

Federation of Abbey Schools

Child Protection Policy

Date of Issue: September 2023

To be Reviewed: September 2024

Abbey School fully recognises its responsibilities for Child Protection and Safeguarding. It is at the forefront and underpins all relevant aspects of process and policy development in school. Our policy applies to all staff, governors and volunteers working in school.

Key Contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Vicky Folkes	01325 380748	vfolkes@abbeyfed.darlington.sch.uk
Deputy Designated Safeguarding Lead and Headteacher	Jonathan Briggs	01325 380748	jbriggs@abbeyfed.darlington.sch.uk
Deputy Headteacher	Joanne Neasham	01325 380748	jneasham@abbeyfed.darlington.sch.uk
SENCO	Nicola Carbert	01325 380748	ncarbert@abbeyfed.darlington.sch.uk
Chair of Governors	Emma de la Motte	01325 380748	Via clerk to governors- Steve Leigh

This policy is provided for all staff (including temporary staff and volunteers) at induction along with the staff code of conduct. In addition, all staff are provided with part one of keeping Children safe in Education 2023.

Safeguarding Legislation and Guidance

This policy has been devised in accordance with the following statutory legislation and guidance, S 27 Children Act 1989, S175 of the 2002 Education Act, section 29 Counter terrorism and Security Act 2015 and the guidance contained in Working Together to Safeguard Children 2018, Keeping Children Safe in Education 2023, as well as procedures produced by Darlington Safeguarding Partnership.

Related safeguarding policies:

- Staff code of conduct
- Physical intervention and the use of reasonable force
- Care Plans / Admin of Medicine
- First Aid
- E-Safety
- Acceptable use policy – mobile phones, mobile devices, cameras ,Images use policy
- Behaviour

- Tackling bullying
- Whistleblowing
- SEN
- Missing Children
- Safer recruitment
- Grievance and disciplinary
- Personal and intimate care
- Complaints procedure / Managing allegations

The Academy follows good practice guidelines with regard to safe recruitment and statutory guidelines with regard to children missing in education in order to minimise risk.

The Governing Body

Ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Must have child protection and safeguarding training at regular intervals to enable them to challenge the school's approach to safeguarding.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account DSCB procedures.
- Has a nominated governor (usually the chair) who liaises with the Designated Officer in the event of an allegation being made against the head teacher.
- Has an effective child protection policy (updated annually and on website) as well as an available hard copy and both are provided to and followed by all staff.
- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a Designated Safeguarding Lead (DSL) and a Deputy Designated Lead who are members of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DSL should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding – PSHE/SRE.
- Has evidence of the child voice and that there are systems in place for feedback and pupils views.
- Appoints a designated Looked After Children LAC teacher and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Head Teacher, receive information about the school's safeguarding arrangements on induction

and appropriate child protection training. Such training should be regularly updated in line with any requirements of the Darlington Safeguarding Partnership and staff should be aware of the process for making a referral to children's social care.

Role and responsibilities

DSL and Deputy DSL responsibilities Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

- The Designated Officer for all cases that concern a staff member (this will be with the Headteacher – who is the case manager in these cases)
- Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
- Police (cases where a crime may have been committed).
- 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.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

1. DSL should attend appropriate training carried out every two years and:
2. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
3. Have a working knowledge of how local authorities conduct child protection case and review conferences, and be able to attend and contribute to these effectively when required to do so.
4. Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.
5. Be alert to the specific needs of children in need, those with special educational needs and young carers.
6. Be able to keep detailed, accurate, secure written records of concerns and referrals.
7. Obtain access to resources and attend any relevant or refresher training courses.
8. Encourage a culture of listening to children and taking account of their wishes and feelings, amongst all staff so they are able to implement processes the school has in place to protect them.

Raising Awareness

The designated safeguarding lead should ensure the school's policies are known and used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing body regarding this.
- In September, update all staff with changes to Keeping Children Safe in Education Part one or Annexe A.
- 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 in this.
- Link with Darlington Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Where children leave the school, ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file. Secure transit and confirmation of receipt should be obtained.

