Bishop Hogarth Catholic Education Trust

Bishop Hogarth Catholic Education Trust Safeguarding Children / Child Protection Policy

Updated to reflect Keeping Children Safe in Education September 2021

Carmel College

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Bishop Hogarth Catholic Education Trust
Safeguarding Children / Child Protection Policy

In all cases of actual or suspected abuse / neglect the Designated safeguarding lead must be informed and the relevant Local Authority Child Protection Procedures followed – these are online procedures, which are regularly updated. Key staff should upload the relevant website to their desktop for instant access.

Darlington:

https://www.darlington-safeguarding-partnership.co.uk/professionals/multi-agency-safeguarding-child-protection-procedures/

Stockton & Hartlepool:

http://www.teescpp.org.uk/

Durham:

https://durham-scp.org.uk/professionals/multi-agency-child-protection-procedures/

The Designated safeguarding lead (the Designated Person in school for Child Protection) is: Name: Sarah Thornton
In his / her absence the Designated safeguarding lead is: Name: Kevin McCann or Louise Parnaby
The MAT Director for Child Protection is: Name: Yvonne Coates
The Local Governing Committee / Interim Advisory Board Governor for Child Protection is: Name: Siobhan McEvoy.
The Designated Teacher for Looked After Children in the School is: Name: Sarah Thornton
[Note – where the is a separate Early Years provision the designated person for this should be clearly identified]

Statement of Intent

The Trust is committed to providing the highest standard of education for all students based on equality of access and opportunity.

Every human being has a value and dignity which we acknowledge as coming directly from God's creation of male and female in his own image and likeness. This implies a duty to value all people and therefore to support them and protect them from harm.

Safeguarding children - the action we take to promote the welfare of children and protect them from harm - is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

Safeguarding and promoting the welfare of children is defined by Working Together to Safeguard Children, July 2018 as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes.

For the purposes of this guidance children includes everyone under the age of 18.

The Trust fully recognises the responsibilities and the duty placed upon it to have arrangements to safeguard and promote the welfare of all students at the School. Each academy will adopt this safeguarding policy but their practice will built around the procedures and protocols adopted of each local authority.

Related Policy Areas

This policy is part of a coherent to approach to safeguarding children and young people in our schools and a number of other policies are either in existence or under development that support its' implementation including:

- Physical Interventions
- Anti-harassment & Bullying
- Health & Safety
- Photography, Video, Internet Usage
- Online Safety
- Off-site Educational Visits
- Supporting Children with Medical Conditions
- First Aid
- Whistleblowing
- Complaints
- Hire of Facilities and Lettings
- Sex & Relationships Education
- Drugs Education
- Behaviour Policy

- Code of Conduct for Employees
- Safe Recruitment and Selection Policy
- Attendance Policy
- Political Indoctrination Policy
- Looked After Children
- Promoting Positive Emotional Health & Well-being Strategy
- SEN Policy

Organisation

Key Principles

The Bishop Hogarth Catholic Education Trust believes that all children and young people:

- Have the right to be protected from harm and / or abuse
- Have the opportunity to develop fully
- Have their basic needs met.

Statement of Intent

The Trust recognises that abuse occurs to children of all ages, both sexes, different races and cultures, and occurs in all social classes.

The Trust recognises that because of their day-to-day contact with students, staff are extremely well placed to observe outward signs of abuse.

This policy applies to all staff, Directors, members of Local Governing Committees and other agencies or volunteers working in schools.

Framework

Key documents, which inform this policy, are:

- Working Together to Safeguard Children 2018
- Keeping Children Safe in Education 2021
- Sexual Violence and Harassment between Children in Schools and Colleges September 2021
- Children and Social Work Act 2017
- What to do if you are Worried a Child is Being Abused - March 2015
- Counter Terrorism and Security Act 2015
- Framework for the Assessment of Children in Need and their Families – DoH (2000).
- The Education Act 2002 Sections 157/175
- Children Act 1989
- Children Act 2004
- Childcare Act 2006, Section 43
- Safeguarding Vulnerable Groups Act 2006
- Darlington Safeguarding Partnership Child Protection Procedures
- The procedures, protocols and guidance of the Hartlepool and Stockton-on-Tees Safeguarding Children Partnership
- The procedures of the Durham Safeguarding Children Partnership

Objectives

This policy is based around three main objectives:

Prevention

- Providing an environment in which students feel safe, secure, confident, valued and respected, and know how to approach adults if they are in difficulties.
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- Ensuring safe recruitment practice is implemented.

Protection/Procedures

- Through the establishment of a systematic means of monitoring students, known or thought to be at risk of harm.
- Through the establishment of structured procedures which will be followed by all members of the school community in cases of suspected abuse.
- Through the development of effective working relationships with all other agencies, involved in safeguarding children.
- Taking account of the procedures set out by the Local Safeguarding Children Board/Partnership.

