



Durham School

SAFEGUARDING POLICY

1 Policy Aims

1.1 Durham School aims to provide a safe and supportive environment in which all pupils in the EYFS, Pre-prep, Prep and Senior School can thrive and be happy, and all staff and volunteers have a crucial role to play in promoting children's wellbeing, welfare and safety. Durham School is committed to taking all reasonable measures to protect and support each pupil in its care by:

- having in place procedures for ensuring that all staff and volunteers do not present a risk to pupils;
- having in place procedures to prevent pupils from presenting a risk to one another;
- having in place training to ensure that members of staff and other key members of the School community can recognise abuse and report it to one of the appropriate members of staff who have been identified and trained as one of the Designated Safeguarding Officers;
- providing information which ensures that pupils feel able and confident to report concerns to any member of staff or other appropriate body.

The School commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

1.2 Durham School ensures that we practise safer recruitment in checking the suitability of staff, governors, and volunteers (including adults employed by other organisations) to work with children in accordance with the guidance given in *Keeping Children Safe in Education* (January 2021), *Working together to safeguard children* (July 2018), *Prevent Duty Guidance for England and Wales* (July 2015), the Education (Independent School Standards) (England) Regulations 2014, the National Minimum Standards for Boarding Schools, and the Statutory Framework for the Early Years Foundation Stage. There is a thorough induction process for all newly-appointed staff and volunteers which includes safeguarding training, and all staff and volunteers are required to sign a Staff and Volunteer Code of Conduct. As such it is our responsibility to take all reasonable measures:

- to comply with the requirement of the Disclosure and Barring Service [DBS] with regard to the termination of employment of any individual considered unsuitable to work with children, as set out in the 'Safer Recruitment Policy';
- to ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate safeguarding checks and procedures apply to those staff;
- to follow the local inter-agency procedures of the County Durham Safeguarding Children Partnership;
- to establish and maintain an atmosphere in which our pupils feel secure, are encouraged to talk, and are listened to;

- to ensure our pupils know there are adults inside and outside the School, in line with the 'Independent Listener Policy', whom they can approach for support;
- to include in our curriculum activities and opportunities which equip our pupils with the skills they need to stay safe from abuse, including online, and know to whom they may turn;
- to communicate clearly and promptly with relevant colleagues in other schools or institutions to ensure the safe transfer of pupils to and from Durham School;
- to ensure that visiting speakers and staff from other organisations are appropriately screened, authorised and/or supervised by school staff.

1.3 The following policy sets out guidelines for dealing with issues of safeguarding which might arise in Durham School. In view of the potential seriousness of all issues of safeguarding, the guidelines are mandatory for all members of staff (teaching and non-teaching) plus volunteers and must be rigidly adhered to. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit. It also applies to the EYFS (Early Years Foundation Stage) provision.

1.4 The key figure in interpreting and implementing the guidelines is the School's Designated Safeguarding Lead who is responsible for overseeing all safeguarding issues, including annual training (including online safety training) for all staff, pupil education, communication with parents, liaison with external agencies, and may initiate statutory procedures for dealing with suspected cases of child abuse.

Safeguarding training and updates for school staff cover:

- The identities, responsibilities and contact details of the Designated Safeguarding Officers
- Procedures to be followed in the event of a safeguarding concern, including actions to be taken in emergencies, when receiving disclosures of any kind of abuse or harm, or when possible indicators of abuse or harm are observed or detected.
- Safeguarding Policy: any significant amendments made to the policy between statutory training sessions are communicated to staff by the Designated Safeguarding Lead
- Pupil Behaviour Policy
- Photographs and Photography Policy
- Staff and Volunteer Code of Conduct
- Whistle-blowing Policy
- *Keeping children safe in education* [January 2021]
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- *Prevent Duty Guidance for England and Wales* [July 2015]
<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

Staff and volunteers are issued with either a hard copy or electronic copy of key documents, and they are stored on Microsoft Teams for reference. All school staff and volunteers are required to read Part 1 of *Keeping children safe in education* (January 2021) and all Senior Staff and Governors of the school are required to read Annex A of this document. The Designated Safeguarding Lead is responsible for notifying staff of any significant amendments to key documents.

The Designated Safeguarding Officers for Durham School are:

Lead	Deputy Head [Pastoral]	Durham School	Dr Jenny Burns
Deputy	Deputy Head [Academic]	Durham School	Mr Andrew Pearson
Lead (Bow)	Head of Bow	Bow, Durham School	Mrs Sally Harrod

Deputy	EYFS Coordinator	Bow, Durham School	Mrs April Davies
Deputy	Pastoral Lead	Bow, Durham School	Miss Jocelyn Plummer

The Designated Safeguarding Lead holds the relevant status and authority by virtue of their position, and as specifically delegated by the Headmaster, for oversight of all safeguarding and child protection issues, including those relating to online safety. In the EYFS, the Designated Safeguarding Officer is Mrs April Davies.

1.5 The Safeguarding Policy is reviewed at least annually to take account of revisions, deficiencies or weaknesses at local or national level and amendments are remedied without delay. To oversee this aspect of the running of the School, the Governing Body reviews annually the policy as well as the effectiveness with which the related duties are charged, and has a designated governor who acts in a supporting role. For 2020-21, this governor is Maura Regan. The last review of the Safeguarding Policy by the Governing Body took place in March 2020.

1.6 This policy should be read in conjunction with the following policies:

- Behaviour Policy;
- Bring Your Own Device Policy and Acceptable Use Agreement;
- Safer Recruitment Policy;
- Visitor Policy;
- Photographs and Photography Policy.

This policy should also be read in conjunction with the Durham Safeguarding Children Partnership document entitled *Durham Threshold Guidance: Keeping Children Safe (2020)* appended to this policy (p.13-26)

2. Definitions

2.1 Categories of Child Abuse

Child abuse may fall into the following broad categories:

Physical Abuse

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

Emotional Abuse

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

frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone, and any such abuse may not be dismissed as 'banter' or 'a joke'.