The Head Teacher

- Ensures that the child protection policy and code of conduct are implemented and followed by all staff
- Allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- Ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- Ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- Liaises with the Designated Officer where an allegation is made against a member of staff
- Ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

Staff responsibilities

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education 2023. Where a child has mental health issues and there are safeguarding concerns staff should implement child protection procedures.

Training / Induction

- When staff join our school, they will be informed of the arrangements in place for safeguarding children. They will be provided with a copy of this policy, 'Keeping Children Safe in Education Part One and the Staff Code of Conduct, the name of Designated Safeguarding Lead (DSL) and who acts in their absence.
- From September 2023 staff who do not work directly with children will be given a copy of Annexe A, a summary of Keeping Children Safe in Education, instead of part one. These staff include kitchen, cleaners and contractors.

- All staff will receive induction in safeguarding children. The induction programme will include basic child protection information relating to signs and symptoms of abuse, how to manage a disclosure from a child, when and how to record a concern about the welfare of a child and advice on safe working practice.
- All volunteers, supply staff and regular visitors to our school will be told where our policy is kept, given the name of the DSL and Deputy DSL and informed of the school's procedures in reporting concerns.
- All staff will receive training in child protection and safe working practice, updated every three years, in line with the Darlington Safeguarding Partnership guidance.
- Staff with specific responsibility for safeguarding children will undertake both single and inter-agency training at a level suitable to their role and responsibilities, updated every two years.
- Throughout the year staff will receive regular Child Protection and Safeguarding updates in the form of bulletins or notices in staff meetings.

Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, Headteacher or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care.

The Seven Golden Rules for Safeguarding Information Sharing 2015

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate) • Seek advice (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharingadvice>

Complaints Procedure

Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection

action. Poor practice examples include unfairly singling out a pupil, belittling a pupil or discriminating against them in some way. Senior staff, the Head Teacher and Governors manage complaints.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

If you have concerns about a colleague or safeguarding practice

Staff who are concerned about the conduct of a colleague or safeguarding practice within the school are undoubtedly placed in a very difficult situation.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school to the Headteacher. The school's whistleblowing / confidential reporting procedure enables staff to raise concerns or allegations in confidence (Code of Conduct Policy) and for a sensitive enquiry to take place.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Headteacher. Complaints about the Headteacher should be reported to the chair of governors.

Staff may also report their concerns directly to Children's Front Door or the Police if they believe direct reporting is necessary to secure action

Allegations against staff

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and a consultation with the Darlington Safeguarding Partnership Designated Officer will happen if staff have:

- Behaved in a way which has harmed, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child or
- Behaved towards a child or children in a way that indicates they would pose a risk of harm to children.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However, staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed the best way to ensure that children are protected. Staff will be advised to contact their trade union and will be given access to a named representative.

Allegations against staff should be reported to the Headteacher. Allegations against the Head Teacher should be reported to the Chair of Governors. Staff may also report their concerns directly to police or Designated Officer if they believe direct reporting is necessary to secure action

See appendix D and E for reporting form and flow diagram

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education 2023*

Staff, parents and governors are reminded that law prohibits publication of material that may lead to the identification of a teacher who is the subject of an allegation.

Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

Missing Children

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. All staff will be aware of the signs of risk and individual triggers including FGM and forced marriage. (Staff will follow 2019 FGM guidance).

All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period of 10 days or more in line with Darlington procedures.

Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education 2023* together with Darlington Safeguarding Partnership and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with *Keeping Children Safe in Education 2023*. Including:

- Verifying identity
- Enhanced DBS (disclosure and barring service) check for those in regulated activity
- Verification on mental and physical fitness
- Right to work in UK
- Professional qualifications.

References will be sought before interview so any concerns can be explored.

(Appropriate checks will also be carried out in accordance with Disqualification under the Childcare Act 2006 statutory guidance.)

At least one member of each recruitment panel will have attended safer recruitment training.

