



TANFIELD

SCHOOL

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SAFEGUARDING POLICY

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CONTENTS

	Page
1. Introduction	
1.1 Legislation and Statutory Guidance	6
1.2 Covid-19	7
1.3 Objectives	7
2. Tanfield School Commitment	7
3. Links with other policies	7
4. Providing a safe and supportive environment	8
4.1 Safer recruitment and selection	8
4.2 Safe practice	9
4.3 Sharing safeguarding information with students	10
4.4 Partnerships with parents/carers	10
4.5 Multi agency working	10
4.6 School training and staff induction	11
4.7 Support, advice and guidance for staff	11
4.8 Information sharing	11
4.9 Opportunities to teach safeguarding	12
4.10 Procedures for supporting students in an emergency (transport from school)	12
4.11 Extra-curricular activities	13
4.12 Student Information	13
5. Roles and Responsibilities	13
5.1 The Governors	13
5.2 Local School Council	14
5.3 Headteacher	14
5.4 Designated Safeguarding Lead (DSL)	14
5.4.1 Referrals	14
5.4.2 Working with others	15
5.4.3 Training	15
5.4.4 Raising awareness	16
5.5 All staff and volunteers	17
6. Identifying children and young people who may be suffering significant harm	17
6.1 Overview of safeguarding	17
6.2 Abuse and Neglect	18
6.2.1 Indicators of abuse and neglect	18
6.3 Child Criminal Exploitation (CCE)	19
6.4 Child Sexual Exploitation (CSE)	20
6.5 County Lines	20
6.6 Domestic abuse	21
6.7 Homelessness	21
6.8 So-called 'honour-based' abuse (including Female	22

Genital Mutilation (FGM) and forced marriage	22
6.8.1 Actions	22
6.8.2 FGM	22
6.8.3 FGM mandatory reporting duty for teachers	22
6.8.4 Forced marriage	23
6.9 Peer on peer abuse/child on child abuse	23
6.10 Sexual violence and sexual harassment between children in schools and colleges	24
6.11 Serious violence	25
6.12 Preventing radicalisation	26
6.12.1 The Prevent Duty	26
6.12.2 Channel	26
6.13 Private fostering	27
6.14 Child missing in education	27
6.15 Children at potential greater risk of harm	28
6.16 Children requiring mental health support	29
6.17 Looked after children and previously looked after children	29
6.18 Online safety	30
6.19 Other relevant information	30
6.19.1 Work experience	30
6.19.2 Children staying with host families	30
6.19.3 Extended School and off-site arrangements	31
6.19.4 Photography and images	31
6.19.5 Racist incidents	31
6.19.6 Health and safety	31
6.19.7 Behaviour	31
6.20 Definitions	31
6.20.1 Harm	32
6.20.2 Abuse	32
6.20.3 Physical abuse	32
6.20.4 Sexual abuse	32
6.20.5 Emotional abuse	32
6.20.6 Neglect	33
6.21 Early help	33
6.22 Statutory assessments	33
6.23 Children in need	33
6.24 Children suffering or likely to suffer significant harm	

7.	Taking action to ensure that children are safe in the School	
	7.1 Staff will immediately report	33
	7.2 Responding to a disclosure	33
	7.2.1 Principles	34
	7.2.2 Staff	34
	7.3 Action by the Designated Safeguarding Lead	34
	7.4 Action following a child protection	35
	referral 7,5 Recording and monitoring	36
	7.6 Contextual safeguarding	36
	7.7 Supporting the child and partnership with parents/carers	37
	7.7.1 Looked after children and previously looked after children	37
	7.7.2 Children with SEND	38
	7.8 Allegations regarding persons working in or behalf of the	38
	Trust (including supply staff and volunteers) who may pose a risk	
	of harm to children.	
	7.8.1 Initial Action	39

1. INTRODUCTION

1.1 LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2021](#)

We comply with the guidance and the procedures set by the Local Safeguarding Partner arrangements (Appendix 1).

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children

1.2 COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (Appendix 6)

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

The department has issued non-statutory interim guidance on safeguarding in schools, colleges, and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. Tanfield School has in place an agreed Covid-19 Addendum to the Safeguarding Policy which will be reviewed and updated regularly in accordance with the latest Government guidance.

1.3 OBJECTIVES

This policy applies to all adults, including volunteers, working in or on behalf of Tanfield School.

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn in education settings.
- Identifying children and young people who are suffering or likely to suffer significant harm and taking appropriate action with the aim of making sure they are kept safe both at home and in the education setting.
- Safeguarding and promoting the welfare of children which is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. To fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, always, what is in the **best interests** of the child.

2. TANFIELD SCHOOL COMMITMENT

Tanfield School is committed to safeguarding and promoting the welfare of all its students. Each student's welfare is of paramount importance. We recognise that some children may be especially vulnerable to abuse e.g. those with Special Educational Needs, those living in adverse circumstances. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all our students.

There is to be a named Designated Safeguarding Lead and Deputy Designated Safeguarding Lead in Tanfield School and a named Safeguarding Governor. (Appendix 2).

3. LINKS WITH OTHER POLICIES

Safeguarding covers more than the contribution made to child protection in relation to individual children. It also encompasses issues such as student health and safety and bullying and a range of other issues, for example, arrangements for meeting the medical needs of children, providing first aid, school security, drugs, and substance misuse etc. There may also be other safeguarding issues that are specific to the local area of population.

Other related school policies and protocols that should be referred to include:

- Acceptable Use Policy
- Behaviour Policy
- Anti-Bullying Policy
- Attendance Policy
- Educational Visits Policy
- Exclusions Policy
- Health and Safety Policy
- Recruitment Procedure
- Supporting Students with Medical Conditions Policy

All policies are available on the school website and School

4. PROVIDING A SAFE AND SUPPORTIVE ENVIRONMENT

4.1 SAFER RECRUITMENT AND SELECTION

Tanfield School pays full regard to DfE guidance 'Keeping Children Safe in Education' 2021 (Including Updates January 2021 Post EU Brexit). We ensure that all appropriate measures are applied in relation to everyone who works in Tanfield School, who is likely to be perceived by the students as a safe and trustworthy adult, including volunteers and staff employed by contractors. Safer recruitment practice has been fully encompassed in the Schools Policy Procedures. Safer recruitment practice includes scrutinising applications, verifying identity and qualifications, obtaining professional and character references, checking previous employment history, and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking rigorous selection procedures and Disclosure and Barring Service (DBS) and other checks.

Recruitment practices in place are:

- An Enhanced DBS with Barred list check is obtained for all new appointments to the school workforce (all Governors are also required to undertake an Enhanced DBS check).

- Teacher Prohibition checks are undertaken for all teachers employed by Tanfield School.
- ID and right to work in the UK is verified prior to appointment.
- Two references are taken for all appointments.
- An Enhanced DBS is obtained for volunteers following a risk assessment considering the frequency, regularity, duration, and nature of contact with children and young people.
- Tanfield School ensures that any contracted staff are DBS checked where appropriate.
- Tanfield School maintains a Single Central Record detailing the range of checks carried out on their staff, volunteers, governors, regular visitors, and contractors.
- All new appointments to Tanfield School workforce are subject to identity, criminal conviction disclosure, health, and rights to work in the UK checks prior to interview.
- Tanfield School satisfies itself that the same level of stringent checks have been undertaken on any supply staff.

The CEO of Eden Learning Trust, Headteacher of Tanfield School, Deputy Headteacher, Chair of Governors, Vice Chair of Governors, have successfully undertaken the approved Safer Recruitment Training.

At least one member of every interview or appointment panel has successfully completed this training.

4.2 SAFE PRACTICE

All staff employed by the Tanfield School and Governors will undertake Safeguarding and Child Protection Training. Staff training is undertaken annually to ensure that staff are safe and aware of behaviours which should be avoided. In addition, the School's Staff Code of Conduct outlines acceptable and unacceptable behaviour towards children and young people. A summary of this is also provided in the Induction program for newly appointed staff. Staff and Governors will undertake training every 2 years.

Safe working practice ensures that students are safe and that all staff:

- Are responsible for their own action and behaviours and know how to avoid any conduct which could lead any reasonable person to question their motivation or intentions.
- Work in an open and transparent way.
- Discuss and/or take advice from Tanfield School Senior Leadership Team over any incident which may give rise to concern.
- Record any incidents or decisions made in relation to a child or young person.
- Apply the same professional standards regardless of gender or sexuality.
- Are aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

Staff should also be aware that any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (whether they have a statutory education, health, and care plan).
- is a young carer.
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- is frequently missing/goes missing from care or from home.
- is misusing drugs or alcohol themselves.
- is at risk of modern slavery, trafficking, or exploitation.
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse.
- has returned home to their family from care.
- is showing early signs of abuse and/or neglect.
- is at risk of being radicalised or exploited.
- is a privately fostered child.

