



# Safeguarding Policy

## Document Control

This document is issued, controlled and impact assessed by the Leadership Team.

The latest version of the procedure will be maintained on the School Website.

**If you have a safeguarding concern,  
please contact the Designated Safeguarding Leads.**

**Designated Safeguarding  
Lead**



Mrs Whelan  
**Head of School**  
Designated Safeguard Lead  
(DSL)

**Deputy Designated  
Safeguarding Lead**



Mrs Wood  
**Deputy Head of School**  
Deputy Designated Safeguard  
Lead (DDSL)

**We can both be contacted on Tel: 0191 518 5595**

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### Principles of the Policy

### COVID-19

The Department of Education issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance has now been withdrawn as the government expects all settings across the nation to reopen for the new academic year in September, with full availability to all learners. Requirements for local interventions in educational settings will continue to be reviewed.

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*Children maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.*

## SCOPE

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus this includes children and young people, their parents / carers, school staff, trustees, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school.

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children 2015
- The Local Safeguarding Children Board (LSCB) procedures ([www.durham-lscb.org.uk](http://www.durham-lscb.org.uk))
- What to do if you're worried a child is being abused – DfES 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. Sept 2018
- Use of reasonable force. Advice for Head teachers, staff and trust members. DfES. July 2013
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance Sept 2015.
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
- A Guide for Professionals on the Sharing of Information (County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children Board)
- Operating Procedures for children and young people who either go missing from home or go missing from Care. (Durham Constabulary and Durham County Council May 2012)
- *Prevent* Duty Guidance: for England and Wales (HM Government 2015)
- The Prevent duty Departmental advice for schools and childcare providers (Department for Education June 2015)

To emphasise the caring ethos of our school, the staff and trustees are committed to the following principles:-

- ◆ The welfare and well-being of each child is of paramount importance.
- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the safeguarding leads that such information should be promptly passed on to.
- ◆ Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way and adapts the restorative justice approach.

## 1. Overview: Safeguarding

### ➤ *Definition of 'Safeguarding'*

'Keeping Children Safe in Education', DfE, 2018, defines safeguarding and promoting the welfare of children as:

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

### ➤ *Safeguarding within this School*

Kerrie Whelan, Head of school is Designated Safeguard Lead (DSL) and Lesley Forster, Deputy Head is Deputy (DDSL). Both are very much on the ground and have a sound knowledge of all safeguard issues in school.

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

All staff have a responsibility to provide an environment in which children can learn and should be prepared to identify children who may benefit from early help. All staff are aware of the referral process and are available to support social workers or other agencies if and when required.

Safeguarding children permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly, this policy links with many other related policies in school:

- Attendance Policy
- School Behaviour Policy – Ready, Respectful, Safe
- Health and Safety Policy
- Storage and Safe Administration of Medications Policy / First Aid Policy
- Educational Visits Policy, Work Experience Policy including risk-assessments
- ICT /E-safety
- SEND / LAC
- Equality and Diversity Policy

⇒ Durham Local Safeguarding Children Board Child Protection Policy on [www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk).

(The online document is always current).

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

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

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

### ➤ *Safeguarding throughout School Life*

We aim to create and maintain a caring ethos where all children and adults feel safe, secure and valued. If children feel happy and enjoy school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children are able to approach adults with concerns. These will be taken seriously and relevant Local Safeguarding Children Board (LSCB) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

Children also have access to trained Counsellors should they ever need this service.

## Curriculum

Children have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.

Children are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others.

PBL and tutorial are used within the curriculum so that children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), and healthy relationships. Our school continuously promotes knowledge and understanding about Rights with a view to giving our children a basis from which to form positive and appropriate morals and values.

Students attend sessions which teach safety online and this is promoted across the curriculum. Appropriate filters and monitoring systems are in place on all computers in school. All staff attend Online Safety training. Posters are placed around the school building to remind and enforce safety on line.

The following service is available to support children and their families:

Peterlee One Point Hub: 03000 261111

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

The School Nurse

Attendance Officer – Elaine Marriott (contact via Lesley Forster, Deputy Head of School)

School Counsellor – Paula Crosby (contact via Learning Mentors)

Child and Adolescent Mental Health Service (referral via Endeavour Academy)

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

Durham Police, PCSO's one point, Jobcentre Plus and Education Psychologists (Durham County Council).

## The Extended Day

This provides further opportunities for pupils to develop positive and caring relationships with adults, who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in school and other children are additional protective factors that boost children's resilience.

## **Staff Expectations**

Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding leads – Kerrie Whelan (DSL) and Lesley Forster (DDSL) and are aware of their responsibility to pass on any issues of concern without delay and make a written record.

The DSL or DDSL will always be available to discuss safeguarding concerns. If in exceptional circumstances and neither is available then the process would not be delayed, staff would be expected to seek advice from the Local Children's Social Care Team through First Contact and the information shared with DSL as soon as possible. All staff are aware of the referral process and understand their own and other people's responsibilities should they need to raise a concern or report an issue. All staff have been issued with this policy should they need to refer to it.

Staff should not assume that another professional will take action and must be mindful that early information sharing is vital for identification, assessment and allocation of services.

The designated safeguarding lead and her deputy will liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children.

Staff attend regular meetings with sponsor school along with safeguarding leads from across a multi academy trust to share best practice and enhance their knowledge.

## **Information Sharing**

Advice for practitioners providing safeguarding services to children, young people, parents and carers is available to support those making decisions about sharing information.

The DSL has responsibility to transfer the school CP file to the new destination ensuring secure transit and obtain confirmation of receipt.