Support

- Ensuring that key concepts of child protection are integrated within the curriculum via PSHE, and that students are educated about risks associated with internet use and new technology.
- Ensuring that students are listened to and their concerns taken seriously and acted upon.
- Working with others to support students who may have been abused to access the curriculum and take a full part in school life.
- Ensuring that pupils receive age appropriate relationship and relationships and sex education

Safeguarding Information for All Staff – What staff should know and do

The Trust takes seriously its statutory responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within school to identify, assess, and support those children who are suffering harm. The Trust also acknowledges its responsibility under section 157 of the Education Act 2002 and the Independent Schools Standards (England) Regulations 2014 to safeguard children. Schools have in place policies and procedures that satisfy and comply with the guidance issued by the Secretary of State (Keeping Children Safe in Education – September 2021).

The Trust recognises that safeguarding extends to issues such as student health and safety, arrangements to meet the needs of children with medical conditions, Looked After Children, providing first aid, Health & Safety, school security, education in drugs and substance misuse, the prevention of bullying, including cyber-bullying and e safety, PSHE and relationships and sex education.

Schools and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children. The Trust will ensure that its Local Governing Committees, Senior Leadership Teams and Designated safeguarding leads are aware of, and follow, Local Safeguarding arrangements, that they understand the local protocol for assessment and ensure that these are reflected in our own policies and procedures. Our schools will work with Social Care, the police, health services and other services to promote the welfare of children and protect them from harm, including providing a coordinated offer of Early Help when additional needs are identified, and contributing to inter-agency plans to provide additional support to children subject to Child Protection plans.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment;
- preventing the impairment of children's mental and physical 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 everyone under the age of 18.

Roles and Responsibilities

Responsibilities of the Headteacher/Principal

The Headteacher/Principal will:

- Ensure that the safeguarding policies and procedures are fully implemented and followed by all staff.
- Ensure that resources are allocated to enable the Designated safeguarding lead and other staff as required, to attend strategy discussion, inter-agency meetings, contribute to assessments etc.
- Ensure that appropriate members of staff have received training on the use of the Common Assessment Framework (a standardised early assessment), and that they are able to identify any additional needs that a student may have so that they may receive appropriate support at an early stage.
- Ensure that appropriate staff participate and liaise in multi-agency safeguarding arrangements and processes.
- Ensure that there is an identified senior manager to take on the above responsibilities in the absence of the Headteacher.
- Be responsible for receiving allegations against staff and volunteers.
- Record details of all allegations against staff and volunteers and adhere to reporting procedures.
- Be responsible for carrying out any actions agreed by the Trust and reporting on outcomes.

Responsibilities of the Designated safeguarding lead

The designated safeguarding lead will be a senior member of staff appointed from the school or college senior leadership team and will take **lead responsibility** for safeguarding and child protection (including online safety).

Full details of the role can be found at Annex A

The role of the designated safeguarding lead carries a significant level of responsibility, and the Trust will ensure that they are given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

The school may appoint one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead. This responsibility will not be delegated.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. In exceptional circumstances availability via phone and or TEAMS or other such mediums will be acceptable.
- The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children. The designated safeguarding lead (and their deputies) are the professionals most likely to have a complete safeguarding picture of the school and are therefore the most appropriate person to advise on the response to safeguarding concerns. NPCC - When to Call the Police will help designated safeguarding lead understand when they should consider calling the police and what to expect when they do.

Responsibilities of the Designated Teacher for Looked After Children Co-ordinator

The Designated Teacher for Looked After Children will promote the educational achievement of children. They will ensure that staff have the skills, knowledge and understanding necessary to keep looked after and previously looked after children safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated safeguarding lead (where they are different), will through the designated teacher for looked after children, have details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The Designated teacher where different to the Designated safeguarding lead will work closely together to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to. They will work with the virtual school head to discuss how funding can be best used to support the progress of looked after children in the school and meet the needs identified in the child's personal education plan. The Designated Teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. The Designated Teacher will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. They will support the local authority Personal Advisor appointed to guide and support the care leavers, and will liaise with them as necessary regarding any issues of concern affecting a care leaver.

The Trust will ensure that the Designated Teacher receives appropriate training and the relevant qualifications and experience.

Full details relating to the role of the Designated Teacher for Looked-after and previously Looked-after Children can be found in the Trust's Policy for Looked-after Children.

Responsibilities of the Child Protection Director and the Trust

The Trust will:

- exercise overall responsibility for the health, safety and welfare of all staff, pupils and visitors to Trust premises and Trust activities

The Responsible Director will:

- be responsible for developing an in depth understanding of Trust safeguarding and child protection policies
- ensuring that policies and procedures are up to date
- champion child protection and safeguarding issues
- ensuring that Directors and members of Local Governing Committees receive regular safeguarding and child protection training

Responsibilities of the Local Governing Committee - Governor for Child Protection

Each Local Governing Committee fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children and young people.

The nominated governor will:

- work with staff to monitor the school's policy and practice regarding child protection, including checking that the single central record for staff is complete and up to date, and checking that all staff have received appropriate training in child protection.
- champion child protection and safeguarding issues
- review the annual safeguarding checklist report with the Designated safeguarding lead.