4.3 SHARING SAFEGUARDING INFORMATION WITH STUDENTS

Tanfield School is committed to ensuring that students are aware of behaviour towards them that is not acceptable and how they can keep themselves safe. All students know that we have a senior member of staff with responsibility for child protection and know who this is. We inform students of whom they might talk to, both in and out of the school, their right to be listened to and heard and what steps can be taken to protect them from harm. Information is made available to students, including NSPCC and Childline. Tanfield School's arrangements for consulting with and listening to students are via Student Voice. We make students aware of these arrangements via our morning & afternoon meetings, social media, WEDUC, posters, lessons etc.

4.4 PARTNERSHIP WITH PARENTS/CARERS

Tanfield School shares a purpose with parents/carers to keep children safe from harm and to have their welfare promoted.

Tanfield School follows the appropriate Local Safeguarding Partner procedures when dealing with any matters of a child protection nature. As a school we will endeavour to discuss all concerns with parents/carers about their child/ren. However, there may be exceptional circumstances when Tanfield School will discuss concerns with Social Care and/or the Police without parental knowledge (in accordance with Safeguarding Partner Child Protection Procedures). Tanfield School will, of course, always aim to maintain a positive relationship with all parents/carers. Tanfield School Child Safeguarding Policy is available to all parents/carers upon request.

4.5 MULTI AGENCY WORKING

Tanfield School recognises the pivotal role it must play in multi-agency safeguarding arrangements and will contribute to multi agency work in line with the statutory guidance Working together to safeguard children.

Tanfield School will follow the local arrangements in place for safeguarding partners and child death review partner arrangements. Locally, the three safeguarding partners (the LA; a clinical commissioning group for an area within the LA; and the chief officer of police for a police area in the LA) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Tanfield School will also work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This will include providing a co-ordinated offer of early help when additional needs of children are identified; and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

4.6 TANFIELD SCHOOL TRAINING AND STAFF INDUCTION

Tanfield School's Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection undertake basic child protection and safeguarding training on a 2-yearly basis. The Headteacher and all other staff, including associate staff, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, which is updated annually.

All staff (including temporary staff and volunteers) are provided with a copy of this and other relevant policies during Induction.

4.7 SUPPORT, ADVICE AND GUIDANCE FOR STAFF

Staff will be supported by the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead with Responsibility for Child Protection, who will provide guidance and training where appropriate. They will be supported by the Headteacher and in some instances through Eden Learning Trust or Avec Partnership Educational Consultants.

Advice and support is always available from the Local Authority's Social Work Team and further advice is available from the Police.

4.8 INFORMATION SHARING

Tanfield School acknowledge that information sharing is vital in identifying and tackling all forms of abuse and neglect.

Tanfield School is aware of the duties the Data Protection Act 2018 and the GDPR place on the organisation and individuals to process personal information fairly and lawfully and to keep the information safe and secure.

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

- Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is a good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, if it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with the schools' obligations under the Data Protection Act 2018 and the GDPR. The exemption only applies to the extent that complying with the right of access would be likely to cause *serious harm* to the *physical or mental health* of any individual. This is known as the 'serious harm test' for education data. Where the Trust is in doubt, independent legal advice will be sought.

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

When a child leaves Tanfield School the Designated Safeguarding lead will ensure that the child protection file is transferred to the new school or college, ensuring secure transit and confirmation of receipt will be obtained.

4.9 OPPORTUNITIES TO TEACH SAFEGUARDING

Tanfield School provides a broad and balanced curriculum and will ensure that children are taught about safeguarding, including online safety.

This will also include covering relevant issues through Relationships Sex Education, Health Education and/or where delivered, through Personal, Social, and Health Education. The Government regulations which make the subjects of Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) are mandatory from September 2020.

4.10 PROCEDURES FOR SUPPORTING STUDENTS IN AN EMERGENCY (TRANSPORT FROM SCHOOL)

Only during exceptional circumstances will staff give students a lift home. Staff are first expected to have agreement from a named member of SLT first and must have business insurance on their vehicle to allow this to happen. Parents/carers must be informed via telephone. Two members of staff should accompany the child in the car. The child MUST travel in the rear seats of the car.

Should a taxi be used to transport a student home then the School will ensure the driver is DBS checked.

4.11 EXTRA-CURRICULAR ACTIVITIES

If students that are involved in extra-curricular activities that take place outside of the School but with a staff presence, a record of students involved will be retained in the School. Tanfield School will ask parents/carers to complete an EV4 form annually in respect of such activities.

4.12 STUDENT INFORMATION

To keep children safe and provide appropriate care for them Tanfield School will maintain accurate and up to date information regarding:

- Names (including any previous names), address and date of birth of child.
- Names and contact details of persons with whom the child normally lives.
- Names and contact details of all persons with parental responsibility (if different from above).
- Whether the child is Looked After.
- Emergency contact details (2, wherever possible).
- Details of any persons authorised to collect the child from the School.
- Any relevant court orders in place including those which affect any person's access to the child (e.g. Residence Order, Contact Order, Interim or Full Care Order, Injunctions etc).
- If the child is or has a Child Protection Plan (formerly known as being on the Child Protection Register).
- Name and contact details of any key persons from other agencies, including GP.
- Any other factors which may impact on the safety and welfare of the child.

5. ROLES AND RESPONSIBILITIES

5.1 GOVERNORS

The Governors will ensure:

- Tanfield School has a Child Safeguarding policy and procedures in place that are in accordance with the Local Safeguarding Partner guidance and locally agreed interagency procedures, and the policy is available to parents/carers upon request.
- Tanfield School operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children.
- All member of the School and Governors are subject a Section 128 check.
- Tanfield School has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the Local Authority and locally agreed inter-agency procedures.
- A senior member of the School's Leadership Team is designated to take lead responsibility for Child Protection (and a deputy).
- Staff undertake appropriate child protection training, including annual updates.
- They remedy, without delay, any deficiencies, or weaknesses regarding child protection arrangements.

Where services or activities are provided on Tanfield School premises by another body, the body concerned has appropriate policies and procedures in place regarding safeguarding children and child protection and liaises with the School on these matters where appropriate.

- The Safeguarding Policy is updated and reviewed annually.
- They review the School's policies and procedures annually and provide information to the LA if necessary about them and about how the above duties have been discharged.
- Appropriate online filtering and monitoring is in place and is kept up to date, whilst not preventing access to online learning opportunities.

5.2 LOCAL SCHOOL COUNCIL

The Governors will:

- Appoint a Link Governor for Safeguarding who will meet with the DSL at least once a term to monitor the effectiveness of this policy.

5.3 HEADTEACHER

The Headteacher will ensure that:

- The policies and procedures adopted by the School are fully implemented and followed by all staff.
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regarding to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with the School's Whistleblowing Policy.
- Where appropriate, cases are referred to the CEO of Eden Learning Trust or HR where a person is dismissed or left due to risk/harm to a child to ensure referrals are made to the appropriate bodies as required.

5.4 DESIGNATED SAFEGUARDING LEAD

5.41 Referrals

- Refer cases of suspected or alleged abuse to the relevant investigating agencies.
- Act as a source of support, advice, and expertise within the educational establishment.
- Refer cases to the Channel programme where there is a radicalisation concern as required.
- Support staff who make referrals to the Channel programme.
- Liaise with the Headteacher to inform him of any issues and ongoing investigations and ensure there is always cover for this role.
- Where appropriate, refer cases to the Headteacher where a person is dismissed or left due to risk/harm to a child to ensure referrals are made to the appropriate bodies as required.

5.4.2 WORK WITH OTHERS

- Act as a point of contact with the safeguarding partners.
- Liaise with the Headteacher to ensure they are informed of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the 'case manager' and the designated officer(s) of the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENCO on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.

5.4.3 TRAINING

The DSL, Deputy and Pastoral Staff will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every 2 years. The DSL, Deputy and Pastoral Staff will undertake Prevent awareness training. The training will provide the DSL, Deputy and Pastoral Staff with a good understanding of their role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- Understand the assessment process for providing early help and statutory intervention, including criteria for action and local authority children's social care arrangements.
- Have a working knowledge of how the child protection cases operate, the conduct of a child protection case conference and be able to attend and contribute to these.
- Ensure that all staff have access to and understand the School's Child Safeguarding Policy and Procedures, including new and part time staff.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the School, safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure records of concerns and referrals.
- Understand and support the School with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst online at the School.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalization and are confident they have the capability to support SEND children to stay safe online.

- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Encourage a culture of listening to children, and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

5.4.4 RAISING AWARENESS

The DSL/Deputy/Pastoral Team should:

- Ensure the School's safeguarding policy is known, understood and used appropriately.
- Ensure that the School's safeguarding policy is available publicly and parents/carers are made aware that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Link with the safeguarding partner arrangements to make sure staff are aware that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Help promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and senior leaders. The DSL/Deputy/Pastoral Team will support teaching staff to focus on additional academic support and adjustments that could be made to support these children.
- Where a child leaves an School (including for in-year transfers), ensure the Child Protection file is transferred to the new establishment as soon as possible. This should be transferred to the new school separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Where appropriate, the DSL/Deputy/Pastoral Team will also consider sharing information with the new establishment in advance of a student leaving.