Sexual Abuse

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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Child sexual exploitation: involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyber-bullying, and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It is essential for all adults working with children to acknowledge that such abuse by peers should never be dismissed as 'banter', 'a joke' or 'part of growing up'.

Child-on-child sexual harassment and abuse involves situations in which sexual harassment or sexual assault occurs between children of any age and sex. Such abuse may occur entirely in person, entirely online, or a combination of both, and can take many forms, for example, sexual touching, 'upskirting', the use of sexualised names, sexual jokes or taunting, the non-consensual sharing of sexual images and videos. Professionals must be aware of the need to be alert to and challenge any inappropriate behaviour of this nature as dismissing or tolerating such behaviours risks normalising them, thereby fostering an environment in which serious harm may result. It must be clear that any such behaviour will not be tolerated and cannot be dismissed as 'banter', 'a joke' or 'part of growing up'.

Neglect

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 as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Domestic Abuse

Domestic abuse refers to 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. Domestic abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse, and this policy acknowledges particularly the risk posed to children and young people who experience or witness these behaviours in their home or wider family environment.

Research indicates that when young people are vulnerable, for example then they have SEND, have English as an additional language or are boarders living away from home, when they experience abuse or neglect, or suffer physical or emotional harm, they can find themselves at greater risk of such additional concerns as social exclusion, exclusion from education, delinquency, and being drawn into gang or peer violence. As a result, the principles of early intervention and long-term monitoring and support underpin this policy, with a view to protecting vulnerable young people from future risk and harm.

For a list of indicators of possible abuse, please refer to Appendix 1.

2.2 Specific safeguarding issues

Keeping Children Safe in Education [January 2021] also acknowledges the following as specific safeguarding issues to which all school staff should be alert:

Peer-on-peer 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 and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Female genital mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the "Multi-Agency Practice Guidelines: Female Genital Mutilation". Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. In line with DSCP procedures, staff with a concern of this nature should telephone Durham Constabulary on 101, and seek advice from First Contact.

Other, so-called 'honour-based' violence (HBV): this refers to incidents or crimes committed to protect or defend the honour of a family and/or community, which, *KCSiE* points out, may include FGM, forced marriage, or practices such as breast ironing. School staff must be aware of the possibility that children may be at risk of such practices, and mindful of the complexity of these risks. HBV can involve a wide network of family and community pressures, as well as multiple perpetrators. Actions taken in response to concerns of this nature must therefore be carefully considered, informed by and in line with guidance from the appropriate external agencies and authorities.

Extremism: Section 26 of The Counter Terrorism and Security Act (March 2015) places a duty on schools in England and Wales to prevent people from being drawn into terrorism. This duty applies to all schools, whether maintained or independent, and organisations covered by the Early Years Foundation Stage framework

Children missing education (CME): this refers to children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Accurate attendance registers and careful procedures for identifying and addressing pupil absence are important measures in ensuring that children engage with education.

2.3 Durham School commitments

In accordance with the guidance and legislation above, Durham School is committed to:

- sharing information and cooperating fully with child protection and law-enforcement agencies;
- keeping up to date with national and local advice to understand the risks;
- ensuring that staff understand these risks through regular (at least annual) safeguarding training which makes reference to the indicators and risks, including online risks, of such concerns as radicalisation, exploitation and abuse;
- maintaining thorough and appropriate records of concerns using CPOMS;
- monitoring attendance and addressing unexplained absence from school;
- screening visiting speakers and outside groups who make use of school facilities;
- sustaining robust ICT protocols that filter out extremist material and requiring all staff and pupils to sign an Acceptable Use Policy that defines clear expectations regarding the use of ICT.

2.4 Procedures

The following procedures are employed to foster a safe and supportive environment, and to minimise the risk of abuse:

- Pupils at Durham School are nurtured to become tolerant and law-abiding citizens with a strong moral compass. The school values (MARK) encourage children to be mindful of the needs and vulnerabilities of others, and to behave responsibly, with integrity and kindness towards their peers.
- Through safeguarding training sessions, it is made clear that staff and senior pupils are required to be proactive in setting a good example, and to be reactive in challenging low-level behaviours (such as the use of sexist, homophobic, racist or sexualised language) which, if normalised, can lead to a culture in which abuse can occur.
- Children are encouraged, through Assemblies, LWE lessons, House Meetings and tutor time, as well as component parts of subject-specific schemes of work, to consider different points of view, to analyse and challenge their own beliefs, and to be tolerant and respectful in their interactions with others.
- They are supported, through group discussions and individual conversations, to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation, with particular attention to the safe use of electronic equipment and the internet.
- Our pastoral structure of Tutors, Housemasters and Housemistresses, Heads of Section, Head of Boarding and Deputy Head (Pastoral) provides an effective framework for getting to know pupils very well such that concerns are shared and acted upon swiftly. Safeguarding and welfare concerns

are a standing item on Senior Leadership Team and Housemasters/mistresses' Committee meetings.

- In dealing with pastoral and safeguarding issues, including bullying, conflict and disagreement, children are encouraged and helped to manage their emotions and behaviour calmly and reflectively, and there is a strong focus on building and, where necessary, restoring positive relationships. In cases of conflict between pupils, or when an allegation of peer-on-peer abuse has been made, pastoral monitoring and support will be offered to all parties: the child making the allegation, the child who has been accused of peer-on-peer abuse, and, where appropriate, the wider peer group.
- Within the House system, children are valued, included and very visible, and changes in patterns of behaviour and unhealthy attitudes or actions connected with but not limited to safeguarding concerns (such as radicalisation, grooming, peer abuse and honour-based violence) are subject to early intervention.