## **Early Help**

The DSL or DDSL will lead on liaising with other agencies and set up inter-agency assessments as appropriate. Other staff members may be required to support professionals in an Early Help Assessment, and in some cases may act as lead professional. Any such cases are kept under constant review and consideration given to a referral to Children's Social Care for Assessment, if the child's situation does not appear to improve or gets any worse.

## **Working with Parents and Carers**

Our school believes in effective communication with parents and carers. We welcome parent / carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in the following ways: through parent questionnaires, parents evenings and through our school open-door policy which aims to foster excellent relationships with the parents of our children.

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways: Newsletters, letters home, school website, and training / information sessions.

We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

### ➤ *Safeguarding and Child Protection training for all staff / adults working in School*

Our school complies with the advice laid down in 'Working Together to Safeguard Children' 2015 and 'Keeping children Safe in Education' 2018 to undertake regular training.

A record of those trained may be found in the Single Central Record. Individuals have a certificate to verify their attendance.

- Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years.
- The Head of School and other staff responsible for recruitment have attended 'Safer Recruitment Training'

## **2. Child Protection within safeguarding arrangements for all children / young people in school**

There are a series of layers of care and intervention ranging from safeguarding for all / universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:

Safeguarding arrangements in school: entitlements under Every Child Matters

Early Help within universal services

Child in Need

Child Protection

The Single Assessment Procedures & Practice Guidance, April 2014 show these diagrammatically on the 'Durham Staircase and continuum of Need'

The five steps span a continuous process of assessment from Early Support and Intervention to statutory arrangements.

## ➤ *Every Child Matters*

The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people's wellbeing:

- be healthy
- stay safe
- enjoy and achieve
- make a positive contribution
- achieve economic wellbeing

Education settings have a significant role in promoting these five outcomes as part of their every-day safeguarding work with pupils:

The Children, Young People and Families Plan 2015/2018, produced by the County Durham and Families Partnership includes the following objectives that link directly to our safeguarding work in schools:

### **Objective 1: Children and Young People realise and maximise their potential:**

**Outcome 1:** Children are supported to achieve and develop during their early years

**Outcome 2:** Children and young people are supported to achieve and attain during school years to prepare them for adulthood

**Outcome 3:** Young people are supported to progress and achieve in education, employment and training to achieve their potential

**Outcome 4:** Children with additional needs are supported to achieve and attain

### **Objective 2: Children and young people make healthy choices and have the best start in life**

**Outcome 5:** Negative risk-taking behaviour is reduced

**Outcome 6:** Children and young people are more resilient

**Outcome 7:** A range of positive activities are available for children and young people

### **Objective 3: A think family approach is embedded in our support for families**

**Outcome 8:** Early intervention and prevention services improve outcomes for families

**Outcome 9:** Children are safeguarded and protected from harm

**Outcome 10:** Children who cannot live with their families achieve permanence and stability

## ➤ *Life at Home*

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:

- Child's developmental needs (How I grow and develop)
- Parenting capacity (What I need from people that look after me)
- Family and environmental factors (My wider world)

This structure is mirrored in the Single Assessment Framework Early Help assessment

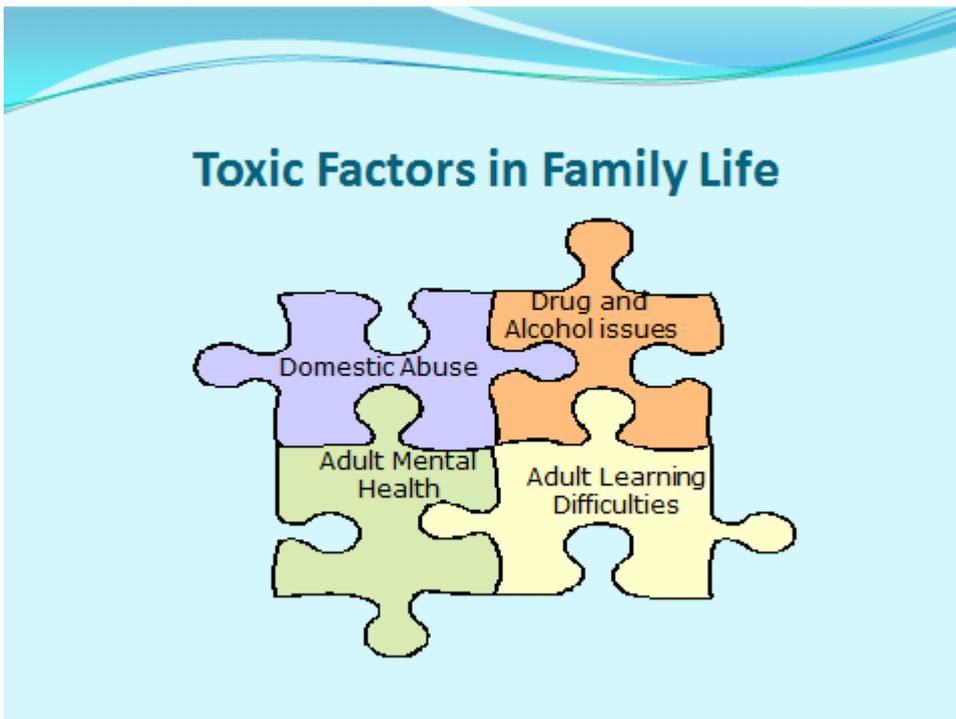


Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents / carers in school.

This school believes that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

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

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



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

### ➤ **Signs and Behaviours of Concern**

'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'. All staff members should receive appropriate safeguarding and child protection training which is regularly updated.

In addition to discussion and resources from the introductory course that all staff attend, it is vital that staff are regularly reminded of these between their three-year cycles of training. In our school we constantly keep these issues to the fore through staff meetings, sharing of and dissemination of information as appropriate. Staff are also expected to undertake annual safeguarding refresher training in order to keep up to date.