5.5 STAFF AND VOLUNTEERS

All staff and volunteers will:

- Fully comply with the Schools's policies and procedures.
- Attend appropriate training.
- Inform the Designated Person of any concerns.
- Record any potential safeguarding incidents appropriately.

6. IDENTIFYING CHILDREN AND YOUNG PEOPLE WHO MAY BE SUFFERING SIGNIFICANT HARM

6.1 OVERVIEW OF SAFEGUARDING

Teachers and other adults in School are well placed to observe any physical, emotional, or behavioural signs which indicate that a child may be suffering significant harm. The relationships between staff, students, parents, and the public which foster respect, confidence and trust can lead to disclosures of abuse, and/or School staff being alerted to concerns.

Safeguarding children is defined as:

The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and Safeguarding and promoting the welfare of children is defined as:

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

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Pupils’ health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, considering the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc) and prejudice-based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour i.e. radicalisation.
- Child sexual exploitation/child criminal exploitation.
- Sexual violence and sexual harassment between children.
- Sexting.
- Substance misuse.
- Issues which may be specific to a local area or population, for example gang activity and youth violence.
- Issues affecting children including domestic violence, female genital mutilations, honour-based violence and forced marriage.

6.2 ABUSE AND NEGLECT

Knowing what to look for is vital to the early identification of abuse and neglect. All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need of help or protection. If staff are unsure, they should always speak to a member of the Pastoral Team, the Designated Safeguarding Lead (or deputy).

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

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside of school and/or can occur between children outside of these environments. All staff, but especially the Pastoral Team, DSL and deputies should consider whether children are at risk of abuse or exploitation in situations outside their families.

6.2.1 INDICATORS OF ABUSE AND NEGLECT

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them, or more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning, or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent/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 in 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 development 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 cyber bullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (Section 6.9).

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 the child is born, neglect may involve a parent/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 adequate 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.

6.3 CHILD CRIMINAL EXPLOITATION (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur using technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or threaten other young people.

Some of the following can be indicators of CCE:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home; and
- Children who regularly miss school or education or do not take part in education.

6.4 CHILD SEXUAL EXPLOITATION (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim wants or needs, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the immediate knowledge of the child or young person (e.g. through others copying videos or images they have created on social media).

The indicators for CCE can also be indicators for CSE, as can:

- Children who have older boyfriends or girlfriends; and
- Children who suffer from sexually transmitted infections or become pregnant.

6.5 COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas (within the UK), using dedicated mobile phone lines or other form of 'deal line'.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in several locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school) when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered, if a child is suspected to be at risk or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

6.6 DOMESTIC ABUSE

The cross-government definition of domestic violence and abuse is any incident or pattern of incidents of controlling coercive, threatening behaviour, violence or abuse between those aged 16 or over, who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but it is not limited to psychological; physical; sexual; financial; and emotional.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

6.7 HOMELESSNESS

Being homeless or being at risk of becoming homeless presents a real risk to child's welfare. The DSL Pastoral Team and any Deputies should be aware of contact details and referrals routes into the Local Housing Authority (LHA) so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent areas, domestic abuse, and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the LHA should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm,

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents/carers, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the DSL (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17- year olds who may be homeless and/or require accommodation.

<https://www.gov.uk/government/publications/provision-of-accommodation-for-16-and-17-year-olds-who-may-be-homeless-and-or-require-accommodation>

6.8 SO-CALLED 'HONOUR-BASED' ABUSE (HBA) INCLUDING FEMALE GENITAL MUTILATION (FGM) AND FORCED MARRIAGE.

So-called 'honour-based' abuse (HBA) 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 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 HBA 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 HBA, already having suffered HBA.

6.8.1 ACTIONS

Staff concerned about a child that might be at risk of HBA or who has suffered from HBA, should speak to the DSL or (deputy). As appropriate, the DSL will activate local safeguarding procedures, using existing national and local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM

has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach.

6.8.2 FGM

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.

6.8.3 FGM MANDATORY REPORTING DUTY FOR TEACHERS

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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 may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by 'to discover that an act of FGM appears to have been carried out' is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: <https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers/School Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's DSL (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher/staff member does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. <https://www.gov.uk/government/publications/fact-sheet-on-mandatory-reporting-of-female-genital-mutilation> is a useful summary of the FGM mandatory reporting duty.

6.8.4 FORCED MARRIAGE

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage

This is where a marriage is forced upon a female (sometimes male) where they have not consented but are coerced into it. Coercion might include physical, emotional, financial, psychological, and sexual pressure. It may also include physical and sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether to accept the arrangement remains with the prospective spouses. Children may be married at a very young age and well below the age of consent in England. School staff receive training to be aware of students who raise suspicions or who show concern to being taken abroad and not being allowed to return to England.

Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

6.9 PEER ON PEER ABUSE/CHILD ON CHILD ABUSE

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to):

- bullying (including cyberbullying).
- sexual violence such as rape, assault by penetration and sexual assault.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- sexual harassment such as sexual comments, remarks, jokes, online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- upskirting is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. (The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act 2019).
- sexting.
- initiation/hazing type violence and rituals.

Such behaviour will be dealt with in line the School's Behaviour Policies and the School's suite of policies which support safeguarding.

6.10 SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Staff are aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk. Staff are also aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts, and genitalia, flicking bras, and lifting skirts. Dismissing or tolerating such behaviours risks normalising them.

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made. Any decisions made will be on a case-by case basis with the designated safeguarding lead (or a deputy) taking a leading role, using their professional judgement, supported by other agencies such as children's social care and the police as required. Sexting is specifically addressed in Appendix 3 below.

See Paragraph 43 and Annex A in the [Sexual violence and sexual harassment between children in schools and colleges](#) for further advice information and resource.

6.11 SERIOUS VIOLENCE

Staff are aware of indicators, which may signal that 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 or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Staff are aware of the associated risks and understand the measures in place to manage these.

6.12 PREVENTING RADICALISATION

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this should be part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

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

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extreme ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as in the home).

School staff are trained in identifying the risks associated with extremism and opportunities are provided within the School's curriculum to allow students to discuss issues of ethnicity, culture and religion in line with [Promoting fundamental British values as part of SMSC in schools](#)

It is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risk, staff should be alert to challenges in children's behaviour, which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or Deputy) making a Prevent referral.

The School DSL (and Deputies) are aware of local procedures for making a Prevent referral.

6.12.1 THE PREVENT DUTY

As part of the Counter Terrorism and Security Act 2015, section 26, academies have a duty in the exercise of their functions, to have 'due regard to the need to 'prevent people being drawn into terrorism'. This is known as the 'Prevent Duty'.

The Prevent Duty is seen as part of the Trust and Academies wider safeguarding obligations. DSL's and senior leaders are familiar with the particularly paragraphs 57-76, which are specially related to schools. Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

Tanfield school use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Tanfield School is committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the School's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just, and civil society.

<https://www.gov.uk/government/publications/prevent-duty-guidance/revised-prevent-duty-guidance-for-england-and-wales>,

6.12.2 CHANNEL

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider appropriate support required. A representative from the School will attend the Chanel panel if requested. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

6.13 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.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents, or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although academies have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the School. However, it should be clear to the School who has parental responsibility.

School staff should notify the designated safeguarding lead or deputy when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The School itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the School, we will take steps to verify the relationship of the adults to the child who is being registered.

6.14 CHILD MISSING IN EDUCATION

All staff should be aware that children going missing, repeatedly, can act as a warning sign of a range of safeguarding possibilities. This may include abuse and neglect, sexual abuse or exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risks and prevent further risk. Staff must be aware of both unauthorised absence procedures and the children missing in education procedures that operate within Tanfield School.

6.15 CHILDREN AT POTENTIALLY GREATER RISK OF HARM

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

Local authorities should share the fact that a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare, and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for

example, responding to unauthorised absence or missing education where there are known safeguarding risks and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review,

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children in Need of help and protection- Interim findings.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children_in_Need_of_help_and_protection-Interim_findings.pdf)

contains further information, the conclusion of the review, Help, protection, education sets out action Government is taking to support this.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614 CHILDREN IN NEED PUBLICATION FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf)

6.16 CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

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

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. 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 childhood experiences, this can have a lasting impact through childhood, adolescence and into adulthood. It is key that staff are aware of how 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 safeguarding concern, immediate action should be taken, in accordance with this policy and speaking to a member of the pastoral team, the designated safeguarding lead or deputy.

The department has published advice and guidance on Preventing and tackling bullying and Mental health and behaviour in schools. In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>. Resources include social media, forming positive, smoking and alcohol.

6.17 LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The most common reason for children becoming looked after is because of abuse and/or neglect. Tanfield School will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

Appropriate staff will have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. They will also have information about the childcare arrangements and the levels of authority delegated to the carer by the responsible authority. The DSL for Looked After Children will have details of the child's social worker and the name of the virtual head in the authority that looks after the child.