All staff and volunteers are made aware that pupils who are involved in relationships, both with other Durham School pupils as well as other individuals from outside school, on the internet as well as in person, may have the potential to experience abuse and unhealthy influences. Staff and volunteers are also made aware that abuse can take place entirely online, and that technology can be used to facilitate and extend abuse that takes place in person. Any concerns should be raised without delay with one of the Designated Officers.

2.5 People or agencies who may be involved include:

- The Designated Safeguarding Lead and his/her deputy;
- The Headmaster or the Deputy Headmaster [Academic];
- The Chair of Governors or the Designated Safeguarding Governor;
- Departments of Durham County Council, including the County Durham Safeguarding Children Partnership, First Contact and Social Services;
- Durham Constabulary, including the Prevent Team.

2.6 Reporting Concerns

- Children who are considered to be in need should be reported promptly to children's services through First Contact. Where a child is deemed to be at risk, such a referral should be made immediately.
- Concerns about any young person suspected of being at risk of Female Genital Mutilation should be reported to Durham Constabulary (Telephone: 101) and First Contact on 03000 267 979. In any situation where life is endangered, the emergency services (police or ambulance) should be contacted on 999.
- In the case of radicalisation, concerns should be reported in line with DSCP procedures to Durham Constabulary's Force Prevent Team on 0191 375 2234. Further, non-emergency advice on extremism and radicalisation may be sought by telephoning the DfE helpline on 020 7340 7264.
- Ofsted will be informed of allegations made against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at the latest.

3. Recruitment

- 3.1 Durham School follows the Government's recommendations for the safer recruitment and employment of staff who work with children. All members of the teaching and non-teaching staff at the School, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are subject to Disclosure and Barring processes and recruitment checks before starting work. All governors, volunteer helpers, contractors working regularly during term-time, such as contract catering staff, as well as adult members of the families of members of staff who live on site, are also vetted. Our policies are reviewed by relevant staff annually and governors regularly. Further details of our recruitment practices can be found in the 'Safer Recruitment Policy', available on the School website.
- 3.2 The School makes contact with a number of outside agencies, in particular taxi drivers who transport boarders locally. All licensed taxi drivers operating in Durham are DBS checked and receive training through the DSCP. Pupils and staff are advised to use only these organisations that are approved by the School.

4. Procedures

All staff and volunteers have a responsibility to take appropriate action in circumstances where a child is considered to be in need or at risk. Normally, this action will involve reporting the concern to the Designated Safeguarding Lead or Deputy Safeguarding Officer, but if circumstances mean that this is not possible, a direct referral to First Contact may be made by anyone.

- 4.1 A teacher who has a general concern about the welfare of a child must observe, record (either in writing or through CPOMS) and discuss this concern with the Designated Safeguarding Lead. In the event that this is impossible or inappropriate (given the nature of concern), the Deputy Safeguarding Officer should be contacted who will give advice on the best course of action.
- 4.2 In circumstances where there are clear indicators of child abuse, including peer-on-peer abuse, the member of staff must observe, record, and report, but **must not** investigate the concern. This is made clear and explained in safeguarding training sessions. The report must be made promptly by the concerned teacher to the Designated Safeguarding Lead or deputy. If there is a risk of immediate serious harm to a child and it is not possible to report to one of the designated people, a referral should be made to First Contact immediately, and anyone may make such a referral. The principle is that any suspicions based on clear indicators must be reported as above, and not shelved at the initiative of the concerned member of staff in any circumstances.
- 4.3 A member of staff suspecting or hearing a complaint of abuse must keep a sufficient written or electronic (CPOMS) record of the conversation or concern. Staff should listen carefully to any disclosure or complaint, but must not ask leading questions or attempt to investigate. Staff should never promise confidentiality in these circumstances, and should instead explain that information may need to be shared with other individuals or agencies in order to protect the child's best interests. The record of the concern should be made at the time of complaint or disclosure, and should include the date, time and place of the conversation and the essence of what was said, identifying unambiguously what was done and by whom and in whose presence. Written records should be signed by the person making it and should use names, not initials. The record must be kept securely and handed to the Designated Safeguarding Lead or deputy as soon as possible. CPOMS incidents automatically record the identity of the person raising the concern as well as the date and time it is recorded.

4.4 Preserving evidence: All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, and computers), must be safeguarded and preserved. In the event of a disclosure relating to illegal images of a child, staff must ensure that they neither view nor forward any such material.

4.5 Missing child procedures: All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any pupil missing from School. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. Please see the School's separate procedure, 'Search for a Missing Pupil', for further details.

4.6 Referral to Outside Agencies

4.6.1 On being notified of a complaint or suspicion of abuse, the action to be taken by the Designated Safeguarding Lead will take into account:

- the local inter-agency procedures of the County Durham Safeguarding Children Partnership;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence will always be referred to First Contact or the police, or in the case of FGM, HBV or radicalisation, the relevant agency;
- the child's wishes or feelings and;
- duties of confidentiality, so far as applicable.

Ofsted will be informed of allegations made against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at the latest.

4.6.2 If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with the LADO or Durham Safeguarding Children Partnership, as appropriate. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours).

4.6.3 The Designated Safeguarding Lead will ensure that the child is kept up-to-date with appropriate information relating to the referral as advised by First Contact.

4.6.4 Where referrals are made, the Designated Safeguarding lead will notify the governor for safeguarding.

4.6.5 In the case of serious harm, the police will be informed from the outset. If all parties agree that no clear case has been revealed, the Designated Safeguarding officers should ensure that a watching brief is maintained to monitor the child's welfare.

4.7 Parental Contact

In the case of a safeguarding concern about a child, any contact between the School and parents or guardians will be made through the Designated Safeguarding Lead. While the School will seek the consent of parents or guardians to make a referral when a child is deemed to be in need, the School is not required to obtain parental permission for a safeguarding referral to be made. The best interests of the child will be considered carefully, and, where appropriate, the advice of other agencies (usually the DSCP) will be sought, before such contact is made.