### ➤ **The Single Assessment Procedure & Practice Guidance**

This new initiative from April 2014 has resulted in a re-configuration of Early Help / One point, safeguarding and child protection services within the County.

This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware from the new document, 'A Guide for Professionals on the Sharing of Information' (Durham, 2014) that it may be necessary to meet with other services and agencies even if this consent for a 'Team around the Family' meeting is not forthcoming.

This is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. [See www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk) . If families are reluctant to engage with these processes, we will continue to encourage them to participate for the benefit of their child.

Our local One Point Hub (or Families First Team) contact is: Peterlee One Point Hub: 03000 261111

## ➤ **Child in Need**

Section 17 of the 1989 Children Act

Working Together 2015

Durham LSCB Child Protection procedures 1.18 [www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk)

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

This school recognises the importance of this work undertaken with the consent of parents and carers at Steps 3 and 4 of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Child Care Plan meetings and the production of relevant reports for these.

## ➤ **Child Protection and significant harm**

Section 47 of the 1989 Children Act

Working Together 2015

Durham LSCB Procedures 1.20 [www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk)

Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children. All staff are aware of the process to follow should they have any concerns.

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does cause present a delay), or unless by doing so the child would be at further risk of harm. First Contact Service: 03000 267979

## ➤ **Prepare for the Unexpected**

Staff are aware from their training that some children might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with the Initial Response Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school.

## ➤ **Peer on Peer Abuse / Child on Child Abuse**

All staff are aware that safeguarding issues can manifest themselves via peer to peer / child on child abuse.

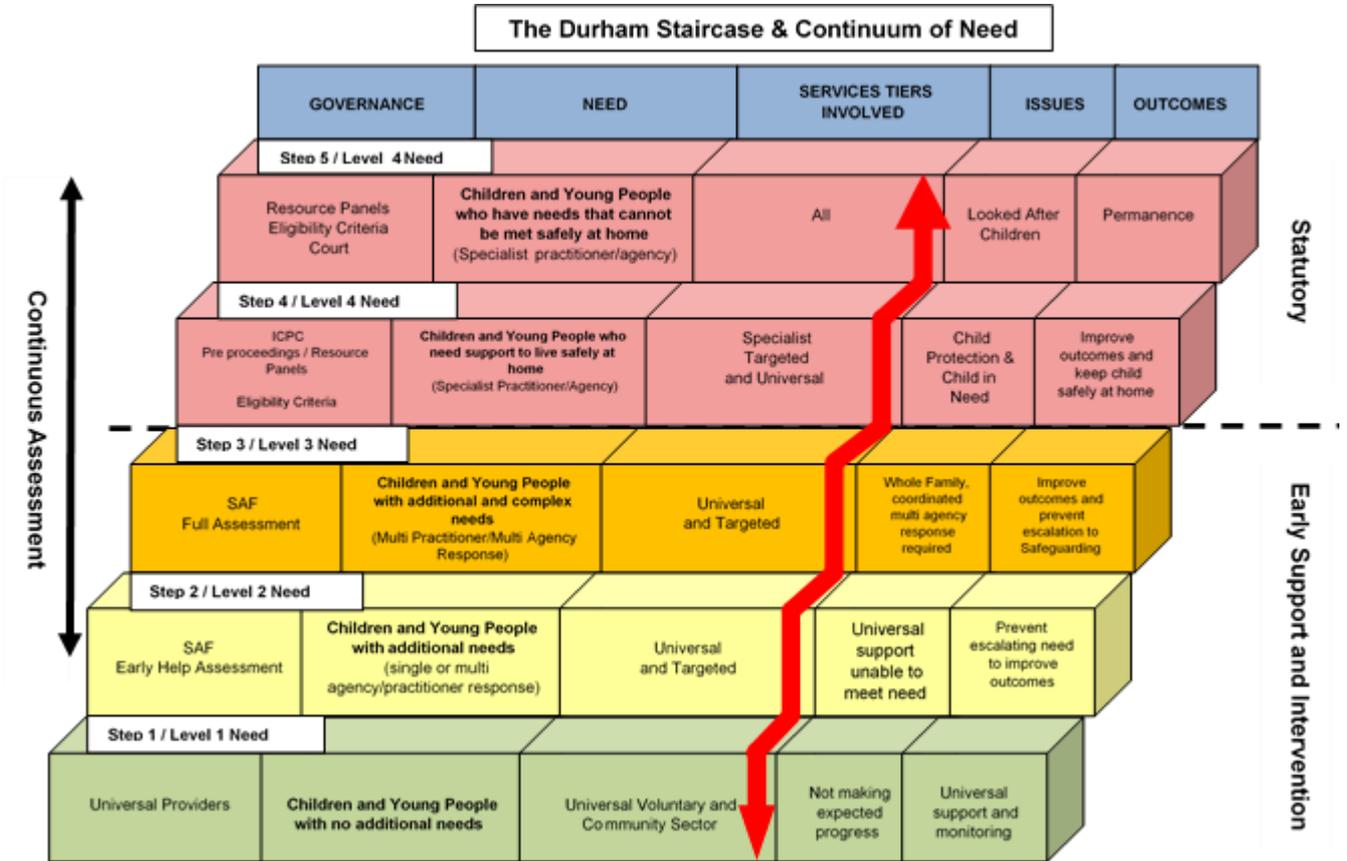
- Bullying (including cyberbullying)
- Physical abuse (hitting, kicking, shaking, biting, hair pulling, or other causes of physical harm.
- Sexual violence / harassment
- Sexting (youth produced sexual imagery)
- Initiation / hazing type violence and rituals.

All staff are aware of school policy on peer on peer /child on child abuse.