Responsibilities of the teaching, volunteer and non-teaching staff in the School

The *Teacher Standards 2012* state that teachers, including headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The responsibilities of the teaching, volunteer and non-teaching staff are:

- Providing a safe environment in which children can learn
- Identify children who may be in need of extra help or who are suffering, or are likely to suffer, significant harm. All staff then have a responsibility to take appropriate action, working with other services as needed.
- Undertaking appropriate training in relation to safeguarding and promoting the welfare of children at least once every three years.
- Be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction.

- If staff have **any concerns** about a child's welfare, they should act on them immediately and speak to the Designated safeguarding lead (or Deputy).

All staff should be aware of their local early help process and understand their role in it.

All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff should know what to do if a child tells them he/she is being abused, exploited or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time what the child did, said etc.
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the Designated safeguarding lead or when absent the Headteacher

All incidents must be dealt in line with the safeguarding policy and with the flowchart at **Annex B – Actions where there are concerns about a child**.

What Staff Should Look Out For

Early Help

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action. All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Any child or young person may require safeguarding or benefit from early help, but all staff should be particularly alert to the potential need for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.
- is persistently absent from education, including persistent absences for part of the school day.

Abuse and neglect

Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse and serious youth violence and County Lines. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding .

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the designated safeguarding.

Indicators of abuse and neglect

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 over-protection 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 (see paragraph on peer on peer abuse).

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.

Safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Further information about CCE including definitions and indicators is included in Annex B.

Child Sexual Exploitation (CSE)
CSE is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet.

CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Further information about CSE including definitions and indicators is included in Annex B.

Female Genital Mutilation (FGM)
Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of, the teacher **must** report this to the police.

See Annex B for further details.

Mental Health
All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

We will access a range of advice to help identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on peer abuse (child on child)
All staff should be aware that children can abuse other children (often referred to as peer on peer abuse) and that it can happen both inside and outside of school and online. It is

important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports in their schools it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have **any** concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).

It is essential that **all** staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just banter", "just having a laugh", "part of growing up" or "boys being boys" can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

Peer on peer abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between peers;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault;(this may include an online element which facilitates, threatens and/or encourages sexual violence); sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see earlier paragraph).

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice is provided in the Home Office's

Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Additional information and support
Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Annex B of Keeping Children Safe in Education provides important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read this annex.

What Staff should do if they have concerns about a child

Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

If staff have **any concerns** about a child's welfare, they should act on them **immediately.** See **Annex B** for a flow chart setting out the process for staff when they have concerns about a child. If staff have a concern, they should follow the child protection policy and speak to the designated safeguarding lead (or deputy).

Options will then include:

- managing any support for the child internally via the school's own pastoral support processes;
- undertaking an early help assessment; or
- making a referral to statutory services, for example as the child might be in need, is in need or suffering, or is likely to suffer harm.

The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing

information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 (DPA) and UK General Data Protection Regulation (UKGDPR).
DPA and UKGDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Early help

If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in a early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

Statutory children's social care assessments and services

Concerns about a child's welfare should be referred to local authority children's social care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

See **Annex C** for a list of Safeguarding Contacts.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that staff provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available here: Contextual Safeguarding.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm:

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all

forms of abuse and neglect, female genital mutilation, or other so-called 'honour'-based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation.

What will the local authority do?
Within one working day of a referral being made, a local authority social worker should acknowledge its receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Chapter one of Working Together to Safeguard Children provides details of the assessment process; and
- further specialist assessments are required to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record Keeping

It is essential that accurate records be kept where there are concerns about the welfare of a child. These records should then be kept in secure, confidential files, which are separate from the child's education records. It is important to recognise that there is no authorisation or requirement to disclose to parents any written information relating to Child Protection.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Staff must be aware and report issues relating to:

- poor attendance and punctuality

- concerns about appearance and dress
- changed or unusual behaviour
- concerns about health and emotional well being
- deterioration in educational progress
- discussions with parents about concerns relating to their child
- concerns about home conditions or situations
- concerns about pupil on pupil abuse (including serious bullying)

When there is suspicion of significant harm to a child and a referral is made as much information as possible should be given about the nature of the suspicions, the child and the family. Use of previous records (if available) may prove to be particularly useful in this respect.

What should staff do if they have safeguarding concerns about another member of staff

All staff must take care not to place themselves in an inappropriate position with a student. Where possible, work with individual students should be conducted in the view of other adults. If staff members have concerns about another staff member then this should be referred to the Headteacher.

All staff are referred to the Code of Conduct for Employees, with reference to conduct.

If a student makes an allegation against a member of staff (including supply staff and volunteers), the member of staff receiving the allegation will immediately inform the Headteacher or the most senior member of staff if the Headteacher is not present. Allegations will always involve a discussion with the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Designated safeguarding lead, other members of staff must share the concerns with the Headteacher who will inform the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Headteacher, other members of staff must share the concerns with the Chief Executive Officer of the Trust who will inform the Local Authority Designated Officer. If concerns are raised about the Chief Executive then the Chair of the Board of Directors must be informed who will inform the Local Authority Designated Officer.