4.8 Cameras and mobile phones in EYFS

Protocols for the use of cameras and mobile phones in the EYFS are specified in the Durham School Photographs and Photography Policy, Appendix 1 EYFS: Management of Photographs and Photography.

4.9 Allegations against Staff and Volunteers

4.9.1 Where an allegation is made against a member of staff or volunteer working on behalf of the School, then the matter should be overseen by the Designated Safeguarding Lead who will make a referral and seek the advice of the LADO and follow Local Authority procedures as defined in *Allegations Management Procedures* [2014] Appendix 5. They will also notify the Headmaster and Chair of the Board of Governors as soon as possible of the situation. Where the allegation is against the Designated Safeguarding Lead, then the matter should be overseen by the Headmaster, who will follow the normal procedures as defined in this policy. In the case of an allegation against the Headmaster then the matter should be overseen by the Designated Safeguarding Lead who will notify the Chair of the Board of Governors without notifying the Headmaster, and who will follow the normal procedures as defined in this policy. In the case of an allegation against a member of the residential boarding staff, the Designated Safeguarding Lead will make an assessment about the safety of the children in the boarding community and will act to protect from risk. If required, the member of staff will be moved off campus, and the normal procedures as defined in this policy will be followed.

If, following an allegation and/or investigation, there is reason to believe that a member of staff or volunteer is unsuitable to work with children, or if a member of staff has been dismissed, the Designated Safeguarding Lead will make the appropriate referrals to the Disclosure and Barring Service and the Teaching Regulation Agency.

4.9.2 Where allegations are made, the School implements its 'Whistle-blowing Policy' for the protection of those making allegations. All staff are required to report to a member of the Senior Leadership Team any concern or allegations about School practices. This can be done without fear of repercussion or disciplinary action provided that it is done in good faith and in line with the School's Whistle-blowing Policy.

4.10 Allegations Involving Abuse by One or More Pupils against Another Pupil

4.10.1 Where allegations involve pupils, then the matter should be overseen by the Designated Safeguarding Lead and the appropriate member of the pastoral staff, who will follow the normal procedures as defined in this policy. Staff must be aware that all forms of peer-on-peer abuse should be considered as such, and never dismissed as 'banter' or 'a joke'.

4.10.2 A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Any incident of bullying will be treated as a safeguarding concern when there is reasonable cause to suspect that a pupil is suffering or is likely to suffer significant harm.

4.10.3 The School will take advice from the local authority on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to advice from the appropriate authority, parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

5. Confidentiality

- 5.1 All parties involved in a potential safeguarding issue must recognise the primary importance of maintaining discretion and confidentiality at all stages. However, all staff and volunteers should understand that they may not promise confidentiality to a pupil.
- 5.2 However, staff and volunteers should recognise that dealing with a case of actual or suspected child abuse can be harrowing and that they, as a teacher or non-teaching member of staff or volunteer, may need the support and help of others in coping with the involvement. Staff should not feel that this is a burden they have to carry alone. Support for the wellbeing of colleagues who may find themselves in this position can be sought from any of the safeguarding officers named in this policy, from any member of the Senior Leadership Team, or from the School Chaplain.
- 5.3 All records of disclosure should be logged on CPOMS or written, dated and signed on the day the concern is raised, and communicated to the Designated Safeguarding Lead.
- 5.4 Third-party files must never be stored in the child's education file but should be stored separately and securely; these include police reports, child protection notes, medical notes and Social Work reports. The Headmaster and Designated Safeguarding officers should know where such historic reports are stored. Such files should be marked with the appropriate 'Destroy Date'. From September 2019, all new third-party records and safeguarding information should be stored on CPOMS.

6. Training

- 6.1 The Designated Safeguarding Lead and her deputies undertake biennial safeguarding training to ensure they are up-to-date with policy and procedures.

The following staff completed training with the County Durham Safeguarding Children Board as detailed below:

Senior School

Dr Jennifer Burns	Designated Safeguarding Lead	July 2019
Mr Andrew Pearson	Deputy Safeguarding Officer	October 2019

Bow (including EYFS)

Mrs Sally Harrod	Bow	July 2019
Mrs April Davies	EYFS	November 2018
Miss Jocelyn Plummer	Bow	December 2020

- 6.2 To ensure safer recruitment practices are followed in the appointment of new staff to the School, various staff members have completed certified courses in safer recruitment procedures. This includes the Headmaster Mr Kieran McLaughlin, the Deputy Head [Pastoral] Dr Jenny Burns, the Headmistress of Bow Mrs Sally Harrod, the Deputy Head [Academic] Mr Andrew Pearson, the Director of Development Mr Andrew Beales, and safeguarding governor, Mrs Maura Regan.
- 6.3 The Designated Safeguarding Lead and her deputies ensure that all new staff and governors to the School undertake initial safeguarding training, including online safety, which includes the issuing of *Keeping Children Safe in Education* to all new staff, on arrival as well as arranging and delivering whole-school training every year. The last School Training took place in September 2020. All resident boarding

staff are trained annually in aspects of safeguarding considering, in particular, issues relating to the boarding community.

- 6.4 Detailed guidance is given to staff through the Staff and Volunteer Code of Conduct to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is contained in the Staff Handbook. The School's policy on physical restraint is included on the School website in the Behaviour Policy.
- 6.5 Senior pupils who have been given posts of responsibility around the School, for example House and School monitors, receive safeguarding training, with a focus on the appropriate action that should be taken if they receive disclosures or have concerns about a fellow pupil, regularly following appointment from the Designated Safeguarding Lead.