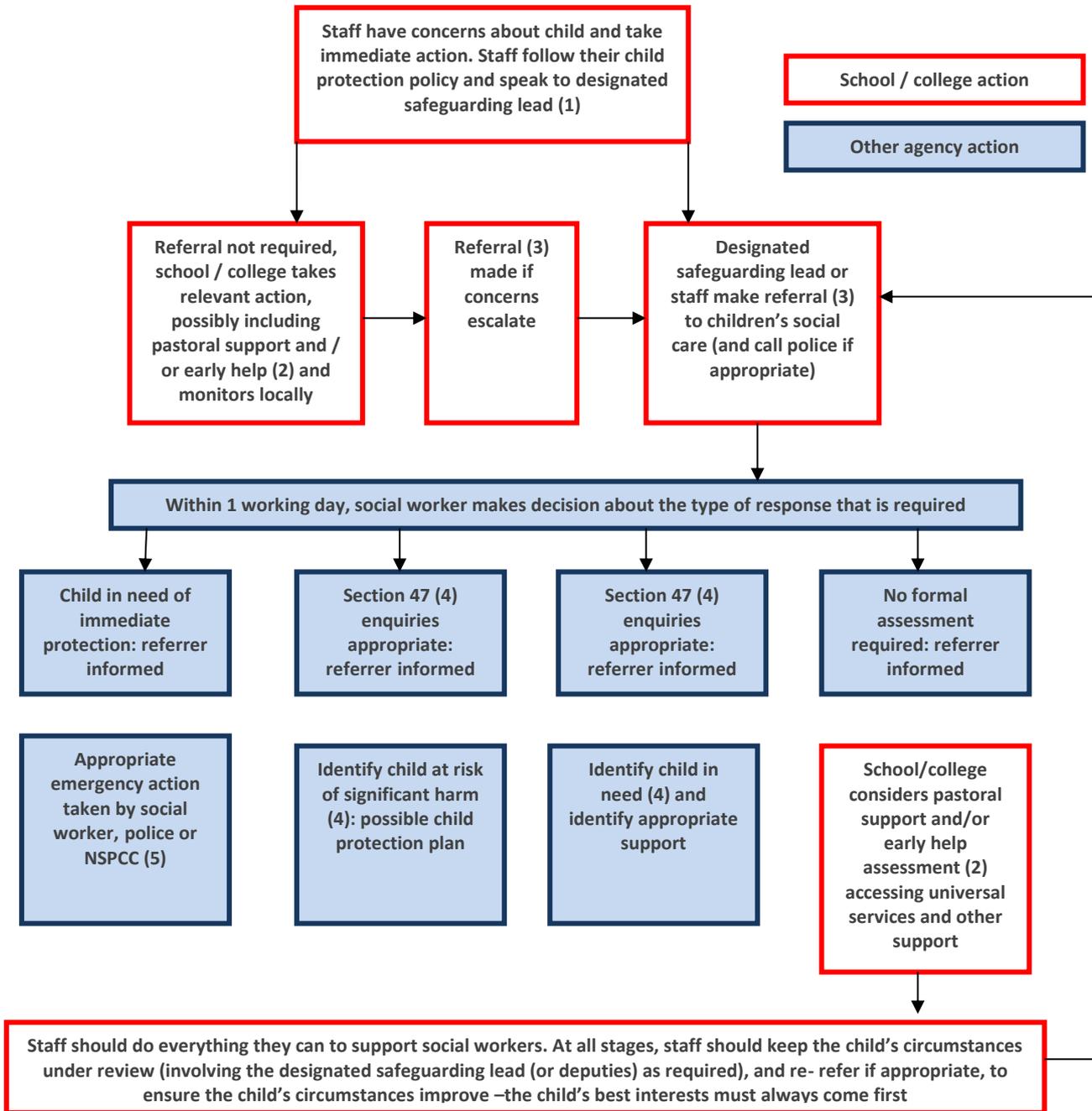
The DSL will take a holistic view of any peer on peer concerns and take into account the wider view (friendships / location and community). Additional information is available via the contextual safeguarding document on KCSIE.

## ➤ **The Durham Staircase**

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



## Actions where there are concerns about a child



## **Level 1 - Universal Provision Children with no additional needs.**

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal services remain in place regardless of which level of need a child is experiencing.

## **Level 2 - Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.**

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

## **Level 3 - Early Help – Targeted Provision for Children with multiple issues or complex needs where a co-ordinated multi-agency response is required.**

These are children and families whose needs are not being met due to the range, depth and significance of their needs which makes them very vulnerable and at risk of poor outcomes. A multi-agency response is required using either the single assessment framework whole family assessment tools as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make change and reduce the likelihood of moving into Level 4 services.

## **Level 4 - Services to keep the child safely at home – where a statutory response is required.**

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children's Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

## **Level 4 (step 5) – Need that cannot be managed safely at home.**

Children and young people who require intensive help and support from arrange of specialist.

In general, children and young people with disabilities will have their needs met through early help and targeted services at levels 1, 2 and 3. However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.

This policy applies to all staff, trustees, and volunteers working in school. There are six main elements to the policy:

- (1) Establishing a safe environment in which children can learn and develop
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding
- (4) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with his/her agreed child protection plan

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

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

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

- The Head of School and other staff responsible for recruitment have attended 'Safer Recruitment Training'
- Our school will comply with the requirements outlined on the LSCB website 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping Children Safe in Education' 2016.
- Our school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. DfE Keeping Children Safe in Education 2018 has specific details of the role of the designated safeguarding lead.
- Our school will undertake appropriate pre-employment checks on all staff working in school, including enhanced Disclosure and Barring (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Safer Recruitment in Keeping Children Safe in Education, 2018.