The Single Central Record is maintained in accordance with *Keeping Children Safe in Education 2023*.

We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked.

Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

Contractors

We will check the identity of all contractors working on site and requests checks where they work in regulated activity or unsupervised.

Visitors

Visitors who will be working with pupils will be asked for a DBS. The Head Teacher will use their professional judgement regarding escorting visitors in the school. All visitors will be asked to wear a badge identifying them as a visitor.

Site security

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head Teacher will exercise professional judgement in determining whether any visitor should be escorted or supervised whilst on site.

Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own child protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DSL is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DSL kept appropriately informed.

If alternative providers are used, we will ensure they have effective safeguarding in place, with the DSL kept appropriately informed.

Photography and images

See separate e- safety policies

Physical intervention and use of reasonable force

All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

Intimate Care

If a child requires regular intimate care on site this is likely to be written into a care plan which staff will adhere to. If an accident occurs and a child needs assistance with intimate care this will be risk managed to afford dignity to the child as well as security to the staff member. Staff will behave in an open and transparent way by informing another member of staff and having the child's consent to help. Parents will be informed and incidents recorded.

Child-on-child abuse

All staff should:

- recognise that children are capable of abusing other children and it can happen inside and outside of school and online
- it is unacceptable and should be taken seriously.
- understand procedures to minimise the risk of child-on-child abuse and how to report, record and investigate incidents
- recognise that this type of abuse should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Downplaying this behaviour 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 reporting it
- understand how victims, perpetrators and any other children affected by child-on-child abuse will be supported and understand that there are laws in place to support rather than criminalise children
- recognise gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators)
- consider the wider Safeguarding implications
- understand intra-familial harms and consider support for siblings
- if staff have **any** concerns regarding child-on-child abuse they should speak to the DSL or deputy who will seek support from local safeguarding partners.

Child-on-child abuse includes:

- 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)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nudes images and or videos (sexting or youth produced sexual imagery)
- upskirting, which involves taking a picture under a person's clothing without their permission
- 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).

Guidance

Sexting in schools and colleges. UK Council for Child Internet Safety (UKCCIS) Education Group - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf

Sexual violence and sexual harassment between children in schools and colleges <https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

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 wellbeing
- signs of assault or unexplained injuries
- unexplained gifts or new possessions could also indicate that children are involved with criminal networks or gangs and may be at risk of criminal exploitation.

E-Safety

Our pupils increasingly use mobile phones, tablets and computers on a daily basis. They are a source of fun, entertainment, communication and education. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive communications, to enticing children to engage in sexually harmful conversations, webcam photography, encouraging radicalisation or face-to-face meetings. The school's **e-safety policy**, accessed via the website, explains how we aim to keep pupils safe in school. Cyberbullying and sexting by pupils, via texts and emails, will be treated as seriously as any other type of bullying and in the absence of a child protection concern will be managed through our anti-bullying and confiscation procedures.

Chatrooms and some social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access these sites in school. Some pupils will undoubtedly be 'chatting' outside school and are informed of the risks of this through PSHE/SRE. Parents are encouraged to consider measures to keep their children safe when using social media.

Acceptable IT use for staff and pupils will be enforced and parents are informed of expectations. (Accessed via the school website)

Appendix A

Reporting Procedure

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DSL or Deputy if in any doubt.

Children who are victims of abuse may not feel ready or know how to tell someone that they are being abused. This should not stop staff from sharing concerns with the DSL.

It is not their responsibility to investigate or decide whether a child has been abused.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- If an emergency take action necessary to help the child, for example, call 999
- REPORT your concern to the DSL as soon as possible
- Complete a record of concern
- Do not start your own investigation but gain relevant information
- Share information on a need –to-know basis only- do not discuss the issue unnecessarily with colleagues
- Seek support for yourself if you are distressed

Handling a Disclosure from a Child

Receive:

Listen to what is being said without displaying shock or disbelief. A common reaction to news as unpleasant and shocking as child abuse is denial. However, if you display denial to a child, or show shock or disgust at what they are saying, the child may be afraid to continue and will shut down. Accept what is being said without judgement. Take it seriously.