7. Conclusion

Staff and volunteers are expected to recognise that this policy is designed above all to protect the safety, wellbeing and best interests of the child, to support staff and volunteers in the proper exercise of their safeguarding responsibilities, and to ensure that required action is taken as quickly as possible. As such, the policy must be followed without exception by all staff and volunteers who may become involved with a safeguarding issue.

Contact Details of Designated Safeguarding Officers

Role	Name	Internal Telephone	Email
Designated Safeguarding Lead	Dr J Burns	313119	j.burns@durhamschool.co.uk
Deputy Safeguarding Officer	Mr A Pearson	313118	a.pearson@durhamschool.co.uk
Safeguarding Lead (Bow)	Mrs S Harrod	313501	s.harrod@durhamschool.co.uk
Deputy Safeguarding Officer (Bow)	Miss J Plummer	313507	j.plummer@durhamschool.co.uk
Safeguarding Lead (EYFS)	Mrs A Davies	313518	a.davies@durhamschool.co.uk

Contact Details of Agencies

County Durham Safeguarding Children Partnership	03000 265 770
LADO	03000 268 835
First Contact	03000 267 979 [to report concerns about children in need and children at risk]
Children Missing Education (Durham)	03000 265 908
Durham Constabulary	101 [non-emergency number] 999 [emergency number] 0191 375 2234 [Force Prevent Team]

**Policy written and reviewed by Jennifer M Burns, Deputy Head [Pastoral]
November 2014**

August 2015
September 2015
August 2016
January 2017
August 2017
March 2018
September 2018
November 2018
March 2019
August 2019
March 2020
August 2020
March 2021

Signed by Rob Ribchester, Chairman of Governors

A handwritten signature in black ink, appearing to read "Ribchester". The signature is written in a cursive style with a horizontal line underlining the name.

March 2019

DURHAM THRESHOLD GUIDANCE



Meeting the Needs of Children and Families
in County Durham

2020

Keeping Children Safe

Introduction

Working Together to Safeguard Children 2018 sets out a clear expectation that local agencies will work together and collaborate to identify children who require help or protection and provide support as soon as problems emerge.

This threshold document sets out the local criteria for action and includes links to additional information which may assist with professional judgement in understanding, and subsequently meeting a child and family's needs.



Safeguarding is everyone's responsibility. Everyone who meets families has a role to play in identifying concerns, sharing information and taking prompt action.

Across Durham we expect everyone to take a child-centred approach. Anyone working with children should see and speak to the child, listen to what they say and take their views seriously.

The best way to address a concern is through a conversation with the family (if this does not increase the risk for the child or anyone else) and with all the other practitioners involved.

If you are uncertain about the level at which the concern needs addressing and need advice, you can use this threshold document to support your conversation with Durham's First Contact Team.

Concerns regarding confidentiality should not be a barrier where safeguarding risks are identified. When sharing information, practitioners should take account of their agency's information sharing agreement and policies.

Consent



When requesting early help for a family, you must always discuss this with the family beforehand.

Consent to request support from services should always be sought from those with parental responsibility.

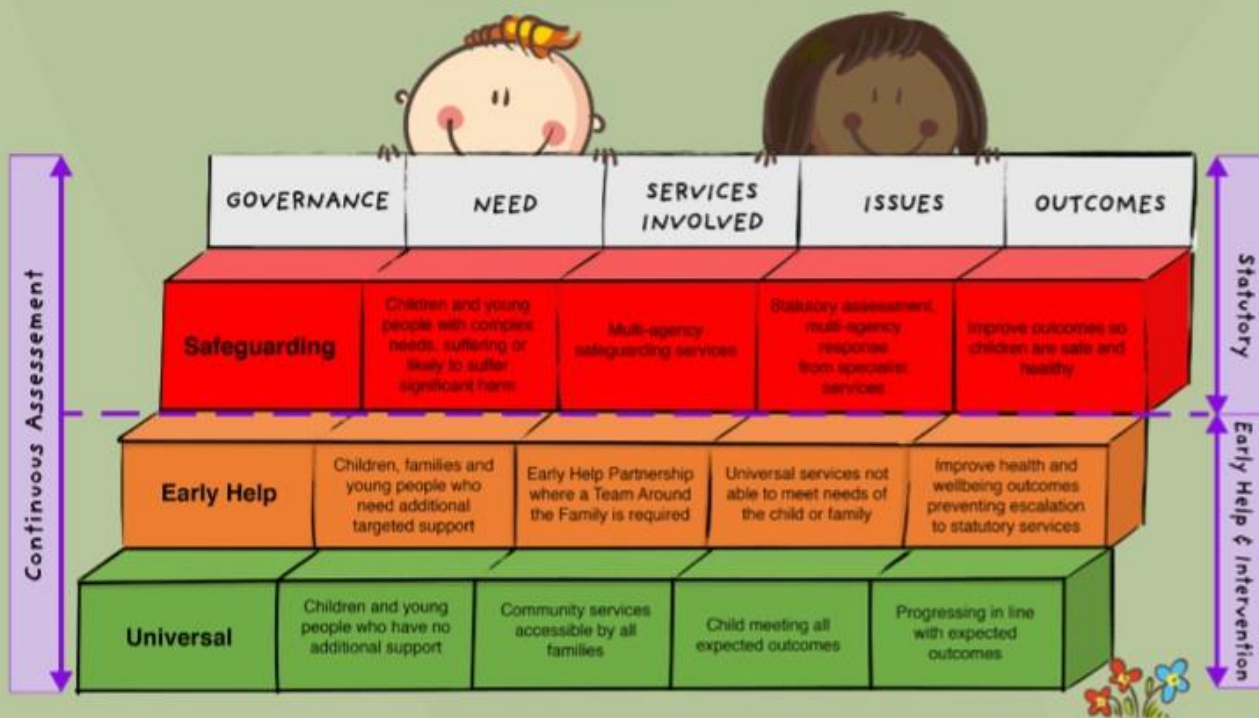
When making a safeguarding children referral, it is good practice to inform those with parental responsibility of your concerns and intention to make a referral, unless to do so would place the child at further risk of harm.