A previously looked after child potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, the School recognises the importance of all agencies working together and taking prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

6.18 ONLINE SAFETY

The use of technology has become a significant component of many safeguarding issues. CSE, 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.

Tanfield School will do all it reasonably can to limit children's exposure to the above risks from the School's IT systems.

The School has appropriate filters and monitoring systems in place in school.

The filters and monitoring systems are age appropriate and are informed in part by the risk assessment required by the Prevent Duty.

Tanfield School acknowledges that whilst filtering and monitoring is an important part of the online safety picture, it is only one part. Tanfield School has a 'whole school approach' and has in place a clear policy on the use of mobile technology in school. The filters and monitoring systems implemented will not 'over block' to ensure that this does not lead to unreasonable restrictions as to what children can be taught about online teaching and safeguarding. The use of Smooth wall software in Tanfield School ensures that the DSL receives swift alerts when any misuse occurs.

Where children are asked to learn online at home Tanfield School will follow department advice.

6.19 OTHER RELEVANT INFORMATION

6.19.1 WORK EXPERIENCE

The School has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education (2020)*.

6.19.2 CHILDREN STAYING WITH HOST FAMILIES

The School may plan for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the School follows the guidance in *Keeping Children Safe in Education (2020)*, to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during School terms and we will work with the local authority to check that such arrangements are safe and suitable.

The School maintains a single central record of recruitment checks undertaken.

6.19.3 EXTENDED SCHOOL AND OFF-SITE ARRANGEMENTS

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. 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.

When our pupils attend off-site activities, including day and residential visits and work-related activities, the School will check that effective child protection arrangements are in place.

6.19.4 PHOTOGRAPHY AND IMAGES

The majority of people who take or view photographs or videos of children do so for entirely innocent and legitimate reasons. Sadly, some people abuse children through taking or distributing images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek parental consent for photographs to be taken or published (for example, on our website, social media, newspapers or publications)
- use only the pupil's first name and initial of their surname with an image
- ensure pupils are appropriately dressed
- encourage pupils to tell us if they are worried about any photographs that are taken of them
- all visitors will be given a trust safeguarding information on arrival which makes clear they must not take any photographs of students whilst on site or discuss the nature of their visit on social media without prior consent given from the School.

6.19.5 RACIST INCIDENTS

Racist incidents must always be reported via CPOMS, are dealt with in accordance with our behaviour policies. Depending on the circumstances of the case, they may also be managed under the safeguarding policy as with other forms of harassment and abuse.

6.19.6 HEALTH & SAFETY

Our Health & Safety policy, set out in a separate document, reflects the consideration the School gives to the protection of our children both within the School environment and when away from the School when undertaking trips and visits.

6.19.7 BEHAVIOUR

Expectations of pupils are clearly set out in the behavior policy. Careful monitoring is essential in order to identify any difficulties a pupil may be experiencing which may in turn, indicate safeguarding concerns.

6.20 DEFINITIONS

As in the Children's Acts 1989 and 2004, a child is defined as anyone who has not yet reached his/her 18th birthday.

6.20.1 Harm means ill treatment or impairment of health and development, including, for example, impairment suffered from seeing or hearing the ill-treatment of another; **development** means physical, intellectual, emotional, social or behavioural development; **health** includes physical and mental health; **ill-treatment** includes sexual abuse and other forms of ill-treatment which are not physical.

6.20.2 Abuse is 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 (e.g. via the internet). They may be abused by an adult or adults or another child or children.

6.20.3 Physical abuse 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.

6.20.4 Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape, buggery or oral sex) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at or in the production of, pornographic material or watching sexual activities or encouraging children to behave in sexually inappropriate ways.

6.20.5 Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve

conveying to children that they are worthless or unloved, inadequate,

or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, 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, though it may occur alone.

6.20.6 Neglect is 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 because 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).
- ensure access to appropriate medical care or treatment.

It may also include neglect of or unresponsiveness to a child's basic emotional needs. Whilst the above are the legal definitions, staff must also be aware of other forms of harm including forced marriage, radicalisation, honour-based violence, and female genital mutilation.

6.21 EARLY HELP

means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

6.22 STATUTORY ASSESSMENTS

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

6.23 CHILDREN IN NEED

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

6.24 CHILDREN SUFFERING OR LIKELY TO SUFFER SIGNIFICANT HARM

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour-based violence, and extra-familial threats like radicalisation and sexual exploitation.

7. TAKING ACTION TO ENSURE THAT CHILDREN ARE SAFE AT THEIR SCHOOL AND AT HOME

It is not the responsibility of Tanfield School staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of students will be recorded and discussed with the Designated Safeguarding Lead with responsibility for child protection (or another senior member of staff in the absence of the designated person) prior to any discussion with parents/carers.

7.1 STAFF WILL IMMEDIATELY REPORT

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm (e.g. worrying drawings, writing or acts).
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse from any person.
- Any concerns regarding person(s) who may pose a risk to children (e.g. living in a household with children present).
- Staff should be aware that children with SEND may face additional safeguarding challenges and should ensure that any potential barriers to them reporting concerns are removed.
- If a teacher or member of staff, during their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the teacher must report this to the designated safeguarding lead, who will inform the Police;
- Any children who they believe may benefit from early help, this includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

7.2 RESPONDING TO DISCLOSURE

Disclosures or information may be received from students, parents/carers, or other members of the public. The School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly, staff will handle disclosures with sensitivity. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a contemporaneous record.

7.2.1 PRINCIPLES

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next.

7.2.2 STAFF

Staff will:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
- Try to ensure that the person disclosing does not have to speak to another member of the School's staff.
- Try to keep questions to a minimum and of an 'open' nature e.g. 'can you tell me what happened?' rather than 'did X hit you?'
- Try not to show signs of shock, horror, or surprise.
- Not express feelings or judgements regarding any person alleged to have harmed the child.
- Explain sensitively to the child that they have a responsibility to refer the information to the Designated Safeguarding Lead.
- Reassure and support the child as far as possible.
- Explain that only those who 'need to know' will be told.
- Explain what will happen next and that the child will be involved as appropriate.

7.3 ACTION BY THE DESIGNATED SAFEGUARDING LEAD (OR OTHER SENIOR PERSON IN THEIR ABSENCE)

Following any information raising concern, the Designated Safeguarding Lead will consider:

- Any urgent medical needs of the child.
- Making an enquiry to the Child Protection Register.
- Discussing the matter with other agencies involved with the family.
- Liaising with the three safeguarding partners and working with other agencies in line with [Working together to safeguard children WHEN TO CALL THE POLICE](#) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- The child's wishes.
- Any suspicion of female genital mutilation of a girl under 18 years of age will be reported to the Police and Children's Social Care.

Then decide:

- Wherever possible, to talk to parents/carers, unless to do so may place a child at risk of significant harm, impede any Police investigation and/or place the member of staff or others at risk.
- Whether to make a child protection referral to Children's Social Care or the Police because a child is suffering or is likely to suffer significant harm and if this needs to be undertaken immediately.

OR

- Not to make a referral at this stage.
- If further monitoring is necessary.
- If early help is appropriate the designated safeguarding lead should support the through liaising with other agencies and setting up an inter-agency assessment as appropriate and then ensure the case is kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
- If it would be appropriate to make a referral for other services.

Referrals should ideally be made by a designated safeguarding lead, however in their absence, anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

All information and actions taken, including the reasons for any decisions made, will be fully documented. All referrals to Social Care will be accompanied by a standard Referral Form.

7.4 ACTION FOLLOWING A CHILD PROTECTION REFERRAL

The Designated Safeguarding Lead or other appropriate member of staff will:

- Make regular contact with Children's Social Services.
- Contribute to the Strategy Discussion and Initial Assessment.
- Provide a report for, attend, and contribute to any subsequent Child Protection Conference.
- If the child or children have a Child Protection Plan, contribute to the Child Protection Plan, and attend Core Group Meetings and Review Child Protection Conferences.
- Share all reports with parents prior to the meetings.
- Where in disagreement with a decision made e.g. not to apply Child Protection Procedures or not to convene a Child Protection Conference, discuss this with the LADO.
- Where a child is having a Child Protection Plan moves from an School or goes missing, immediately inform the key worker in Social Services.

7.5 RECORDING AND MONITORING

Tanfield School will record:

- Information about the child: name, address, D.O.B, those with parental responsibility, primary carers, emergency contacts, names of persons authorised to collect from the School, any court orders, if a child has been subject to a Child Protection Plan.
- Key contacts in other agencies including GP details
- Any disclosures/accounts from a child or others, including parents/carers (and keep original notes)
- All concerns, discussions, decisions, actions taken (dated, timed, and signed) and arrangements for monitoring/reviewing.
- All records should be objective and include:
 - Statements, facts, and observable things (what was seen/heard)
 - Diagram indicating position, size, colour of any injuries
 - Words child uses (not translated into 'proper' words)
 - Non-verbal behaviours

All child protection documents will be retained in a 'Child Protection' file, separate from the child's main file. This will be locked away and only accessible to the Headteacher and Designated Safeguarding Lead. These records will be copied and transferred to any school or setting the child moves to, clearly marked 'Child Protection, Confidential, for the attention of the Designated Safeguarding'.