- Other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (Keeping Children Safe in Education 2016) thus most appointments will require an enhanced DBS check with barred list information.
- Staff are expected to complete an annual self-declaration disclosure form which will be recorded on the School's' Single Central Record (SCR).
- All staff are expected to undertake L1/L2 Safeguarding Training as part of the induction process. Staff will undertake further safeguarding training on an annual basis.
- In a school or college a supervised volunteer who regularly teaches or looks after children is not in regulated activity.
- Volunteers will not be left unsupervised with groups of children, nor will they be in areas where they cannot be fully seen by the supervising teacher.
- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head of School and Trustees must be aware of the Durham County Council Confidential Reporting Code arrangements.
- Supply staff - the school will ensure that appropriate DBS checks are carried out before employing supply staff,
- Our Trustees will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow DFE guidance.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.

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

- Every member of staff (including temporary, supply staff, contracted staff and volunteers) should receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording.

- They will be informed who the designated safeguarding lead is and other trained designated teachers supporting this work within school.
- Safeguarding responsibilities of all staff will be re-enforced before they start work. All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium Oct 2015.
- All adults working in school will be asked to read the 'Safeguarding information for all staff', from the 'Keeping Children Safe in Education' 2018 guidance.
- All adults working in school receive regular whole-school safeguarding and child protection training. The majority of staff receive training in twilight sessions or INSET days. 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and priorities of the LSCB.
- Staff who miss these sessions receive training either through e-learning, attendance at a co-sponsor establishment or through an in-house briefing by the designated safeguarding lead in school.

In addition, adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. Safeguarding is embedded in all our work within school. We do this in the following ways in school: staff meetings, sharing of and dissemination of information as appropriate.

- Staff are made aware of the document: 'Guidance for Safer Working Practice for Adults who work with Children and Young People'.
- Member of the team supporting the safeguarding lead specialise in promoting certain themes within school.

*Young Carers*

*Domestic Abuse Awareness*

*Drugs and Alcohol*

*Child Sexual Exploitation*

*Prevent*

*Peer on Peer Abuse*

*Child on Child Sexual Violence / Harassment*

- Training for designated safeguarding leads is undertaken every 2 years ('Keeping Children Safe in Education', 2018).

In addition to the school's training, staff are encouraged to attend multi-agency training available through the LSCB. These include a Level 2 Safeguarding course as well as specialist themes on Level 3 courses.

- The Head of School and other staff responsible for recruitment have attended 'Safer Recruitment Training'

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

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

### **Children (anyone under the age of 18)**

Once successful at interview stage, prospective students commence taster days where they are supported by Learning Mentors throughout to undergo a rigorous induction where they look closely at safeguarding agreements, school rules, fire evacuation procedures, first aid information and a tour of the premises. Taster days give both staff and students an opportunity to decide if Endeavour Academy is the suitable provision to meet specific individual needs. Should it be decided to go ahead, then students commence their trial period when they are issued with their own identification badges and uniform package.

When referring potential students to the Academy, all referring schools are asked to complete the Endeavour / Local Authority Risk Assessment regardless as to whether or not the school have their own. This is to ensure that all documentation is consistent within Endeavour.

Once the trial period commences, new students are supported to create and discuss their own individual student led risk assessment and risk management plan which enables each student to identify triggers, give explanation of specific behaviours and identify strategies to reduce the risk or control behaviours should an incident occur.

Allowing students to participate in this way has proven successful.

We also work closely with students to look at:

- Awareness of IT, e-safety issues and cyber-bullying. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. There is also suitable filtering in place for this and other potentially risky content. Online safety is continually emphasised.
- Name of staff and adults in school that children can speak to if they have concerns (school, family or community issues)
- Citizenship curriculum covers related themes including safe touch, feelings and healthy relationships)
- Visitors and presentations e.g. Local Police, Fire Brigade

### **Parents / Carers**

- Our website and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and trustees take this duty of care very seriously.
- Letters to parents about specific issues, our school web site and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information.
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes.
- Endeavour Academy request that parents and carers provide at least 2 emergency contact telephone numbers for their child, this will hopefully ensure that if in the event of an emergency, an appropriate adult can be informed. We ask that we are informed immediately, should any personal information change throughout the child's time with us.

School will accordingly update records held to reflect:

- current address and telephone contacts
- which adults have parental responsibility
- court orders which may be in force
- children on the Child Protection list-the child's name at birth and any subsequent names (taking care over unusual spellings)
- any other changes home circumstances

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

### **Names of Designated Safeguarding Leads (DSL)**

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

### **Recording Concerns**

All concerns passed to the designated safeguarding leads must be via CPOMS and followed up in person at first opportunity.

The more relevant details staff have observed the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark about an injury (open ended questions), but should not ask direct questions. They should never do so in front of other children.

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

### **Listening to Children and Receiving Disclosures**

- We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them. Appendix 5 has the guidance from the Introduction to Safeguarding and Child Protection course.
- Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
- Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school.
- If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
- When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.

- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head of School. The member of staff concerned must not be spoken to.

**Please remember:**

- (i) the child should be allowed to make the disclosure at his/her own pace and in his/her own way.
- (ii) the member of staff should avoid interrupting except to clarify what the child is saying but
- (iii) should not probe for any information that the child does not volunteer.

### **Recording and Response of the Designated Lead Professional**

All information received should be stored in the child's 'CPOMS' file. Where paper information is received this is kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all designated safeguarding leads can access these documents in an emergency.

Good practice is to have a simple 'chronology of events' sheet at the start of the file. This enables more efficient regular monitoring of children's files as part of the on-going work of the designated lead professional.

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

The School will retain all safeguarding records until the child has reached the age of 25, after which records will be disposed via a confidential waste method.

