 87 of Keeping Children Safe in Education 2018.](#)

Important Information and Websites

<https://www.nspcc.org.uk/>

NSPCC 24/7 Helpline
Textline Tel: 08088005000/88858

NSPCC Whistleblowing advice line: Tel 08000280285
Email- help@nspcc.org.uk

For all safeguarding concerns

CAP- Children's Access Point

01325 406222 option 1
childrensaccesspoint@darlington.qcsx.gov.uk
For secure referrals

Emergency Duty team (out of hours concerns and referrals)
08702 402994

CHANNEL Panel Chair- Jo Benson, Head of Youth Offending Service
Contact Details: 01325 406791

Due Diligence and Counter Extremism Group (DDCEG) Helpline:- 020 7340 7264

Durham Constabulary Prevent Team

DC Steve Holden steven.holden@durham.pnn.police.uk
Office- 0191 3752905 or 0191 375 2555
Anti-terrorist hotline: 0800 789 321

To report illegal information, pictures or videos found on the internet www.gov.uk/report-terrorism

LSCB (Darlington)
Secure email- LSCB@darlington.qcsx.gov.uk

Designated Officers:

Carol Glasper – carol.Glasper@darlington.gov.uk (01325 406459)
Marian Garland – Matian.garland@darlington.gov.uk (01325 406451)

Early Help Assessment:
Kelly-Ann.Reay@darlington.gov.uk
Tel: 01325 405635

Safeguarding including Child Protection Policy
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Police non-urgent enquiries 101
Police urgent enquiries 999

Before contacting any of the above make sure you have all the information at hand - details of the young person, including; name, DOB, address, and any written concerns.
It is the responsibility of the Designated Safeguarding Lead to make any referrals based on all the information collected about the child or adult.

It is not the school's responsibility to decide whether abuse has taken place or not, however it will pass on information to the appropriate authority immediately.