If the child goes missing from education or is removed from roll to be educated at home than any Child Protection file should be copied, and the copy sent to the appropriate officer at the Local Authority. The School will retain all original copies of child protection files until the child's 25th birthday.

Tanfield School will monitor:

- Injuries/marks
- Attendance
- Changes e.g. mood/academic functioning
- Relationships
- Language
- Behaviour
- Demeanour and appearance
- Statements and comments
- Medicals
- Stories, 'news', drawings
- Response to PE/sport
- Family circumstances
- Parental behaviours/care of child

7.6 CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside the school from within peer groups, or more widely from within the wider community and/or online. These threats can take a variety of different forms and children can be vulnerable to multiple threats, including exploitation by criminal gangs and organised crime groups such as county lines; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors, so **it is important that schools 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.

7.7 SUPPORTING THE CHILD AND PARTNERSHIP WITH PARENTS/CARERS

Tanfield School recognises that the child's welfare is paramount, however, good child protection practice and outcomes rely on a positive, open, and honest working partnership with parents/carers.

Whilst we may, on occasion, need to make referrals without consultation with parents/carers, we will make every effort to maintain a positive working relationship with them whilst fulfilling our duties to protect any child.

We will provide secure, caring, supportive and protective relationships for the child

Children will be given a proper explanation (appropriate to age and understanding) of what action is being taken on their behalf and why.

We will endeavour always to preserve the privacy, dignity and right to confidentiality of the child and parents/carers. The Designated Safeguarding Lead will determine which members of staff 'need to know' personal information and what they 'need to know' for supporting and protecting the child.

7.7.1 LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

Training and induction undertaken by staff ensures that they have the skills, knowledge and understanding to keep looked after children safe.

Appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Information is also held about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead for looked after children has details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

Staff within the Tanfield School are committed to working together with all agencies and ensuring prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

7.7.2 CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES

Staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. They are also made aware training and induction to:

- Guard against assumptions that possible indicators of abuse such as behaviour, mood and injury relate to the child's disability
- Recognise that this group of students may be more prone to peer group isolation than other children and refer this to the relevant member of the pastoral
- Recognise the potential for children with SEND being disproportionately impacted by behaviours such as bullying without showing any signs
- Recognise that students with SEND may face difficulties in communicating concerns.
- To address the additional challenges, academies within the Trust might assign a key worker or seek to provide other additional pastoral support for children with SEND.

7.8 ALLEGATIONS REGARDING PERSON(S) WORKING IN OR ON BEHALF OF THE SCHOOL (INCLUDING SUPPLY STAFF AND VOLUNTEERS) WHO MAY POSE A RISK OF HARM TO CHILDREN

Where an allegation is made against any person working in or on behalf of Tanfield School (including supply staff and volunteers), that he or she has:

- behaved in a way that has harmed a child and/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 indicated s/he is unsuitable to work with children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Tanfield School will follow the Local Safeguarding Partners' Procedure for Dealing with Allegations against a Person who works with Children and act in accordance with Part 4 of Keeping Children Safe in Education 2020 (Appendix 4).

Detailed records will be made to include decisions, action taken and the reasons for these. All records will be retained securely as mentioned above.

Whilst we acknowledge that such allegations (as all others) may be false, malicious, or misplaced, we also acknowledge that they may be founded. It is, therefore, essential that all allegations are investigated properly and in line with agreed procedures.

7.8.1 INITIAL ACTION

- The person who has received the allegation or witnesses an event will immediately inform the Headteacher (or CEO OF Eden Learning Trust if the allegation is against the Headteacher) and make a record
- The Headteacher will take steps, where necessary, to secure the immediate safety of children and any urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the **immediate** safety of children
- The Headteacher may need to clarify any information regarding the allegation, however, no person will be interviewed at this stage.
- The Headteacher will consult with the Local Authority Designated Officer (LADO) to determine if it is appropriate for the allegation to be dealt with by the School or if there needs to be a referral to Social services and/or Police for investigation
- Consideration will be given throughout to the support and information needs of students, parents, and staff
- The Headteacher will inform the CEO and HR of any allegation.

Where a staff member feels unable to raise an issue with the Headteacher, designated safeguarding lead or other senior colleague, or feels that their genuine concerns are not being addressed, they should refer to the School's Whistle blowing/Confidential Reporting Code.

APPENDIX 1

LOCAL SAFEGUARDING PARTNER ARRANGEMENTS

Safeguarding Partner	Website	Local Area Designated Officer (LADO)	Contact details
Durham Local Authority	www.durham-scp.org.uk/professionals	Sharon Lewis	Telephone No: 03000 268835 Email: CYPSLADOSecure@durham.gov.uk

APPENDIX 2

SAFEGUARDING LEADS AND SAFEGUARDING GOVERNOR

Member of Staff	Role
Mr P Ensell	Safeguarding Governor
Mr K Brennan	CEO Eden Learning Trust – Allegations Management
Mr S Clough	Headteacher – Allegations Management.
Mr C Jones	Deputy Headteacher – Designated Safeguarding Lead
Mrs S Johnson	Assistant Headteacher – SENDCO, Deputy Safeguarding Lead, Designated Teacher for Children Looked After
Mrs L Bell	Welfare & Attendance Manager
Mr M Smith	Year Manager, Year 7
Mr G Davison	Year Manager, Year 8
Mrs N McConnell	Year Manager, Year 9
Mr G Parker	Year Manager, Year 10
Mrs M Farrell	Year Manager, Year 11

APPENDIX 3

SEXTING AND SEARCHING DEFINITION OF 'SEXTING'

There are a number of definitions of sexting but for the purposes here, sexting is simply defined as images or videos generated: by children under the age of 18, or of children under the age of 18, that are of a sexual nature or are indecent.

These images are shared between young people and/or adults via a mobile phone, handheld device, or website with people they may not even know. There are many different types of sexting and it is likely that no two cases will be the same. It is necessary to carefully consider each case on its own merit. It is important to apply a consistent approach when dealing with an incident to help protect yourself, the school, and the child. The range of contributory factors in each case also needs to be considered in order to determine an appropriate and proportionate response. All staff should be familiar with this policy.

DEALING WITH INCIDENTS OF SEXTING

STEP 1: Disclosure by a child.

Sexting disclosures should follow normal safeguarding practices. A child is likely to be very distressed, especially if the image has been circulated widely and if they do not know who has shared it, seen it or where it has ended up. They will need support during the disclosure and after the event. They may even need immediate protection or a referral to Social Care.

The following questions will help decide upon the best course of action:

- Is the child disclosing about themselves receiving an image, sending an image, or sharing an image?
- What sort of image is it?
- Is it potentially illegal or is it inappropriate?
- Are the Safeguarding Policy and practices being followed?
- How widely has the image been shared and is the device in their possession?
- Is it a school device or a personal device?
- Does the child need immediate support and/or protection?
- Are there other children and/or young people involved?
- Do they know where the image has ended up?

The situation will need to be handled very sensitively to ensure the school Safeguarding and On-line Safety policies and practices are adhered to.

STEP 2: Searching a device

In an School-based context, it is highly likely that the image will have been created

and potentially shared through mobile devices. It may be that the image is not on one single device: it may be on a website or on a multitude of devices; it may be on either a school-owned or personal device. It is important to establish the location of the image but be aware that this may be distressing for the young person involved, so be conscious of the support they may need.

The revised Education Act 2011 brought to bear significant new powers and freedoms for teachers and schools. Essentially, the Act gives schools and/or teachers the power to seize and search an electronic device if they think there is good reason for doing so. A device can be examined, confiscated, and securely stored if there is reason to believe it contains indecent images or extreme pornography.

However, the decision to view imagery should be based on the professional judgement of the designated safeguarding lead and should always comply with the child protection policy and procedures of the school.

Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil.

If a decision is made to view imagery the designated safeguarding lead would need to be satisfied that viewing:

- is the only way to decide about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved?)
- is necessary to report the image to a website, app, or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

In line with Searching, Screening and Confiscation advice:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>, if it is necessary to view the imagery then the DSL should:

- Never copy, print, or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent

- actions
- Ensure this is signed and dated

If any illegal images of a child are found, you should consider whether to inform the police. Any conduct involving, or possibly involving, the knowledge or participation of adults should always be referred to the police. In such cases the device will be retained and handed to police.

Do not search the device if this will cause additional stress to the child/person whose image has been distributed.