Reassure:

Reassure the child, but only so far as is honest and reliable. Don't make promises that you can't be sure to keep, e.g. "everything will be all right now". Reassure the child that they did nothing wrong and that you take what is said seriously. Don't promise confidentiality – never agree to keep secrets. You have a duty to report your concerns. Tell the child that you will need to tell some people, but only those whose job it is to protect children. Acknowledge how difficult it must have been to talk. It takes a lot for a child to come forward about abuse.

React:

Listen quietly, carefully and patiently. Do not assume anything – don't speculate or jump to conclusions. Do not investigate, interrogate or decide if the child is telling the truth. Remember that an allegation of child abuse may lead to a criminal investigation, so don't do anything that may jeopardise a police investigation. Let the child explain to you in his or her

own words what happened, but don't ask leading questions. Do ask open questions like "Is there anything else that you want to tell me?" Communicate with the child in a way that is appropriate to their age, understanding and preference. This is especially important for children with disabilities and for children whose preferred language is not English. Do not ask the child to repeat what they have told you to another member of staff. Explain that you will have to share the information with DSL or deputies. Do not discuss the case with anyone else.

Record:

Make some very brief notes and write them up using the school's recording form. Do not destroy your original notes in case they are required by Court.

Use Appendix F to log the disclosure.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children' Front Door

Records and Monitoring

Any concerns about a child will be recorded ASAP. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

A body map will be used to record any injuries.

It may be appropriate for the DSL to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

Appendix B**Definitions of abuse and neglect (Working Together to Safeguard Children 2019)****Safeguarding**

Safeguarding and promoting the welfare of children is defined as:-

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
- And taking action to enable all children to have the best life chances

Child Protection

Part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Child: is anyone who has not reached his or her 18th birthday.

Indicators of abuse and neglect

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. The impact of seeing and hearing domestic abuse can have a long term impact on children's wellbeing and ability to thrive.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

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, and serious youth violence.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by

penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

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

Grooming is when someone builds a relationship with a child to gain their trust for the purposes of sexual abuse or exploitation.

Children and young people can be groomed online or in the real world, by a stranger or by someone they know – for example a family member, friend or professional. Groomer may be female or male. They can be any age

Many children and young people do not understand that they have been groomed; or that what has happened is abuse.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.

Specific safeguarding issues

Keeping children safe from the risks outlined above is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. **Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.** In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and

children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. **It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.**

The school will use the DFE guidance on child exploitation – a definition and guide for practitioners published February 2017

Child-on-child Abuse – sexting/cyberbullying/sexual assaults

This will always be taken seriously and acted upon, under the appropriate policy e.g. safeguarding, bullying, not dismissed as ‘banter’ or ‘part of growing up’. These issues will be part of PSHE lessons and discussions. Victims will be supported through the schools pastoral system. Any hate crime/incident will be reported through school reporting mechanisms.

Female Genital Mutilation (FGM)

Comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

School staff, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff should understand their role in safeguarding girls from FGM, engage with parents and teach about FGM. Staff must follow 2019 guidance.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

Preventing Radicalisation

This is part of our wider safeguarding duty. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

We will work with other partners including the Channel Panel.

The DSL and Deputy are appropriately trained and be able to offer advice, support and information to other staff.

We will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

Extremism is defined as vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

Keeping children safe from these risks is a safeguarding matter and should be approached in the same way as safeguarding children from any other risks.