Concerns including allegations that may meet the harm test should be addressed as detailed in **Part Four of Keeping Children Safe in Education 2021.**

What school staff should do if they have concerns about safeguarding practices within the school

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Whistleblowing procedures are in place for such concerns to be raised with the school's senior leadership team and staff should follow the procedures detailed in the Trust's Whistleblowing Policy.

Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

The Management of Safeguarding

Whole school and college approach to safeguarding

The Trust will facilitate a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.

Where there is a safeguarding concern we will ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide

Safeguarding Policies and Procedures including Safer Recruitment

The Trust will ensure that we maintain effective Child Protection Policies in line with KCSIE Guidance together with a suite of related policies including pupil behaviour policy and staff code of conduct that are publicly available to view via our websites.

Preventing unsuitable people from working with children and young people is essential to keeping children and young people safe. Rigorous selection and recruitment of staff and volunteers is therefore a key responsibility of the Board of Directors, Local Governing Committees and Headteachers. The Trust will ensure that appropriate safer recruitment policies and procedures are adopted and maintained and that those involved with the recruitment and employment of staff have received appropriate recruitment training. At least one of the persons who conducts an interview must have completed safer recruitment training.

Safer recruitment will be conducted in accordance with Part Three of Keeping Children Safe in Education.

The designated safeguarding lead

The Trust will ensure that an appropriate **senior member** of staff, from each school **leadership team**, is appointed to the role of designated safeguarding lead to perform the duties as described in **Annex A**.

Multi-agency Working

The Trust will ensure that our schools and our designated safeguarding leads participate in multi-agency safeguarding arrangements and that key staff understand their role within those arrangements and are aware of the local criteria for action and protocol for assessment.

Schools will allow access for children's social care from their host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Confidentiality and Information Sharing

The Trust recognises that all matters relating to child protection are confidential.

The Designated safeguarding lead will disclose personal information about a student to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being, or that of another student. If a student confides in a member of staff and requests that the information is kept secret, the member of staff must tell the student sensitively that s/he has a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student's sake. Within this context, the student should be assured that the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.

In cases where abuse is suspected or alleged, teachers and other members of staff must share this concern immediately with the Designated safeguarding lead. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Our schools have clear powers to share, hold and use information for these purposes.

Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

Staff will have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so.
- not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools

should contact the Data Protection Officer who may seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- at Information Sharing: Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- at The Information Commissioner's Office (ICO), which includes ICOUK GDPR FAQs and guidance from the department
- in Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

The School will always undertake to share any intention to refer a child to Children's Social Services with their parents / carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation.

Training and support

Each school has a Designated safeguarding lead who has undertaken appropriate Child Protection training which is regularly updated (at least every 2 years).

There is a senior member of staff or Deputy who is ready to act in the Designated safeguarding lead's absence, who has also received training which is regularly updated (at least every 2 years).

There is a nominated MAT Director responsible for safeguarding and child protection.

There is a nominated Local Governing Committee Governor for child protection.

All members of staff and governors receive appropriate safeguarding and child protection training (including online safety) at induction and at regular intervals thereafter to develop their understanding of:

- types of abuse and neglect and their signs and indicators of abuse
- how to respond to a pupil who discloses abuse or neglect
- the procedures to be followed in sharing a concern of possible abuse / neglect or a disclosure of abuse or neglect
- the process for making referrals to Children's Social Care
- how to identify children who may benefit from early help and understand their role in it.
- the local early help processes and their role within it
- what to do if a child is in immediate danger or is at risk of harm
- How to record all concerns, discussions and decisions made and the reasons for those decisions which should be in writing.

New staff, supply staff and volunteers are advised of the school's safeguarding and child protection arrangements, and contact details of the Designated safeguarding lead, as part of their induction into the school. **All** staff will be made aware of systems within their school which support safeguarding and these will be explained to them as part of induction. This will include the:

- Safeguarding policy
- Behaviour policy
- Code of conduct
- Safeguarding response to children who go missing from education; and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and their deputies).

Copies of these policies and a copy of Part One (or Annex A, if appropriate) of Keeping Children Safe in Education will be provided to **all** staff at induction. All staff and Governors and Directors will complete an e course on Keeping Children Safe in Education and the Prevent Duty each September.

Headteachers will take a proportionate risk-based approach to the level of information that is provided to temporary staff and volunteers.

In addition, all staff members will receive safeguarding and child protection updates including online safety training (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. To ensure that children are taught about safeguarding, including online safety, safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Opportunities to teach safeguarding

Our schools will ensure that children are taught about safeguarding, including online safety. We recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed.

Our schools will consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues for schools through Relationships Education (for all

primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education.

The Department for Education has produced a one-stop page for teachers on GOV.UK, which can be accessed here: https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health. This includes teacher training modules on the RSHE topics and non-statutory implementation guidance.