### **Discussing Concerns with the First Contact Service 03000 267979**

Section 5 of the LSCB Child Protection procedures (5.116 onwards), [www.lscb-durham.gov.uk](http://www.lscb-durham.gov.uk) has detailed information about the management of individual cases. In addition staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, Sept 2015.

The child's concern file has basic details of name (previous/present surnames), date of birth, address, parents/carers and telephone contact details. Staff should use the Early Help Assessment to marshal information and concerns to discuss with First Contact. It is essential to record the name of the First Contact colleague, the time and details of advice given and action to be taken.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers should be informed of this **unless to do so would place the child at further risk of harm**. First Contact will triage this and pass on to colleagues in the appropriate Assessment and Intervention/Families First team within the County.

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child

protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact they should phone the Police on 0845 6060365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

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

**Discussions with First Contact will be followed up in writing**

Discussions of concern or specific referrals will be followed up in writing, using the format of the Early Help Assessment.

The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a gx account. A copy is kept on the child's concern file.

If a member of staff feels that the designated safeguarding lead and/or Head of School are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves.

Any staff member who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27, Keeping Children Safe in Education Sept 2016.

**If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately** (First Contact in Durham). **Anybody can make a referral.**

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

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

**Attendance at Strategy meetings if assessed to be child protection concern**

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. LSCB procedures section 5.150 onwards has detailed guidance about these meetings, [www.lscb-durham.gov.uk](http://www.lscb-durham.gov.uk).

School staff may be invited by an Assessment and Intervention Team / Families First Team to a strategy meeting. These multi-agency meetings are called to decide whether a section 47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings that are usually held at A&I / Families First Hubs / Team offices. *(School is able to offer a venue if there is a suitable room where confidentiality can be assured).*

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give reassurance to the child.

All information should be treated with discretion and confidentiality and shared in accordance with 'A Guide for Professionals on the Sharing of Information'. Durham LSCB, 2014.

If concerns are not substantiated following the section 47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child.

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

***(7) Supporting pupils with Mental Health issues and promoting mental wellbeing across the school***

The mental wellbeing of all staff and students within Endeavour Academy is of the highest priority. Staff work with pupils, parents / carers, referring schools and partner agencies to identify and support any issues as and when they occur. The positive approach used by staff along with MECC (making Every Contact Count) and Restorative Approach all play part in creating a warm, safe and friendly environment which proves to benefit the mental wellbeing of those who attend.

All staff are 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 will attempt to make a diagnosis of a mental health problem. 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.

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

## 4. Multi-Agency Work

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

(See LSCB procedures 5.275)

Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Assessment and Intervention Teams within the County.

A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be **15 working days** after the last strategy meeting.

### **School Responsibilities**

During the initial trial period, the referring school has DSL responsibility towards safeguarding, and are expected to pass on any information securely to Endeavour Academy.

### **Attendance**

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

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

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

The person attending the conference should be knowledgeable about the child. School will determine the most appropriate colleague: Class Teacher, Head of School, designated lead professional for child protection.

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

### **Preparation of a Report**

There are templates available to facilitate report-writing (see Appendix 8&9). Schools may wish to use the Early Help part of the Single Assessment as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

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

## **Chronology of Significant Events**

A single-agency chronology should also be produced for this meeting using the template available on the LSCB website [www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk).

## **Sharing of the Report**

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

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

## **Membership of a Core Group**

(See LSCB Child Protection Procedures section 5.458 onwards)

This school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.

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

## **Review Child Protection Conference**

(See LSCB Child Protection Procedures section 5.483 onwards)

The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child to complete the tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place.

## **Virtual School**

The Durham Local Authority Virtual School Head, Melanie Stubbs manages pupil premium plus for looked after children; she receives this funding based on the latest published number of children looked after by the local authority. Endeavour management 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. Staff also work with the virtual school head to promote the educational achievement of previously looked after children.

## **5. Information-sharing**

## **(1) General Data Protection Regulation (GDPR)**

In line with GDPR (May 2018), staff must follow all processes and procedure when sharing student information / data (as outlined in the School's General Data Protection Policy).

## **(2) Parents / Carers**

Staff and Head of School must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. Rather schools should discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents must be aware that once matters have been referred to the First Contact Service the school can only explain the procedure and is not able to give 'progress reports' on the case.

## **(3) School Staff**

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

## **(4) Children Transferring to another School (including during the trial period)**

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information separately from other records.

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

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

## **(5) County Guidance and Protocols**

(See LSCB website for further details, 'Information sharing')

### **County Durham Protocol for Working Together in the Delivery of Services to Adults and Children**

LSCB Child Protection Procedures Section 2.234

### **A Guide for Professionals on the Sharing of Information**

County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).

Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be recorded on CPOMS.

Our school takes care to ensure that information about a child is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

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

## 6. Allegations against teachers and other staff

(Refer to LSCB procedures, section 6.224 and Part 4 of Keeping Children Safe in Education 2018.)

Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

- On receiving an allegation, the Deputy Head of School will proceed in line with recognised procedures - consulting immediately with the LADO (Local Authority Designated Officer) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact.

**The Head of School or Deputy Head of School must not start to investigate.**

- Allegations regarding the Head of School should be passed to the Chair of the Trust. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Head of School should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of the Trust should be informed as soon as possible and asked to contact the LADO.

**Local Authority Designated Officer (LADO)**

**Sharon Lewis 03000 261872**

**First Contact Service**

**03000 267979**

- Investigations will be carried out by the appropriate agencies.
- In dealing with any allegation the Head of School and Trustees need to balance:
  - The seriousness of the allegation.
  - The risk of harm to pupils.
  - Possible contamination of evidence.
  - The welfare of the person concerned.