Private Fostering A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Link for guidance on signs and indicators of abuse

What to do if you're worried a child is being abused

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-about-a-child-being-abused-2>

Links to specific safeguarding issues

<http://www.darlington.gov.uk/educationandlearning/localsafeguardingchildrenboard/professionals-andvolunteers/policy,procedures-andguidance/>

Child missing from education (CME)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Children_missing_education_Statutory_guidance_for_local_authorities.pdf

Child missing from home or care

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/271820/Flowchart_when_a_child_goes_missing_from_care.pdf

- child sexual exploitation (CSE) – see also Appendix 1 of the Safeguarding Children procedure <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- domestic violence <https://www.gov.uk/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness <https://www.gov.uk/government/publications/safeguardingchildren-in-whom-illness-is-fabricated-or-induced>
- faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – see also Appendix 1 of the Safeguarding Children procedure <https://www.gov.uk/government/publications/female-genital-mutilation-resource-pack/female-genital-mutilation-resource-pack>

- forced marriage <https://www.gov.uk/forced-marriage>
- gangs and youth violence
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf
- gender-based violence/violence against women and girls (VAWG)
<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls>
mental health
<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england>
- private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering> • radicalisation
<https://www.gov.uk/government/publications/channel-guidance>
- sexting <http://ceop.police.uk/>
- teenage relationship abuse <https://www.gov.uk/government/collections/thisisabusecampaign>
 - trafficking
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Links to statutory guidance Counter Terrorism and Security Act 2015

- <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>
- <https://www.gov.uk/government/publications/prevent-duty-guidance>
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Keeping children Safe in Education 2023- All education staff should read Part One of this guidance

Working Together 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

Appendix C Key Safeguarding Contacts

Social Care

Children's Initial Advice Team (CIAT) Tel: 01325 406252

Monday –Thursday 8.30 -5pm

Friday 8.30-4.30pm

Emergency Duty Team (out of hours) 01642 524552

Multi Agency Safeguarding Hub (MASH)

Tel: 01325 742020

Police Non-emergency 101

Building Stronger Families

McNay Street Children's Centre, 2a McNay Street, Darlington, DL3 6SW

Early Help Co-ordinator 01325 405635

Early Help Team 01325 406250

Health

School Nurse: 0-19 Healthy Child Team

Telephone: 03000 030 013

Education:

Education Safeguarding Officer/ CME Officer

Joanna Conway,

E-mail Joanna.Conway@darlington.gov.uk 01325 405848

Virtual Head for LAC

Calvin Kiplin 01325 406272

LSCB Designated Officer at the Local
Authority

- Amanda Hugill 01325 406450
- Marian Garland 01325 406451

Police Contacts:

Prevent Team (office hours) 0191 375 2234

Non-urgent enquiries 101, Emergency calls 999

To report illegal information, pictures or videos found on the internet

www.gov.uk/reportterrorism. Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264) for education staff and governors to raise concerns relating to extremism directly and in confidence

CHANNEL Panel Chair

Jo Benson, Head of Youth Offending Service Contact details: 01325 406791

Appendix D

Reporting a low level concern form

Please use this form to share any concern – no matter how small, and even if no more than a ‘nagging doubt’ – that an adult may have acted in a manner which:

- is not consistent with the Federation of Abbey Schools Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children.

Clarity around Allegation vs Low-level Concern vs Appropriate Conduct

Allegation:

Behaviour, which indicates that an adult who works with children has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Low Level Concern

Any concerns -no matter how small, even if no more than a ‘nagging doubt’- that an adult may have acted in a manner which:

- Is not consistent with the School Code of Conduct and/or;
- Relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult’s suitability to work with children