The following resources may also help schools understand and teach about safeguarding:

- DfE advice for schools: teaching online safety in schools;
- UK Council for Internet Safety (UKCIS) Education for a connected world;
- UKCIS guidance: Sharing nudes and semi-nudes: advice for education settings working with children and young people;
- The UKCIS external visitors guidance will help schools to ensure the maximum impact of any online safety sessions delivered by external visitors;
- National Crime Agency's CEOP education programme: Thinkuknow;
- Public Health England: Rise Above

The Trust will ensure that appropriate filters and monitoring systems are in place, but that we are careful not to "overblock" which can result in unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

Online safety

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- **contact**: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (https://apwg.org/).

Our schools will ensure that online safety is a running and inter-related theme and we will adopt and implement complementary and supporting policies and procedures including an Online Safety Policy. We will take a strategic approach to online safety ensuring that is reflected as required in all relevant policies including the planning of the curriculum, teacher training, the role and responsibilities of the designated safeguarding lead and any parental

engagement. Our online policy will detail where and when pupils can legitimately use their own devices whilst on school premises.

Remote learning

Where children are being asked to learn online at home the Department has provided advice to support schools and colleges do so safely: https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19.

Annex E provides some tips for working and providing learning from home.

Filters and monitoring

The Trust will do all it can reasonably do to limit children's exposure to online safety risks from our IT systems. We will ensure there are appropriate filters and monitoring systems in place whilst considering the age range of children, the number of children, how often they access the IT system and the proportionality of costs versus risks.

Information security and access management

The Trust will ensure that its schools have the appropriate level of security protection procedures in place, in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies.

Reviewing online safety

Technology, and risks and harms related to it evolve and change rapidly. The Trust will carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks our children face. A free online safety self-review tool for schools can be found via the 360 safe website at https://360safe.org.uk/

Annex D of Keeping Children Safe in Education provides additional information for schools and parents to keep children safe online.

What staff should do if they have a safeguarding concern or an allegation is made about another staff member

The Trust will ensure that all safeguarding concerns, or allegations against staff (including supply staff and volunteers and contractors) are fully investigated.

Concerns and allegations that may meet the 'harms test' will be addressed as set out in **Section one of Part Four** of **Keeping Children Safe in Education 2021**. 'Lower level' concerns and allegations that do not meet the 'harms test' will be addressed as set out in Section two of Part Four of **Keeping Children Safe in Education 2021**.

The Trust will make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. **This is a legal duty and failure to refer when the criteria are met is a criminal offence.**

Where the Trust dismisses or ceases to use the services of a teacher (including agency), because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, we **must** consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

Peer on peer /child on child abuse

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students. The Trust takes a **zero-tolerance** approach to this where it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". The Trust recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Part 5 of Keeping Children Safe in Education 2021 sets out how Trust schools will respond to reports of sexual violence and sexual harassment.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated safeguarding lead should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL will contact social services to discuss the case. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate. The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the student being complained about and the alleged victim).

In some cases it may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures.

Where neither social services nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

A key individual will be assigned to both the victim and the alleged perpetrator (s) (and any other children involved/impacted) to provide support throughout the process.

The use of 'reasonable force'

There are circumstances when it is appropriate for staff in staff to use reasonable force to safeguard children and young people. These are set out in the Trust's Physical Interventions Policy. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

The Trust does not support the operation of a 'no contact' policy which can leave staff unable to fully support and protect their pupils and students. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, staff should consider the risks carefully, recognising the additional vulnerability of these groups.

Use of school premises for non-school activities

Where the school hires or rents out its facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they will ensure that appropriate arrangements are in place to keep children safe.

The school will seek assurance through our hire agreements that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with

the school on these matters where appropriate. The school will ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Children potentially at greater risk of harm

The Trust 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 their lives. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn. Some children may actually adopt abusive behaviours and these children must be referred on for appropriate support and intervention.

The School will endeavour to support vulnerable students through:

- delivering curriculum opportunities which may help them to understand personal circumstances and situations.
- providing a positive ethos through which the student can be supported, feel secure and valued.
- the application of the behaviour and discipline 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.
- 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.
- a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so.
- 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.

The school will therefore:

- 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.
- ensure that all students know there is an adult in the school whom they can approach if they are worried or in difficulty.
- provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn to for help.

Whilst the Trust acknowledges that **all** children should be protected, it is important that staff recognise that some groups of children are potentially at greater risk of harm and these need

to be reflected in our approach to safeguarding. The following groups are potentially at greater risk of harm:

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour, and mental health.

Children Missing from Education (CME)

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, forced marriage and child sexual exploitation. Staff will follow the school's procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all our schools to have an admission register and an attendance register. Pupils must be placed on both registers. Pupils must be placed on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

Our registers will be kept up to date and parents will be encouraged to inform us of any changes whenever they occur. In accordance with the Trust Attendance Policy schools will regularly monitor attendance to identify patterns of absence and vulnerable pupils. Schools must inform the local authority of any pupil who fails to attend school regularly, or has for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

Where a parent notifies the school that a pupil will live at another address, the school will record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, the school will record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

The school will notify the local authority **within five days** when a pupil's name is added to the admission register. The school will provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are

registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

The school will notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register**.** This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f) (iii) or (h) (iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education Guidance

If the school notifies the local authority that a pupil's name is to be deleted from the admission register**,** the school must provide the local authority with:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

When making a return the school will highlight to the local authority where they have been unable to obtain the necessary information from the parent and highlight any contextual information of a vulnerable child missing education, such as a safeguarding concern.