Never:

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the child UNLESS there is clear evidence to suggest that there is an immediate problem
- Print out any material for evidence
- Move any material from one storage device to another
- View the image unless there is a clear reason to do so (see above)
- Send, share, copy or save the image anywhere
- Allow children to do any of the above

Always:

- Inform the Designated Safeguarding Lead
- Record the incident
- Act in accordance with the Safeguarding Policy and procedures
- Inform relevant colleagues/senior management team about the alleged incident before searching a device
 - Confiscate and secure the device if there is an indecent image of a child on a website or a social networking site, then you should report the image to the site hosting it.

DEALING WITH INCIDENTS OF SHARING OF INDECENT OR NUDE IMAGES

Never view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – this is illegal.

- If you have already viewed the imagery by accident (e.g. if a young person has shown it to you before you could ask them not to), report this to the DSL (or equivalent) and seek support.
- **Never** view, copy, print, share, store or save the imagery yourself, or ask a child to share or download – **this is illegal.**
- Do not delete the imagery or ask the young person to delete it.
- Do not ask the child/children or young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL (or equivalent).

- Do not share information about the incident with other members of staff, the young person(s) it involves, or their, or other, parents and/or carers.
- Do not say or do anything to blame or shame any young people involved.
- Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL (or equivalent)

Information for DSLs

- This only applies to YP under the age of 18 creating/sharing/receiving nudes of a YP. It does not apply to children sharing adult pornography.
- On any occasion when an adult is in possession of or is sharing an illegal image of a YP – this will always be an urgent police matter.
- The advice replaces ‘Sexting in schools and colleges: responding to incidents and safeguarding young people’ published in 2016 by UKCIS in collaboration with the NPCC and Charlotte Aynsley.

Defining the Incident (Section 1.6)

in order to decide the most appropriate action the school will have to decide if the image is:-

- Experimental (With no intent to harm) *or*
- Aggravated (With some additional abusive elements)

The DSL will need to refer to the full guidance for detailed explanations

Initial Response (Section 2.1)

- The DSL will need to hold an initial review meeting – section 2.3 of the advice gives full details about what should be discussed, investigated and decided.

An immediate referral to MASH or Police should take place if :-

- There is adult involvement
- There is reason to believe there was not consent
- Images unusual for the age of the YP or are violent
- Images involve sexual acts and any pupil us under 13
- You believe there is a risk of harm to the YP

If none of the above apply a school may decide to respond to the incident without contacting the police or social services. See section 2.4 assessing risks.

- All incidents should be recorded along with clear information about the reasons why a decision was taken (for instance to or not to notify the police)

Supporting the Young Person (section 2.5)

It is vitally important to support the YP involved – and find out enough about the incident to take appropriate actions

Contacting and supporting parents (section 2.6 and 2.7)

Parents should be informed at an early stage unless it will put a YP at risk of harm

Searching devices, viewing and deleting images (section 2.10)

Wherever possible images should not be viewed.

If a decision is made that the image needs to be viewed, for instance if there is conflicting information the procedures in section 2.10 must be followed very carefully.

Education (Section 3)

Learning about nudes should be part of the schools RSE curriculum – section 3 provides more details.

NOTICE – THIS IS A SUMMARY AND SHOULD NOT BE USED WITHOUT REFERING TO THE MAIN DOCUMENT:

Link :- <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

APPENDIX 4 PART FOUR: ALLEGATIONS OF ABUSE MADE AGAINST TEACHERS AND OTHER STAFF

Duties as an employer and an employee

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It should be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) in a school or college that provides education for children under 18 years of age 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; or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

This part of the guidance relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

Employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. Where the school or college are not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties (this includes supply teachers and volunteers). It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and, at the same time supports the person who is the subject of the allegation.

SUPPLY TEACHERS

In some circumstances schools and colleges will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business.

Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. In no circumstance should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome. Governing Bodies and proprietors should discuss with the agency whether it is appropriate to

suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. The school or college will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process. Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the Governing Body or proprietor when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school during the investigation.

When using an agency, schools and colleges should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

INITIAL CONSIDERATIONS

The procedures for dealing with allegations need to be applied with common sense and judgement. Many cases may well either not meet the criteria set out above or may do so without warranting consideration of either a police investigation or enquiries by local authority children's social care services. In these cases, local arrangements should be followed to resolve cases without delay.

Some rare allegations will be so serious they require immediate intervention by children's social care services and/or police. The designated officer(s) should be informed of all allegations that come to a school's attention and appear to meet the criteria so they can consult police and children's social care services as appropriate.

The following definitions should be 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.
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

The headteacher or (where the headteacher is the subject of an allegation) the chair of governors, should discuss the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask for relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the DSL will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer(s) in order to help determine whether police involvement is necessary.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded by both the case manager and the designated officer(s), and agreement reached on what information should be put in writing to the individual concerned and by whom. The case manager should then consider with the designated officer(s) what action should follow both in respect of the individual and those who made the initial allegation.

The case manager should inform the accused person about the allegation as soon as possible after consulting the designated officer(s). It is extremely important that the case manager provides them with as much information as possible at that time.

However, where a strategy discussion is needed, or police or children's social care services need to be involved, the case manager should not do that until those agencies have been consulted and have agreed what information can be disclosed to the accused. Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children at the school or college or whether alternative arrangements can be put in place until the allegation or concern is resolved. All options to avoid suspension should be considered prior to taking that step (see paragraphs 230-236 for information about suspension).

If there is cause, to suspect a child is suffering or is likely to suffer significant harm, a strategy discussion should be convened in accordance with the statutory guidance Working Together to Safeguard Children. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school and college staff are entitled to use reasonable force to control or restrain children in certain circumstances, including dealing with disruptive behaviour.

Where it is clear that an investigation by the police or children's social care services is unnecessary, or the strategy discussion or initial evaluation decides that is the case, the designated officer(s) should discuss the next steps with the case manager. In those circumstances, the options open to the school depend on the nature and circumstances of the allegation and the evidence and information available. This will range from taking no further action to dismissal or a decision not to use the person's services in future. Suspension should not be the default position: an individual should be suspended only if there is no reasonable alternative.

In some cases, further enquiries will be needed to enable a decision about how to proceed. If so, the designated officer(s) should discuss with the case manager how and by whom the investigation will be undertaken. In straightforward cases, the investigation should normally be undertaken by a senior member of the school's or college's staff.

However, in other circumstances, such as lack of appropriate resource within the school or college, or the nature or complexity of the allegation, the allegation will require an independent investigator. Many local authorities already provide for an independent investigation of allegations, often as part of the personnel services that maintained schools and colleges can buy in from the authority. It is important that local authorities ensure that schools and colleges have access to an affordable facility for independent investigation where that is appropriate.

SUPPORTING THOSE INVOLVED

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations process. Support for the individual is vital to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and explained the likely course of action unless there is an objection by the children's social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They should also be given access to welfare counselling or medical advice where this is provided by the employer.

The case manager should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. That may include support via Eden Learning Trust's occupational health and/or employee welfare arrangements. Care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work-related issues. Social contact with colleagues and friends should not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or children's social care services need to be involved, the case manager should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents or carers. Parents or carers should also be kept informed about the progress of the case and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information considered in reaching a decision, cannot normally be disclosed but the parents or carers of the child should be told the outcome in confidence.

Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing as set out in section 141F of the Education Act 2002 (see paragraphs 213- 214). If parents or carers wish to apply to the court to have reporting restrictions removed, they should be told to seek legal advice.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, children's social care services, or the police as appropriate, should consider what support the child or children involved may need.

CONFIDENTIALITY

It is extremely important that when an allegation is made, the school or college make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation). The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State or the General Teaching Council for Wales publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions are disapplied if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so. The provisions commenced on 1 October 2012.

The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public." This means that a parent/carer who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).

In accordance with the Authorised Professional Practice published by the College of Policing in May 2017, the police will not normally provide any information to the press or media that might identify an individual who is under investigation, unless and until the person is charged with a criminal offence. (In exceptional cases where the police would like to depart from that rule, for example an appeal to trace a suspect, they must apply to a magistrates' court to request that reporting restrictions be lifted.)

The case manager should take advice from the designated officer(s), police, and children's social care services to agree the following:

- who needs to know and, importantly, exactly what information?
- who needs to know and, importantly, exactly what information can be shared?
- how to manage speculation, leaks, and gossip.
- what, if any, information can be reasonably given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

MANAGING THE SITUATION AND EXIT ARRANGEMENTS

RESIGNATIONS AND SETTLEMENT ARRANGEMENTS

If the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this guidance. **A referral to the DBS *must* be made if the criteria are met.** Schools and sixth form colleges must also consider whether a referral to the Secretary of State is appropriate. If the accused person resigns or their services cease to be used and the criteria are met, it will not be appropriate to reach a settlement/compromise agreement. Any settlement/compromise agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the school or college would not be complying with its legal duty to make the referral.

It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated based on all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

RECORD KEEPING

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on the confidential personnel file of the accused, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS checks reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time.

Schools and colleges have an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry (further information can be found on the IICSA website). All other records should be retained at least until the accused has reached

normal pension age or for a period of 10 years from the date of the allegation if that is longer.