Appropriate Conduct

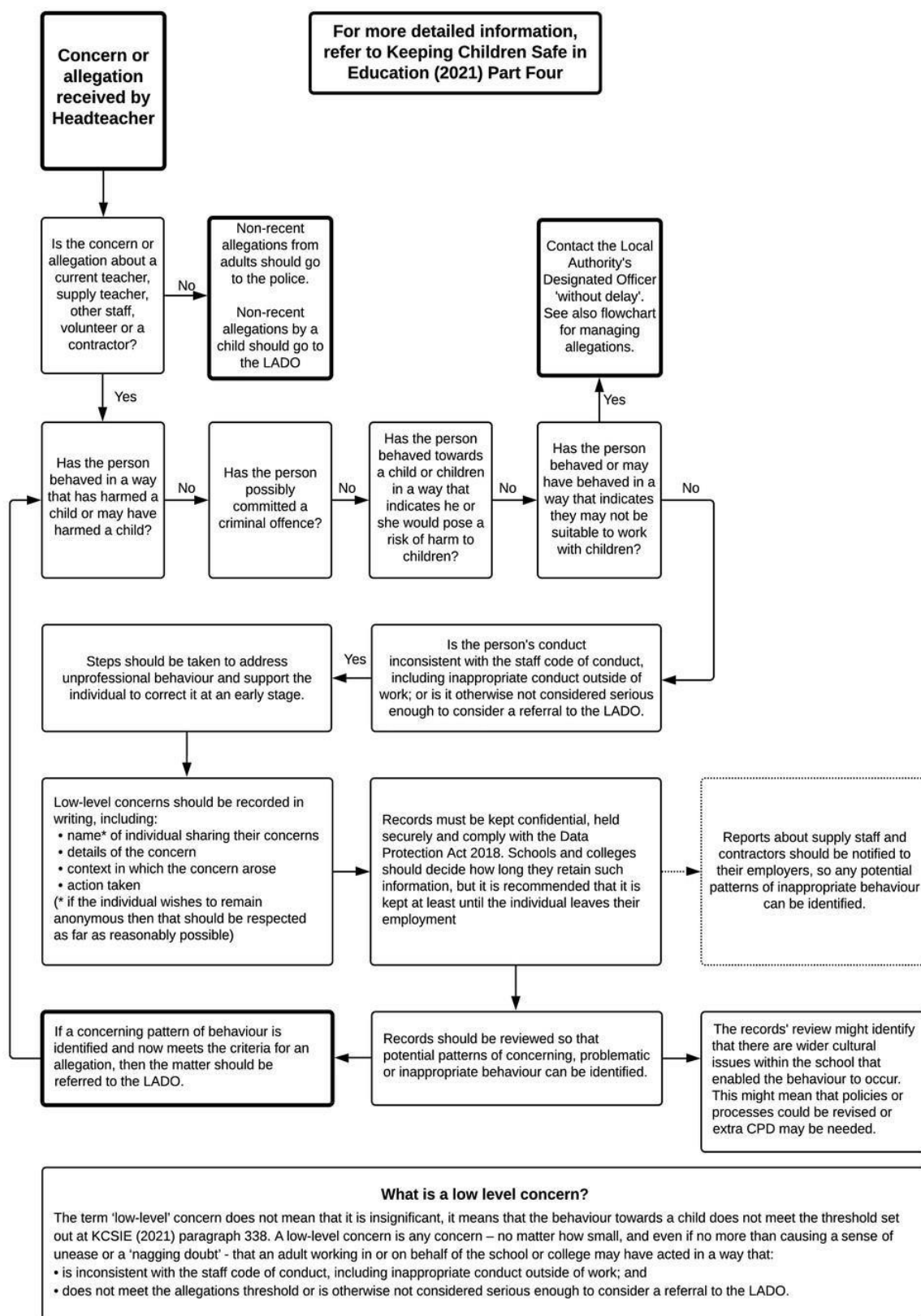
Behaviour which is entirely consistent with the School Code of Conduct

You should provide a concise record – including brief context in which the low-level concern arose, and details, which are chronological, and as precise and accurate as possible – of any such concern and relevant incident(s)

Appendix D

Details of Concern	
Name of staff reporting the concern	Role
Name of staff you are reporting the concern about	Role
Details	
Signed:	Time and Date:
Received by:	
Action Taken:	

Appendix E Process to follow when a Low-Level Concern is raised



Appendix F

Pupil Disclosure Form

Name:		
Date:	Time :	Place:
How did the child appear to you?		
Record the actual words used by the child (including slang and swear words. Keep statements factual.		

Signed:_____

Please hand this to DSL or deputy DSL.

Appendix F