The school will use the DfE school2school secure internet system to transfer pupil information to another school when a child moves. The school will send a Common Transfer File (CTF) to the new school when a pupil ceases to be registered with them and becomes a registered pupil at another school in England or Wales. The school can upload the CTF of a pupil who has left but their destination or next school is unknown or if they have moved abroad or moved to a non-maintained school.

Where reasonably possible, schools should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. However, this is not the case for all, and home education can mean some children are less

visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, schools will work with their LA and any other key professionals to co-ordinate and participate in a meeting with the parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of their child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

Children requiring mental health support

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our schools should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Each school will nominate a senior leader to:

- develop an effective whole school approach to mental health
- introduce new approaches to promote and support mental health

The senior mental health lead will be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or designated safeguarding lead.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

The Designated Teacher for Looked After Children will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual headteacher in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Care leavers

Local authorities have on-going responsibilities to the children who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a personal adviser who develops a pathway plan

with the young person. This plan describes how the local authority will support the care leaver to participate in education or training. Designated safeguarding leads should therefore have details of the local authority Personal Advisor appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

Children with special educational needs and disabilities or physical health issues

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. These children may exhibit additional barriers to the recognition of abuse and neglect. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in managing or reporting these challenges.

Staff should therefore be attuned to these additional challenges, and extra pastoral support and attention will be provided where necessary for these children, along with ensuring any appropriate support for communication is in place.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk forms part of our overall safeguarding approach.

We will assess the risk of children being drawn into terrorism including support for extremist ideas that are part of terrorist ideology. The Designated safeguarding lead acting in their capacity as the Prevent Single Point of Contact will assess on an annual basis the level of risk within the school and put actions in place to reduce any identified risks - **Annex D** (worked example).

Parental Involvement

It is important that all parents/carers understand the responsibilities placed on the School and staff for child protection, and in particular the need to:

- Safeguard and promote the welfare of children.
- Share information and work in partnership with other agencies when there are concerns about a child's welfare.

Each school sets out their obligations for child protection on their web pages. Information will be provided so that students and parents / carers will be made aware of how the child protection system works and with whom they can discuss any concerns. Information will also be made available about local and national telephone help-lines including the relevant local authority Duty Team.

In general, the school will seek to discuss any concerns about a student's welfare with the family and, where possible, seek their agreement to making referral to Children's Social

Services. **However, this will only be done where it will not place a student at increased risk of significant harm.**

Monitoring, Evaluation and Review

The Trust will review this policy on an annual basis (as a minimum) and update it if necessary in light of any changes in legislation and/or guidance or with safeguarding issues as they emerge, including lessons learnt. Each school will ensure that their practice is in line with this policy by completing the Safeguarding Children in Education Checklist for Directors and Governors annually. The checklist can be downloaded from the Bishop Hogarth Catholic Education Trust Policies and Documentation area on Teams.

Annex A

The Role of the Designated safeguarding lead

The Designated safeguarding lead is responsible for:

Managing referrals

- Refer cases of suspected abuse and neglect to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Working with others

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
    - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
    - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raising Awareness

- The designated safeguarding lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Local Governing Committees or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the Local Safeguarding Children Board/Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSIE.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives.
and have that support in place for when the child arrives.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;

- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UKGDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

Prevent Duty

The Designated safeguarding lead will act as the Prevent Duty Single Point of Contact (SPOC) and will fulfil the following roles and responsibilities:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of the School in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's curriculum to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students / pupils into the Channel process;
- attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel; and
- Sharing any relevant additional information in a timely manner.
- Completing the Prevent Risk Assessment on an annual basis – **Annex D**

Online safety

The Designated safeguarding lead will:

- Take the lead responsibility for online safety in the school.
- Act as the named point of contact within the school on all online safeguarding issues.

- Undertake training so they understand the risks associated with online safety and can recognise additional risks that pupils with SEND face online.
- Liaise with relevant members of staff on online safety matters, e.g. the SENCO and IT staff.
- Ensure online safety is recognised as part of the school's safeguarding responsibilities and that a coordinated approach is implemented.
- Ensure safeguarding is considered in the school's approach to remote learning.
- Ensure appropriate referrals are made to external agencies, as required.
- Keep up-to-date with current research, legislation and online trends.
- Coordinate the school's participation in local and national online safety events, e.g. Safer Internet Day.
- Ensure staff and students know how to report online safety incidents and the inappropriate internet use, both by pupils and staff.
- Ensure all members of the school community understand the reporting procedure.
- Maintain records of reported online safety concerns as well as the actions taken in response to concerns.
- Monitor online safety incidents to identify trends and any gaps in the school's provision, and using this data to update the school's procedures.
- Report to the Local Governing Committee about online safety on an annual basis including a review of the school and Trust approach to online safety supported by a risk assessment.