Resolving Disagreements

Should practitioners not agree with First Contact about the outcome of their concern, we request that they refer to the resolution of disputes process:

www.proceduresonline.com/durham/scb/p_conflict_res.html

Durham Staircase & Continuum of Need Model



Contacting Children's Services

Early Help

As a professional you can request support for a child and family by either: -

- Contacting the Early Help Triage Workers for advice and information about services and support for children and families available in the community on

03000 267979 (listen to the options and select 'Early Help')

- Complete the new on-line Early Help Request Form at the following link:

https://doitonline.durham.gov.uk/service/Early_Help_Referral

Safeguarding

Where there is an immediate risk to a child ring First Contact on

03000 267979 (listen to the options and select 'Safeguarding')

or ring **999** and speak to the Police if risk of harm is imminent.

If you have a safeguarding concern and are worried about a child, use this threshold guidance and complete the [Children's Service Referral Form](#) and email to firstcontact@durham.gov.uk

Definitions of Thresholds

Universal

Most children will achieve their full potential through the provision of universal services alone. These services can be accessed in the local community and delivered by partners including schools, GPs, hospitals, community health services, Health Visitors, Midwives and voluntary and community groups.

Early Help

This offer of support is for children and families who require additional support which cannot be provided by universal services alone or who require coordinated intensive support.

Durham's Early Help support offer for families brings together local partners to provide early support for children and families coordinated via a Team Around the Family and can include targeted services e.g. substance misuse, domestic abuse services, and, Child and Adolescent Mental Health Service (CAMHS).

Safeguarding

Child in Need (CIN)

A child in need under the legislation is one: who is unlikely to achieve or maintain a reasonable level of health or development; or whose health or development is likely to be significantly impaired without the provision of services; or a child who is disabled.

A referral should be made where there are complex needs which require a multi-agency coordinated response. Consent must be gained from parents/carers and recorded on the children's services referral form before it is submitted to First Contact.

Child Protection

Where a local authority has reasonable cause to suspect that a child (who lives or is found in their area) is suffering or is likely to suffer significant harm, it has a duty to make such enquiries as it considers necessary to decide whether to take any action to safeguard or promote the child's welfare. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse, exploitation, physical, sexual, emotional, neglect.

Whilst Child Protection referrals do not need the consent of the family it is good practice to discuss your concerns with the family and your intention to contact children's services if doing so does not put anyone at risk.



Other circumstances which need a referral to Children's Social Care

Private fostering

A private fostering arrangement is one in which a child under the age of 16 (or under 18 if disabled) is cared for by someone other than their parent or 'close relative' for 28 days or more. Close relatives are defined as stepparents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Children with a Disability

The principal legislation for support services to Disabled Children, Young People and their families is the Children Act 1989. Disabled Children are considered to be Children in Need under this legislation. See definition above.

16 and 17-year-old young people at risk of/may be homeless

The Local Authority has duties to prevent homelessness for young people and to provide accommodation for 16 and 17-year-old young people who may be homeless and/or require accommodation.



Section 7 Report for Court

A court may ask the Local Authority for a welfare report when they are considering any private law application under the Children Act 1989 in circumstances where the Local Authority have had previous involvement with a child or family as per the protocol between Local Authorities and CAFCASS. Where the child and family are not known to the Local Authority this work will be undertaken by CAFCASS.

Section 37 Report for Court

When, during any private law proceedings under the Children Act 1989, a question arises about the welfare of the child, and it seems to the court that it might be appropriate for a Care Order or Supervision Order to be made, then it will direct a Local Authority to undertake an investigation of the child's circumstances and report its findings to the court.

Screening Tools

To help make your decision about the nature and seriousness of your concern there are several screening tools available on the Durham Safeguarding Children Partnership website. Durham has adopted the Signs of Safety practice model and your agency safeguarding lead will have further information regarding use of this approach.

<https://durham-scp.org.uk/professionals/early-help-and-neglect/single-assessment-procedures/>

Guidance and Procedures

Durham Safeguarding Children Partnership Online Procedures Manual can help in decision making about what to do next. You will find a range of multi-agency guidance, procedures and strategies on the DSCP website.



Universal	Early Help	Safeguarding
Abuse and Neglect:		
<p>Concerns emerging about child's hygiene/clothing and diet, few opportunities for play and socialisation, poor school attendance.</p> <p>Child not reaching development milestones, health needs mostly being met.</p>	<p>Consistent concerns raised about child's hygiene/clothing and diet, few opportunities for play and socialisation, consistently poor school attendance.</p> <p>Child not reaching development milestones, health needs not always being met.</p> <p>Parents struggling to provide adequate care, minor mental health difficulties, and non- problematic drug and alcohol misuse.</p> <p>At risk of any child exploitation.</p>	<p>Disclosures of physical and sexual harm.</p> <p>Over- chastisement outside of legal limits.</p> <p>Child presents with unexplained injuries or inconsistent explanation.</p> <p>Child not reaching development milestones despite sustained intervention, health needs not met.</p> <p>Parental behaviour of problematic and chronic drug and alcohol misuse that exposes child or unborn potential harm. Impact and exposure to domestic abuse.</p> <p>Child is exposed to unrelenting exposure to dangerous situations in the home/ community.</p> <p>Severe complex parental mental health or learning disability that impairs parenting roles places child or unborn at risk of harm.</p> <p>Disclosures and/or consistent chronology of chronic neglect about a child's lack of adequate clothing/housing/diet/access to education/access to health, needs not being met, and parents not able to provide good enough care that is impacting on the child or unborn.</p> <p>Child has been abandoned.</p> <p>Child/young person subject to or at significant risk of sexual or criminal exploitation, trafficked.</p> <p>Female Genital Mutilation as either a perpetrator or victim.</p>
Learning, Education and Employment:		
<p>Child is not making expected progress.</p> <p>Additional support needed to meet all development milestones; at risk of becoming NEET (not in employment, education or training).</p>	<p>Consistently underachieving despite sustained interventions, where this may not otherwise be attributed to an identified SEN or developmental need.</p>	<p>Significant delay/impairment to developmental milestones.</p>
Health:		
<p>Early indication of child's unmet physical or mental health condition or disability.</p> <p>Child not brought to some health appointments or immunisations.</p>	<p>Child has physical or mental health condition or disability which impacts affects daily functioning.</p> <p>Child not brought to a number of health appointments or immunisations.</p>	<p>Complex physical or mental health condition or disability has significant adverse impact on the child.</p> <p>Child not brought to health appointments or immunisations.</p>