The Information Commissioner has published guidance on employment records in its Employment Practices Code and supplementary guidance, which provides some practical advice on record retention.

REFERENCES

Cases in which an allegation was proven to be false, unsubstantiated, or malicious should not be included in employer references. A history of repeated concerns or allegations which have all been found to be false, unsubstantiated, or malicious should also not be included in any reference.

TIMESCALES

It is in everyone's interest to resolve cases as quickly as possible and is consistent with a fair and thorough investigation. All allegations should be investigated as a priority to avoid any delay. Target timescales are shown below: the time taken to investigate and resolve individual cases depends on a variety of factors including the nature, seriousness and complexity of the allegation, but these targets should be achieved in all but truly exceptional cases. It is expected that 80 per cent of cases should be resolved within one month, 90 per cent within three months, and all but the most exceptional cases should be completed within 12 months.

For those cases where it is clear immediately that the allegation is unsubstantiated or malicious, they should be resolved within one week. Where the initial consideration decides that the allegation does not involve a possible criminal offence it will be for the employer to deal with it, although if there are concerns about child protection, the employer should discuss them with the designated officer(s). In such cases, if the nature of the allegation does not require formal disciplinary action, the employer should instigate appropriate action within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

OVERSIGHT AND MONITORING

The designated officer(s) has overall responsibility for oversight of the procedures for dealing with allegations, for resolving any inter-agency issues, and for liaison with the three safeguarding partners. The designated officer(s) will provide advice and guidance to the case manager, in addition to liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process. Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Police forces should also identify officers who will be responsible for:

- liaising with the designated officer(s).
- taking part in the strategy discussion or initial evaluation.
- subsequently reviewing the progress of those cases in which there is a police investigation; and sharing information on completion of the investigation or any

prosecution.

If the strategy discussion or initial assessment decides that a police investigation is required, the police should also set a target date for reviewing the progress of the investigation and consulting the Crown Prosecution Service (CPS) about whether to: charge the individual; continue to investigate; or close the investigation. Wherever possible, that review should take place no later than four weeks after the initial evaluation. Dates for subsequent reviews, ideally at fortnightly intervals, should be set at the meeting if the investigation continues.

SUSPENSION

The possible risk of harm to children posed by an accused person should be evaluated and managed in respect of the child(ren) involved in the allegations. In some rare cases that will require the case manager to consider suspending the accused until the case is resolved. Suspension should not be an automatic response when an allegation is reported: all options to avoid suspension should be considered prior to taking that step. If the case manager is concerned about the welfare of other children in designated officer(s), children's social care or the police as required. But suspension is highly unlikely to be justified based on such concerns alone.

Suspension should be considered only in a case where there is cause to suspect a child or other children at the school or college is/are at risk of harm or the case is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically: the case manager must consider carefully whether the circumstances warrant suspension from contact with children at the school or college or until the allegation is resolved, and may wish to seek advice from their personnel adviser and the designated officer(s). In cases where the school or sixth form college is made aware that the Secretary of State has made an interim prohibition order in respect of an individual who works at the school or sixth form college, immediate action should be taken to ensure the individual does not carry out work in contravention of the order, i.e. pending the findings of the TRA investigation, the individual must not carry out teaching work.

The case manager should also consider whether the result that would be achieved by immediate suspension could be obtained by alternative arrangements. In many cases an investigation can be resolved quickly and without the need for suspension. If the designated officer(s), police, and children's social care services have no objection to the member of staff continuing to work during the investigation, the case manager should be as inventive as possible to avoid suspension. Based on assessment of risk, the following alternatives should be considered by the case manager before suspending a member of staff:

- redeployment within the school or college so that the individual does not have direct contact with the child or children concerned.
- providing an assistant to be present when the individual has contact with children.
- redeploying to alternative work in the school or college so the individual does not have unsupervised access to children.

- moving the child or children to classes where they will not come into contact with the member of staff, making it clear that this is not a punishment and parents have been consulted; or
- temporarily redeploying the member of staff to another role in a different location, for example to an alternative school or college or work for the local authority or School trust.

These alternatives allow time for an informed decision regarding the suspension and possibly reduce the initial impact of the allegation. This will, however, depend upon the nature of the allegation. The case manager should consider the potential permanent professional reputational damage to employees that can result from suspension where an allegation is later found to be unsubstantiated or maliciously intended.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

Where it has been deemed appropriate to suspend the person, written confirmation should be dispatched within one working day, giving as much detail as appropriate for the reasons for the suspension. It is not acceptable for an employer to leave a person who has been suspended without any support. The person should be informed at the point of their suspension who their named contact is within the organisation and provided with their contact details.

Children's social care services or the police cannot require the case manager to suspend a member of staff or a volunteer, although they should give appropriate weight to their advice. The power to suspend is vested in the proprietor of the school, or governing bodies of the school or college who are the employers of staff at the school or college. However, where a strategy discussion or initial evaluation concludes that there should be enquiries by the children's social care services and/or an investigation by the police, the designated officer(s) should canvass police and children's social care services for views about whether the accused member of staff needs to be suspended from contact with children in order to inform the school or college consideration of suspension. Police involvement does not make it mandatory to suspend a member of staff; this decision should be taken on a case-by-case basis having undertaken a risk assessment.

INFORMATION SHARING

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the employer should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation

proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

IN RESPECT OF MALICIOUS OR UNSUBSTANTIATED ALLEGATIONS

If an allegation is determined to be unsubstantiated or malicious, the designated officer(s) should refer the matter to the children's social care services to determine whether the child concerned is in need of services or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the headteacher, principal or proprietor should consider whether any disciplinary action is appropriate against the pupil or student who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she were not a pupil or student.

LEARNING LESSONS

At the conclusion of a case in which an allegation *is* substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school's or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

FURTHER INFORMATION

See the College of Policing: Engagement, Communication and Media relations

APPENDIX 5

ADDITIONAL ADVICE AND SUPPORT

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused: advice for practitioners	DFE Advice
	Domestic violence	Home Office
	National action plan to tackle child abuse linked to faith or belief	DFE advice
	Disrespect NoBody campaign	Home Office website
Bullying	Preventing and tackling bullying	DFE advice
Children and the courts	Going to court (5 to 11 year olds)	MoJ Advice
	Going to court and being a witness (12 to 17 year olds)	MoJ Advice
Children Missing from education, home or care	Children missing education	DFE Statutory Guidance
	Statutory guidance on children who run away or go missing from home or care	DFE Statutory Guidance
	Missing children and adults strategy	Home Office Strategy
Children with family members in prison	www.nicco.org.uk	Barnardo's in partnership with HMP&P Service advice
Child Exploitation	Criminal exploitation of children and vulnerable adults: county lines	Home Office Guidance
	Child sexual exploitation: definition and guide for practitioners	DFE
	Safeguarding children who may have been trafficked: practice guidance	DFE and HO Guidance
Covid-19	https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers	
Data Protection	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice	DFE Guidance
	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools	
	https://ico.org.uk	ICO website
Domestic Abuse	https://safelives.org.uk/ https://www.nspcc.org.uk https://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/#collapse_96595_0	

	https://www.refuge.org.uk/get-help/phone-the-helpline/	
Drugs	DfE and ACPO drug advice for schools	DFE and ACPO advice
	Drug strategy 2017	Home Office Strategy
	www.talktofrank.co.uk	Talk to Frank website
	http://mentor-adepis.org/	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: resource pack	Home Office
	Multi-agency statutory guidance on female genital mutilation	DFE, DH and HO Statutory Guidance

	Multi-Agency Statutory Guidance for dealing with forced marriage	Foreign Commonwealth Office and Home Office
Health and Well-Being	Safeguarding children in whom illness is fabricated or induced	DFE, Department for Health and Home Office
	the Rise Above for Schools Guidance on learning in a safe environment	Public Health England resources
	Supporting pupils at school with medical conditions	DFE Statutory Guidance
	Mental health and behaviour in schools	DFE Advice
	https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing	Public Health England
	riseabove.org.uk/	
Homelessness	Homelessness code of guidance https://www.gov.uk/government/publications/provision-of-accommodation-for-16-and-17-year-olds-who-may-be-homeless-and-or-require-accommodation	HCLG

Online	Sexting in schools and colleges educateagainsthate.com/ Teaching online safety in school Education for a Connected World framework https://www.pshe-association.org.uk/ https://beinternetlegends.withgoogle.com/en_uk https://www.gov.uk/government/organisations/uk-council-for-internet-safety https://www.thinkuknow.co.uk/ https://www.saferinternet.org.uk/ https://swgfl.org.uk/ https://www.internetmatters.org https://parentzone.org.uk/ https://www.childnet.com/resources/cyberbullying-guidance-for-schools How social media is used to encourage travel to Syria and Iraq: briefing note for schools https://learning.nspcc.org.uk/research-resources/schools/e-safety-for-schools/ Searching, screening and confiscation: advice for schools Online safety in schools and colleges: Questions from the Governing Board https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers https://swgfl.org.uk/resources/safe-remote-learning/ https://www.gov.uk/government/publications/education-for-a-connected-world	UK Council for Child Internet Safety
Private Fostering	Children Act 1989: private fostering	DFE Statutory Guidance
Radicalisation	Revised Prevent duty guidance: for England and Wales	Home Office Guidance

	The prevent duty: for schools and childcare providers	DFE advice
	www.educateagainsthate.com	DFE and Home Office
Violence	Advice to schools and colleges on gangs and youth violence	Home Office advice
	Ending violence against women and girls strategy: 2016 to 2020	Home Office Strategy
	Violence against women and girls: national statement of expectations	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DFE advice
	Serious Violence Strategy	Home Office Strategy

APPENDIX 6

COVID-19 SAFEGUARDING POLICY ADDENDUM

KEEPING CHILDREN SAFE IN EDUCATION (KCSIE)

Keeping Children Safe in School is statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements.