Annex B

Actions where there are concerns about a child

[1] In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

[2] Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.

[3] Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.

[4] Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.

[5] This could include applying for an Emergency Protection Order (EPO).

Annex C

Safeguarding Contacts

There are many people who may be able to help, including:

Stockton & Hartlepool

During office hours:

The Children's Hub, Hartlepool and Stockton-on-Tees

First Contact Stockton and Hartlepool have come together in one team hosted by Hartlepool.

Contact

Telephone: 01429 284284 / 01642 130080

Out of hours:

Emergency Duty Service: Tel: 01642 524552

In an emergency contact the Police on:

Tel: 999 /101

Hartlepool & Stockton-on-Tees Safeguarding Children Partnership

Address: Civic Centre, Level 4, Victoria road, Hartlepool, TS24 8AY

Telephone: 01429 523825

Email: HSSCP@hartlepool.gov.uk

Durham

First Contact/Social Care Direct

If you have a concern about a child or young person's welfare who lives in County Durham, call First Contact. First Contact brings together children's services staff with partners such as Durham Constabulary and health services.

During office hours:

Telephone: 03000 265 770

Email: firstcontact@durham.gov.uk

Out of hours:

Emergency Duty Service: Tel: 03000 267 979

In an emergency contact the Police on:

Tel: 999 /101

Darlington

If you have a concern regarding a child or young person, please contact the Children's Initial Advice Team, you can do this by telephone on 01325 406252.

Out of hours:

Emergency Duty Service: Tel: 01642 524552

In an emergency:

Dial 999 / 101

Darlington Safeguarding Partnership

The Business Unit staff are based at Town Hall, Feethams, Darlington, DL1 5QT

Telephone: 01325 406452

General email: DSP@darlington.gov.uk

Other Useful Contacts

Diocesan Safeguarding Team

Telephone **0191 243 3305** Monday to Friday 8.30 am to 4.30 pm

Email safeguarding@diocesehn.org.uk

Angie Richardson - Diocesan Safeguarding Coordinator (angie.richardson@stcuthbertscare.org.uk)

Catholic Safeguarding Advisory Service (CSAS)

Telephone: 0121 237 3740
csas

NSPCC Telephone: 0808 800 5000
www.nspcc.org.uk

Child Line Telephone: 0800 1111
www.childline.org.uk

Stop it Now Helpline Telephone: 0808 1000 900
www.stopitnow.org.uk

National Domestic Violence Helpline

Telephone: 0808 2000 247
https://www.nationaldahelpline.org.uk/

Catholics Experiencing Domestic Abuse Resources
http://www.cedar.uk.net/

Family Action Telephone: 020 7254 6251
http://www.family-action.org.uk

DfE's Counter Extremism Helpline - (020 7340 7264) or counter.extremism@education.gov.uk For school staff and governors to raise concerns relating to extremism directly and in confidence.

Darlington & Durham Prevent

You can refer an individual to the Channel process or report PREVENT related information to the Force PREVENT team - **0191 375 2234**

Cleveland Police - Counter Terrorism
Communities and Partnerships Team

Telephone: 0800 789 321.

To report illegal information, picture or videos found on the internet
http://www.direct.gov.uk/reportingonlineterrorism
Anti-terrorist hotline: 0800 789321

Annex D

Prevent Duty Risk Assessment / Action Plan

School Name:	
Name of assessor(s):	
Date of assessment:	
To be reviewed on:	

- **Schools have a vital role to play in protecting pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter- Terrorism and Security Act 2015**
- **Section 26 of the Act places a duty on specified authorities to have "due regard to the need to prevent people from being drawn into terrorism".**

Darlington/ Durham Risk Level	Low	Information received through Counter Terrorism Local Position via DBC

Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating
Welfare and safeguarding	Leadership SMT, Governor, school Staff do not demonstrate awareness and understanding of the risk of radicalisation in their area, institution or body.	Head Teacher, Governors and SMT to understand Prevent, its objectives and the expectations of the Prevent duty.	DLS attended Prevent briefing and WRAP Training session	Local Safeguarding Children Board/Partnership Guidance circulated Prevent Duty - Indicators of Vulnerability to Radicalisation - Preventing Radicalisation and Involvement in Extremism Headteacher/ Principal and Senior Leadership Team have taken part in training.			Local Safeguarding Children Board/Partnership Briefing records	**Red (R): not able to evidence any** **Amber (A): evidence of some but not all** **Green (G): evidence of all and more**
		Identified strategic Prevent lead within the school to promote duty within setting.		Name			Named lead in post	