- Suspension of the member of staff will be considered.
  - (a) if there are any grounds for doubt as to the suitability of the employee to continue to work
  - (b) where suspension may assist in the completion of an investigation.
- During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.
- A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.
- Detailed records will be kept by all parties involved.
- Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

The following definitions are now used when determining the outcome of allegation investigations:

**Substantiated:** there is sufficient evidence to prove the allegation;

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;

**False:** there is sufficient evidence to disprove the allegation;

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## 7. Safe Touch

### Physical contact other than to control or restrain

- intimate care risk assessments for certain children with medical needs or disabilities.
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching, CDT
- administering First Aid
- giving appropriate comfort to a child who is distressed
- recognising that physical contact is a sensitive issue for some cultural groups
- acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence
- ensuring a consistent approach where staff and pupils are of different genders
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued

## 8. Use of reasonable force

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force. This can be found in the School's Behaviour Policy

Our school policy relates to the following pieces of legislation:

**Education Act 1996**

**Education and Inspections Act 2006**

**Violent Crime Reduction Act 2006**

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

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

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

- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used
- The Policy also makes it clear that corporal punishment is NOT allowed.

## 9. The Prevent Duty

The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfE has produced non-statutory advice for schools, 'The Prevent duty' June 2015. This duty applies to all schools from 1<sup>st</sup> July 2015.

This work is part of schools' broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe in education (2016) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Thus schools should have:

- staff being able to identify children who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Sergeants Jane Freeman and Steve Holden at Durham Constabulary.
- policies and procedures in line with those of DCC, Durham Constabulary and the LSCB.
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.

- throughout the life of the school as well as in specific lessons to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust IT policies (and mindful of new guidance within Keeping Children Safe in Education, Sept 2016 (Annex C 'Online Safety').

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes

*'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'*

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

The Prevent Team

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

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

DCC Community Safety 03000 265436/435

[Community.safety@durham.gov.uk](mailto:Community.safety@durham.gov.uk)

## 10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping Children Safe in Education, Sept 2016 provides a definition – 'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with a person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point (Annex A, page 54).

A definition is provided in Keeping Children Safe in Education, Sept 2016, which makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as 'bad' not 'sad'. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting school the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated

lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

Durham LSCB has section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools. A new website has been launched by a multi-agency ERASE team, as a source of help and information for children, parents and the wider community, [www.eraseabuse.org](http://www.eraseabuse.org).

## 11. Female Genital Mutilation, Honour Based Violence and Forced Marriage

### Female Genital Mutilation (FGM)

FGM is illegal in England and Wales under the FGM Act 2003 (“the 2003 Act”). **It is a form of child abuse and violence against women.** FGM comprises all procedures involving partial or total removal of the external female genitalia for non-medical reasons.

A mandatory reporting duty for FGM requires regulated health and social care professionals and teachers in England and Wales to report known cases of FGM in under 18-year-olds to the police. The FGM duty came into force on 31 October 2015.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from Endeavour has already made a report; there is no requirement to make a second.

If Endeavour staff were to suspect that a female student might be at risk they must pass the information on to the designated safeguarding lead and assist in reporting to First Contact for advice. The FGM Helpline may be contacted on 0800 028 3550 or advice can be found at [fgmhelp@nspcc.org.uk](mailto:fgmhelp@nspcc.org.uk).

However, should an Endeavour staff member find out that a female student has been subjected to FGM, then it is his / her responsibility to report this to the police themselves, supported by the DSL.

The Home Office has produced some free, informative, on-line training that designated leads might wish to access:

### Honour Based Violence

Whilst growing up, a child may be taught that a set of behaviours are deemed to be honourable. If they display any dishonourable behaviours they may be abused by their family or members of their community as punishment.

So-called ‘honour-based’ violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving “honour” often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

## Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

All Endeavour staff have access to and regularly use Educare online training where short courses on both FGM, Honour Based Violence are available and Forced Marriages. Designated Safeguard Leads complete the courses as standard.

## 12. Peer on Peer Abuse

Here at Endeavour Academy, we continue to ensure that any form of abuse or harmful behaviour is dealt with immediately and consistently to reduce the extent of harm to the young person, with full consideration to impact on that individual child's emotional and mental health and well-being.

### Purpose and Aim

Children and young people may be harmful to one another in a number of ways which would be classified as peer on peer abuse. The purpose of this policy is to explore the many forms of peer on peer abuse and include a planned and supportive response to the issues.

Abusive behaviour can happen to pupils in schools and settings and it is necessary to consider what abuse is and looks like, how it can be managed and what appropriate support and intervention can be put in place to meet the needs of the individual and what preventative strategies may be put in place to reduce further risk of harm.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Equally, abuse issues can sometimes be gender specific e.g. girls being sexually touched/assaulted and boys being subject to initiation/hazing type violence. It is important to consider the forms abuse may take and the subsequent actions required.

### Types of abuse

There are many forms of abuse that may occur between peers and this list is not exhaustive. Each form of abuse or prejudiced behaviour is described in detail followed by advice and support on actions to be taken. Physical abuse e.g. (biting, hitting, kicking, hair pulling etc.)

Physical abuse may include, hitting, kicking, nipping, shaking, biting, hair pulling, or otherwise causing physical harm to another person. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.

Sexually harmful behaviour/sexual abuse e.g. (inappropriate sexual language, touching, sexual assault etc.) Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as well as the young person it is intended towards. Sexually

harmful behaviour may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault/abuse.

## **Bullying (physical, name calling, homophobic etc.)**

Bullying is unwanted, aggressive behaviour among school aged children that involves a real or perceived power imbalance. The behaviour is repeated, or has the potential to be repeated, over time. Both young people who are bullied and who bully others may have serious, lasting problems.