Whilst acknowledging the pressure that the school is under, it remains essential that as far as possible we continue to be safe places for children. This guidance supports staff so they can continue to have appropriate regard to KCSIE and keep children safe. Due to the current situation regarding COVID-19, the safeguarding policy and process Tanfield School operates, will be applied differently when compared to business as usual.

The way school is currently operating in response to coronavirus (COVID-19) and is fundamentally different to business as usual. However, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- the designated Safeguarding Lead (DSL) or deputy will be available via email or telephone.
- it is still essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- children should continue to be protected when they are online.

Tanfield School will, as far as is reasonably possible, will take a whole school approach to safeguarding. This will allow the school to be satisfied that any new policies and processes in response to COVID-19 are not weakening the school's approach to safeguarding or undermining Tanfield School child protection policy.

CHILD PROTECTION POLICY

During this unprecedented period the safeguarding policy will not accurately reflect new arrangements in response to COVID-19. Therefore, the has reviewed and revised the child protection policy and it will be kept under review as circumstances continue to evolve.

Therefore, this COVID-19 addendum summarises any key COVID-19 related changes that supports the whole school policy. Any updated advice received. Tanfield School will continue to:

- publish updated advice received from local authorities regarding children with education, health and care plans (EHCP) , the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need.
- issue advice on what staff and volunteers should do if they have any concerns about a child.

- Highlight the importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- Update arrangements for the DSL (and deputy).
- Work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.
- Monitor and report peer on peer abuse - given the very different circumstances the school is operating
- Advise what staff should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- monitor arrangements to support children the school is concerned about who do not meet the 'vulnerable' definition
- monitor arrangements to keep children not physically attending the school, especially online and how concerns about these children should be progressed.

The addendum of this policy will be made available publicly.

DESIGNATED SAFEGUARDING LEADS (DSLs)

- The DSL or deputy from the Tanfield School can be available to be contacted via phone, email or online via Google Hangout Meet while working from home.

When the DSL or deputy is not on site, a named member of staff who is on site will be acting as DSL. The member of staff on site will liaise with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

Whatever the scenario, it is important that all school staff have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. This information can be located on the whole school calendar.

VULNERABLE CHILDREN

Ensuring that vulnerable children remain protected is a top priority for the school. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plan (read more in the [guidance on vulnerable children and young people](#) for further information).

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access school. There is an expectation that children with a social worker will attend school, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

As a school, The Senior leaders, especially DSLs (and deputies) know who our most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School staff should continue to work with and support social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

ATTENDANCE

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Tanfield Schools and social workers should be agreeing with families whether children in need should be attending education provision – and the school will then follow up on any child that they were expecting to attend, who does not. The Schools will also follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend. To support the above, Tanfield School will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

The department has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows the schools to provide accurate, up-to-date data to the department on the number of children taking up places.

During the normal school day staff will record which students are accessing online lessons and work in the google Classroom using SIMs. Any student not virtually attending will be recorded in SIMS as N The “COVID-19” register will be monitored regularly by SLT, DSL, Deputy DSL and Year Managers.

Contact home will be made to those students not accessing lessons/resources on line.

SAFER RECRUITMENT

It remains essential that people who are unsuitable are not allowed to enter the children’s workforce or gain access to children. In the recruitment to new staff Tanfield School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its [guidance on standard and enhanced DBS ID checking](#) to minimise the need for face-to-face contact.

Where Tanfield School is utilising volunteers, The School will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Schools and colleges must continue to follow their legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

The School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA’s [‘Teacher misconduct advice for making a referral](#). During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it

is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that Tanfield School is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can,

MENTAL HEALTH

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of students' work where they are at home. The DFE is providing separate guidance on providing education remotely.

Where the school is providing for children of critical workers and vulnerable children on site, Tanfield School will ensure appropriate support is in place for them.

Support for students in the current circumstances will include the use of KOOH and access to the school counsellor via a Google Meet. It is advised that staff do not have one to one sessions with students. If this is necessary then the video conference should be recorded and the student should be aware of this. Guidance on [mental health and behaviour in schools](#).

CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL.

It will be more important than ever that Tanfield School provides a safe environment, including online. The Schools will continue to monitor systems where possible.

The School is doing what it can reasonably do to keep all of its students safe. In most cases, the vast majority of students will not be physically attending the school. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police (see the School's SIMs register for quick access to contact details)

The DFE has provided separate guidance on providing education remotely. It has set out 4 key areas that schools should consider as part of any remote learning strategy.

The starting point for online teaching should be that the same principles as set out in the school's staff handbook. This policy amongst other things includes acceptable use of technologies, staff student relationships and communication including the use of social media.

The policy will apply equally to any existing or new online and distance learning arrangements which are introduced. Tanfield School will, as much as is reasonably possible, consider if its existing policy adequately

reflects the new reality of so many children (and in some cases staff) working remotely online. As with the child protection policy, an addendum summarising key COVID-19 related changes will be shared with staff.

The School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

An essential part of the online planning process the school will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

As well as reporting routes back to the school staff this will also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Tanfield School is likely to be in regular contact with parents and carers. These communications will also be used to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. Tanfield Schools will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers.

APPENDIX 7

SAFEGUARDING HUB

NORTH	MANAGER	PHONE NUMBER	WORK MOBILE
Strategic Manager, Families First North & Disabilities	Jane Ayres PA – Rachel Croft	03000 265 971 03000 262 763	07920 834 942
Strategic Manager, One Point Service	Karen Davison	03000 268904	07825088826
One Point Service Operations Manager	Allison Underwood	03000 261721	07786 027045
Specialist Nurse Child Protection	Nicola Cameron	n.cameron3@nhs.net	07889229473
Operations Manager – Families First North	Judith Rayne Admin – vacant post	03000 266 318	07786 027 085
Families First – Consett	Mairi Pratt-White	03000 267 305	07920 822 867
Families First – Stanley	Tracy Forsyth	03000 265 197	07557 541 409
Families First – Chester-le-Street	Haley Higgins	03000 266 358	07815 939 124
Families First – Durham West	Christine McLeod	03000 266 311	07810 831 771
IRO Service, Service Manager	Sharon Davey	03000 266214	07880 180101
Young People’s Service	Lindsey Dodds	03000 262265	07768 803236
Supported Family Time	Beth Wade	03000 262559	07557 541427
Supported Solutions Service	Sheila Purvis	03000 262300	07786027127
Full Circle	Lindsay Craig	03000 264733	07786 856315
Fostering	Toni Lowery	03000 265294	07825 905229
Intensive Family Support Managers – OPS Senior Key Workers	Gillian Davison Katie Fuller Diane Marlow Terry Keenan	03000 269834 03000 268380 03000 261643 03000 261505	0782 7880922 0788 0044693 07786 027380 07786 027370

NORTH	MANAGER	PHONE NUMBER	WORK MOBILE
Family Centre Lead	Naomi Ryan	03000 264758	07795551872
	Helen Kirtley	03000 267 417	07786856347
	Nichola Pitt	03000 268642	07584581596
	Farah Elgey	03000 264852	07593995915
	Laura Duncan (currently absent from work)	03000 269868	

COUNTYWIDE SERVICES	MANAGER	PHONE NUMBER	WORK MOBILE
Countywide Services	Lisa Wood Admin – Kerrie Jobson	03000 265 757 03000 264 788	07557 081 920
First Contact	Ruth Smith	03000 261 486	07920 822 893
Supervised Contact	Sheila Purvis	03000 262 300	07786 027 127
EDT	Murdena Bartlett	03000 262 714	07967 733 265
Families First – Children’s Disabilities Team 0-18 years	Linda Spence	03000 260 068	07766 785 258
Children Looked After Team 1	Lisa Howard	03000 262254	07795 305205
Children Looked After Team 2	Martin Reeves	03000 260054	07825 905241
Children Looked After Team 3	Sara Peterson	03000 267302	07766 991422
Placements Team	Victoria McDowell	03000 264760	07584 581630
Adoption	Paula Gibbons	03000 269334	07584 776731
SGO	Glenda Henderson	03000 265726	07818 521525