	No area, institution or body is risk free	The Prevent agenda and its objectives to be embedded within safeguarding processes taking into account the policies of the Local Safeguarding Children Board/Partnership. Roles and responsibilities regarding Prevent outlined for • SMT • Safeguarding Team • School Staff • Volunteers • Supply staff	Safeguarding Policy identifies roles and responsibilities		Date		Safeguarding policy	
	Staff and Governor Training Insufficient training and understanding leading to children	Key staff and Governors have sufficient training and understand the risk of radicalisation and know how to refer children who may be vulnerable to being drawn into terrorism.	Annual Safeguarding Training	Whole staff ??? WRAP E- Learning Briefings	Date		Training records	

	vulnerable to radicalisation	Strategic Prevent lead and/or Safeguarding leads have a good understanding of Prevent, are able to recognise vulnerability to being drawn into terrorism and challenge extremist ideology associated with it. The lead(s) understand(s) how to obtain support for people who may be vulnerable to radicalisation and understand the Channel program. Awareness of Channel processes in Darlington Channel Panel Chair contact details Safeguarding referral process and information sharing	**Key Contacts known** CAP (Children's Access Point) Joanna Conway Education Safeguarding Officer Secondary Behaviour and Attendance Partnership CHANNEL Panel Chair -Jo Benson, Head of Youth Offending Service Existing referral process for all safeguarding concerns.	DSL attended WRAP training DSL attended WRAP briefing Deputy to attend WRAP Training. DSL and Deputy to complete Channel program. Key contacts to be added to safeguarding procedures.	Date		Training records Safeguarding procedure	
	Pupils	Curriculum in place that helps protect students	PSHE Activities	**Review of PSHE**			**PSHE activities curriculum**	

	Pupils are radicalised by factors internal or external to the school.	against extremism and promotes community cohesion Staff are able to provide appropriate challenge to other staff, students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of	British values part of school life.	**activities**			**records ???**	

		community cohesion. School has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences. The school delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media. Students are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	Safeguarding and whistleblowing policies					
Risk Area	**Risk**	**Actions required**	**Existing measures in place**	**Proposed Actions**	**Completion Date**	**Who**	**Evidence**	**Self-Assessed Rating**

Partnership – referral process	No effective engagement with partners – lack of information sharing	Ensure that preventing young people from being exposed to radicalisation or extremism is part of the school's safeguarding policies and procedures. A single point of contact for any Prevent concerns raised by staff within the school to be identified. An appropriate internal Prevent referral process has been developed Partner agency communication channels to be developed – Prevent Lead at DBC and Durham Constabulary are first port of call when outside agencies need to be consulted or for making a Channel referral.	Policies and procedures in place. Named SPOC ……. Durham Constabulary – Team- add in contact details	Review and updated safeguarding procedures.			Policy and procedures	
Risk Area	**Risk**	**Actions required**	**Existing measures in place**	**Proposed Actions**	**Completion Date**	**Who**	**Evidence**	**Self-Assessed Rating**

IT systems	Pupils access terrorist material whilst using school networks Pupils can access Online/social media communications relating to extremist or terrorist material.	Review of school filtering systems and policies to ensure effective filtering.	School has appropriate filtering in place. IT policy and procedures in place	Procedure to include actions for alerts or beaches on network.			Procedure Records of beaches and action log maintained	
Hire of school / Guest speakers	Events are hosted at the school which promotes terrorism or which popularise hatred or intolerance of those with particular protected characteristics	Review of guest speaker and hire procedures.	Hire policy and procedures in place. Staff present at all times with guest speakers.	Review of procedures			Procedure	

Annex E

Top tips for Protecting Data when working remotely from home

Remember that it is your obligation to protect personal data when working away from school.

Remember that data breaches can cause real and significant harm to individuals and result in enforcement action (including substantial fines), adverse publicity and unwanted scrutiny.

Any device that is used for work, including personal devices, should be protected with end point security such as up to date antivirus, malware and personal firewalls etc.

Any device that is used to store or process personal data should be encrypted with a password (noting that not all passwords double up as encryption.) This includes for example, personal smartphones, personal laptops, USB memory sticks, home PCs and printers.

Protect personal data from being accessed or seen by others at home including friends, family and the public.

Do not share passwords or access credentials.

Lock your screen when stepping away from work. Log off at the end of each session. Ensure that personal data is locked away.

Work stored on your personal devices should be securely backed up and ensure that it can be retrieved when required in a timely manner.

Post Coronavirus crisis, ensure that you securely transfer all personal data back to your system and delete all copies from any personal device and backup.

Remain vigilant against emerging new risks such as phishing attacks.

Top tips to safeguard yourself when providing remote learning

Always follow the protocols within the Acceptable Use Policy

If you are recording your session, this must be made explicit to participants. It is strongly recommended that a colleague is also on the Meet session.

Remember: One to one calling between one teacher and one pupil should never take place. This must be on a group basis.

Ensure the camera angle is straight ahead, stable and focused on head and shoulders.

Ensure you will not be interrupted – inappropriately by other family members.

Language must be professional and appropriate, including any other adults or children in the vicinity.

Wear suitable clothing. Remember that you are visible at all times – easily forgotten on video calls.

Any devices used within the online lessons, should be set up in appropriate areas, for example, not in a bedroom.

Ensure that there is a clear background behind you with no inappropriate or unwanted imagery.

Further sources of advice and information:

The NSPCC and PSHE Association also provide helpful advice:

- NSPCC Learning - Undertaking remote teaching safely during school closures
- PSHE - PSHE Association coronavirus hub
- guidance from the UK Safer Internet Centre on remote education