In order to be considered bullying, the behaviour must be aggressive and include:

- An Imbalance of Power: Young people who bully use their power—such as physical strength, access to embarrassing information, or popularity—to control or harm others. Power imbalances can change over time and in different situations, even if they involve the same people.
- Repetition: Bullying behaviours happen more than once or have the potential to happen more than once.

Bullying includes actions such as making threats, spreading rumours, attacking someone physically or verbally or for a particular reason e.g. size, hair colour, gender, sexual orientation, and excluding someone from a group on purpose.

## **Cyber bullying**

Cyberbullying is the use of phones, instant messaging, e-mail, chat rooms or social networking sites such as Facebook and Twitter to harass threaten or intimidate someone for the same reasons as stated above.

It is important to state that cyber bullying can very easily fall into criminal behaviour under the Malicious Communications Act 1988 under section 1 which states that electronic communications which are indecent or grossly offensive, convey a threat or false information or demonstrate that there is an intention to cause distress or anxiety to the victim would be deemed to be criminal. This is also supported by the Communications Act 2003, Section 127 which states that electronic communications which are grossly offensive or indecent, obscene or menacing, or false, used again for the purpose of causing annoyance, inconvenience or needless anxiety to another could also be deemed to be criminal behaviour.

If the behaviour involves the use of taking or distributing indecent images of young people under the age of 18 then this is also a criminal offence under the Sexual Offences Act 2003. Outside of the immediate support young people may require in these instances, the school will have no choice but to involve the police to investigate these situations.

## **Sexting**

Sexting is when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship and to anyone, whatever their age, gender or sexual preference.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, young people are not even aware that they could be breaking the law as stated as these are offences under the Sexual Offences Act 2003.

## **Initiation/Hazing**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a private school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

## **Prejudiced Behaviour**

The term prejudice-related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and which is connected with prejudices around belonging, identity and equality in wider society – in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life, (for example in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual).

## **Teenage relationship abuse**

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner.

Expected action taken from all staff

Although the type of abuse may have a varying effect on the victim and initiator of the harm, these simple steps can help clarify the situation and establish the facts before deciding the consequences for those involved in perpetrating harm.

It is important to deal with a situation of peer abuse immediately and sensitively. It is necessary to gather the information as soon as possible to get the true facts around what has occurred as soon after the child(ren) may have forgotten. It is equally important to deal with it sensitively and think about the language used and the impact of that language on both the children and the parents when they become involved. For example; do not use the word perpetrator, this can quickly create a 'blame' culture and leave a child labelled.

In all cases of peer on peer abuse it is necessary that all staff are trained in dealing with such incidents, talking to young people and instigating immediate support in a calm and consistent manner. Staff should not be prejudiced, judgemental, dismissive or irresponsible in dealing with such sensitive matters.

## **13. Child on Child Sexual Harassment and Sexual Violence**

### **Sexual Harassment**

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online or offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual Comments - such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Upskirting

- Physical behaviour - such as deliberately brushing against someone, interfering with someone's clothes, displaying pictures, photos or drawing of a sexual nature;
- Online Sexual Harassment – this may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- Non-consensual sharing of sexual images and videos;
- Sexualised online bullying;
- Unwanted sexual comments and messages, including, on social media;
- Sexual exploitation; coercion and threats
- Uploading / sharing of 'Upskirting' images

## **Sexual Violence**

It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

### **Rape:**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

### **Assault by Penetration:**

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her / his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

### **Sexual Assault:**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

All victims must be taken seriously and all staff must be trained to report.

Both the victim and alleged perpetrator will be supported by staff.

Staff attend regular CPD sessions on online.

### **Upskirting:**

In 2019 Upskirting was added to KCSIE and is now deemed a criminal offence. Any such incident will be dealt with seriously and involve police.

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The initial response to a report from a child is important. It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should speak to the designated safeguarding lead (or a deputy).

## Contextual Safeguarding:

All staff, but especially the DSL and her Deputy will consider the context within such incidents occur. This is known as contextual safeguarding which means when carrying out assessments, Endeavour staff will consider whether wider environmental factors are present in a child's life that are a threat to the child's safety or welfare.

Contextual Safeguarding helps focus on the fact that young people experience harm beyond their families and recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships. Endeavour staff will consider the location and culture of the Academy and assess the risks that young people may be exposed to, both inside and outside of the school community.

A Contextual Safeguarding approach recognises that children and young people's risk experiencing significant harm in extra-familial contexts, and seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities.

It may be necessary for Endeavour staff to consider interventions to change the systems or social conditions of the environments in which abuse has occurred.

KCSIE advises that when completing social care assessments, schools should consider wider environmental factors and provide as much information as possible as part of the referral process. *"This will allow any assessment to consider all the available evidence and the full context of any abuse."*

## 15. Online Learning

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

Endeavour staff are committed to supporting students who are at risk online by offering regular Internet safety sessions, monitoring internet usage in school and monitoring and recording any concerns that they may have about an individual in school. Staff will report any concerns to the DSL / DDSL and record

appropriately on CPOMS. The DSL / DDSL will work with staff, students, parents and relevant agencies to support the young person and reduce risk wherever possible.

Trustees and Staff have a responsibility to educate students and parent / carers of the risks, protect them where possible using appropriate filters and monitoring systems, review these regularly and provide training for the appropriate staff members.

## Policy Statement

**Breach of this policy may lead to action being taken under the School's formal Disciplinary Procedure. Any employee, who feels they have been treated in a manner contrary to the spirit of this policy, should seek recourse in accordance with the School's Grievance or Dignity at Work procedures.**

## Documents and Records

- Attendance Policy
- School Behaviour Policy
- Health and Safety Policy
- Storage and Safe Administration of Medications Policy / First Aid Policy
- Educational Visits Policy including risk-assessments
- Acceptable User Policy
- SEND / LAC
- Equality and Diversity Policy