Child/Young Person's Developmental Needs

Universal	Early Help	Safeguarding
<p>No physical activity/ unhealthy diet impacting on child's health.</p> <p>Early signs that child's drug or alcohol use is having a negative impact on social wellbeing.</p>	<p>No physical activity/unhealthy diet seriously impacting on child's health despite sustained interventions.</p> <p>Substance misuse impacting on child's wellbeing.</p>	<p>No physical activity/unhealthy diet seriously impacting on health and placing at risk of significant harm despite sustained interventions.</p> <p>Child's substance misuse placing child at significant risk of harm.</p>
Emotional Wellbeing:		
<p>Poor self-esteem child requires additional emotional support.</p>	<p>Poor self-esteem/sense of identity impacts on daily outcomes.</p>	<p>Negative sense of self leading to significant harm.</p> <p>Concern of suicide or self-harm, failing to meet development milestones.</p> <p>Child is exploited and harmed by others as a result; development significantly impaired; self-harming or suicidal; at high risk of Child Exploitation.</p>
Social Development:		
<p>Child has limited social interaction; language and communication difficulties.</p> <p>Victim or perpetrator of bullying – some support required.</p>	<p>Child is socially isolated; significant communication difficulties, negative interactions and lack of respect.</p> <p>Victim or perpetrator or persistent or severe bullying despite universal interventions.</p>	<p>Child is completely isolated; little or no communication skills or positive interaction with others, negative interactions and lack of respect.</p> <p>Victim or perpetrator of persistent or severe bullying which places wellbeing at risk.</p>
Behaviour:		
<p>Child displaying lack of age appropriate self- control; risk of negative use of internet and social behaviour.</p>	<p>Child displaying regular lack of age appropriate self- control.</p> <p>Regularly displaying disruptive behaviour.</p> <p>Engaged in or victim of harmful use of internet with social media.</p> <p>Caring responsibilities with negative impact.</p> <p>Negative and intolerant interaction with others.</p>	<p>Child displaying little or no age appropriate self- control.</p> <p>Child's behaviour which poses a significant risk to others including other children.</p> <p>Involvement in negative, antisocial or criminal behaviour and at greater risk of being groomed or exploited by others.</p>
Environmental Factors:		
<p>Early indication of unmet housing needs such as affordability, suitability and property condition.</p>	<p>Unmet housing needs due to affordability, suitability, property condition and domestic abuse.</p>	<p>Unsafe housing due to suitability, property condition and domestic abuse, and/or are currently homeless. 16 and 17-year-old young people who are at risk of homelessness.</p> <p>No recourse to public funds.</p>

Universal	Early Help	Safeguarding
Extremism:		
<p>Short lived sympathy for violent/ extreme ideology.</p> <p>Child expresses sympathy/ verbal support for inappropriate ideologies but is open to other views and can discuss the pros and cons of different viewpoints.</p>	<p>Expresses support for extremism and violence.</p> <p>Child is being sent violent extremist imagery by family member/friends or is being helped to access it.</p> <p>Negative behaviour associated with extremism.</p>	<p>Involved in extremism and violence; significant concern child young person is being groomed for involvement in extremist activity.</p> <p>Strong links with extremist individuals/ groups.</p> <p>Child is circulating violent extremist images and is promoting the actions of violent extremist and/or saying that they will carry out violence in support of extremist views.</p> <p>Persistently missing from home - concerns around extremism.</p>
Criminal or Antisocial Behaviour:		
<p>Evidence of antisocial behaviour or low- level criminal behaviour.</p>	<p>Has associations/affiliation with negative peer groups in offending behaviour.</p> <p>Involved in persistent low-level criminal activity.</p>	<p>Involved in persistent, serious criminal activity of a sexual or violent nature or the offence of possession with intent to supply drugs.</p> <p>There is known involvement in gang/ organised crime activity impacting significantly on day to day life.</p>
Missing from Home:		
<p>Child has been missing from home with no factors relating to exploitation or family conflict.</p>	<p>Child has been missing from home and there are some concerns that they are running away in order to spend time with others who have risk factors/ behaviours that are influencing them.</p> <p>Possible risk factors: ASB: Crime/ County lines.</p> <p>Substance or alcohol misuse: sexual activity; child sexual exploitation.</p> <p>Terrorism/extremism views.</p>	<p>Child/young person persistently (3 times in 3 months) missing and are at risk of being exploited. At risk of involvement in Crime/country lines; Child sexual exploitation.</p> <p>Terrorism/extremism views.</p> <p>Children under 11 years who has had a missing episode irrespective of timescales.</p> <p>Children persistently missing from education who are not home schooled.</p>



Universal	Early Help	Safeguarding
Protection from harm, physical and sexual abuse:		
<p>Parents can take appropriate action to safeguard their child when they have been harmed by people outside of the family i.e. a peer, or within the community and engaged with the right support services.</p> <p>Indicators of accidental harm, over presenting for health care; use of physical chastisement within legal limits that is impacting on child/young person's emotional well-being.</p> <p>Parents can protect and act appropriately from extended family pressures, cultural and traditional practices that may be prevalent.</p>	<p>Parents need help and support to take appropriate action to safeguard their child when they have been harmed by people outside of the family. i.e. a peer, or within the community.</p> <p>Some exposure to criminal activity which impacts on the child.</p> <p>Parental conflict.</p> <p>Exposure to online grooming or emerging unhealthy sexualised behaviours between peers.</p> <p>Ongoing and numerous incidents indicators of accidental harm, over presenting for health care.</p>	<p>Parents cannot safeguard their child from harm.</p> <p>Unable to protect or seek appropriate support when a child/young person has been harmed by people outside of the family i.e. a peer, or within the community.</p> <p>Repeated incidents of domestic abuse in the home.</p> <p>Unable to keep child/young person safe due to exposure to significant criminal activity of violent crime.</p> <p>Family heard at MARAC due to serious level of domestic abuse.</p> <p>Persistent low level of domestic incident with no engagement or behaviour change.</p> <p>Parents are unable to protect child from grooming or exposure to sexualised harm.</p> <p>Parents are prompting illegal cultural practices of forced marriage, female genital mutilation.</p>
Neglect:		
<p>Concerns that child/young person's physical and material needs may not always be being met, increasing their vulnerability within the home, community.</p>	<p>Evidence that the child/young person's physical and material needs are not always being met and this is starting to impact on the child's wellbeing.</p>	<p>The child/young person's physical and material needs are not adequately met and impacts on the child's wellbeing and safety, increasing their vulnerability within the home community on a persistent basis.</p> <p>Child/young person has been rejected or abandoned.</p>
Domestic Abuse:		
<p>Parents/carers subject to a verbal or coercive relationship, low level parental conflict.</p>	<p>Parent/carer has previously experienced and evidence of current domestic abuse including coercive control.</p> <p>Domestic abuse within the family with limited sign of a change or recognition of adverse emotional impact.</p>	<p>There is instability and violence in the home continually, persistent domestic abuse and parental conflict including coercive control and stalking behaviours.</p> <p>Child on adult domestic abuse</p> <p>Parent a subject of MARAC.</p>

	Universal	Early Help	Safeguarding
Parental and Family Factors		<p>Child shows a sign of emotional abuse and behaviours such as adolescent to parent violence and abuse that indicates the risk of becoming a perpetrator or victim of abuse.</p> <p>Parents show signs of unresolved parental conflict which is impacting on child's emotional wellbeing.</p>	
	Perinatal Period:		
	Ambivalent to/irregular take up of ante/post-natal care; struggles to parent effectively but open to support.	<p>Limited attendance or engagement ante/post-natal care.</p> <p>Additional support due to post-natal mental health or parenting.</p>	<p>Does not access ante/post-natal care or is suffering from post-natal depression which impacts on the child.</p> <p>Sustained difficulties in parenting effectively and will not accept support.</p>
	Extremism:		
	Some support of extreme views or ideology, but no evidence of active involvement with extremism organisation.	Family members, parents or carers expose child/young person to involvement in activity that supports or endorses extremism.	Family members, parents or carers involve child/young person in activity that supports or endorses extremism.
	Drug and Alcohol Use:		
	Emerging concerns of parents/carers drug or alcohol use which could impact on the child.	<p>Previous history or ongoing evidence of problematic drug and alcohol use by a family member.</p> <p>Acknowledgement of the impact on the child or the worries the child may be experiencing about parental usage.</p>	<p>High risk level (chaotic drug usage, IV drug usage and alcohol dependency/regular binge drinking) whereby capacity is impacted.</p> <p>Child/unborn exposed to substance misuse, drug seeking behaviours, impact on family finances and possible exposure to criminal activity.</p>
	Physical Ill Health or Disability:		
	Parental learning disability/difficulty requires some additional support. Child has some caring responsibility which does not impact on the child.	<p>Concerns due to parental learning disability/difficulty rendering the child more vulnerable.</p> <p>The child is vulnerable due to age, illness, disability or behaviour/emotional issues. Child has some caring responsibilities and requires additional support.</p>	<p>There is no other adult that can be depended upon to meet the needs of the child. (Children or lone parents or isolated parents are at greater risk as they are less likely to have an alternative caregiver)</p> <p>The child has caregiving responsibilities which significantly impact on their health and wellbeing and childhood experiences.</p>

	Universal	Early Help	Safeguarding
Parental and Family Factors	Adult Mental Ill Health:		
	Changes in the child's behaviour since the onset of the parent/carer's mental health.	The presenting mental ill health (including the effect of medication/treatment) is impacting on parent/carer's capability to consistently meet the needs of the child.	<p>Delusional beliefs/ideas involving the child.</p> <p>Risk that a child will be harmed as part of a suicide plan.</p> <p>The child is a target parental aggression or rejection.</p> <p>Co-existing parent/carer mental ill health, domestic abuse or alcohol/substance abuse.</p> <p>The child is the parent's carer and this impacts on their health and well-being. Parent or carer requires hospital admission and there is no appropriate adult to care for the child.</p>
	Criminal or Anti-Social Behaviour:		
	Low level criminal activity in family. Concerns impact on the child.	<p>Criminal record relating to violent or serious crimes which may impact on child/young person in the household.</p> <p>Family willing to engage to behaviour change programs. Risk of eviction due to anti-social behaviour.</p>	<p>Open to MAPPA level 2 or 3.</p> <p>Parents/carers are currently/historically involved in criminal activities of a serious violent or sexual nature.</p> <p>Parents involve their children in criminal activity and/or associates.</p> <p>Parents/carers are members of organised crime groups which impact on the child and family.</p> <p>Parental criminality resulting in an evidenced risk of reprisal activity and harm to the child.</p>





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