



DURANTS SCHOOL – POLICY DOCUMENT

Child Protection & Safeguarding

October 2023

Reviewed & updated: October 2023 (Rachel Carli & Carmel Wraight)

Next review date: October 2024

DURANTS SCHOOL – Child Protection Policy

Main Contacts

Durants School

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AIMS

Durants School strives to educate all its pupils within an environment where the traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy is to safeguard and promote the welfare of the children in our care (in situations where child abuse is suspected, our paramount responsibility is to the child).

SCHOOL PROCEDURES

- 1) Any member of staff with issues or concerns relating to Child Protection should immediately discuss it with a designated teacher. (It should be made clear to pupils that confidentiality cannot be guaranteed in respect of Child Protection issues). Allegations of child abuse must always be given the highest priority and referred immediately. **IN CASES OF ALLEGED SEXUAL ABUSE NO DETAILS SHOULD BE DISCUSSED WITH THE CHILD, IT SHOULD BE IMMEDIATELY REPORTED.** (Discussions or questions could hamper any evidence). The designated teacher will then decide on an appropriate course of action, in accordance with Child Protection procedures.

Designated teachers at present are: Rachel Carli ,Daniela Barzanti, Kay Khing, Chrissy Fiorentino and Jackie Burke

The designated named Governor is: Jenny Tosh

- 2) In instances of allegations against school staff, teachers must protect themselves, especially when meeting on a one-to-one basis with pupils. Staff should bear in mind that even perfectly innocent actions can sometimes be misconstrued. Any allegations against a member of staff should be taken to the Head teacher. If the allegation is against the Head teacher it should be taken directly to the Deputy Head teacher and through them, to the Chair of Governors. (Jenny Tosh)

Any suspected or known abuse must be referred to one of the designated named staff. Information will then be shared between them. There is no need to establish certainty and the child should not be questioned further to establish this.

The information about the case should be confined to the following, who will constitute the School Case Team:

- The designated staff
- The member of staff responsible for the initial report

The school will discharge its responsibility by:-

- a) Recording the information known to the team/school; and
- b) Contacting the local authority if the designated named staff and Head teacher, following investigation, have cause for concern.

Recording Information:-

- I. All records should be dated and signed.
- II. The designated member of staff will be responsible for recording information about each case and for collecting reports and notes from those involved in the case.
- III. Access to records will be confined to members of the School Case Team and appropriate agencies. All records should be kept in a designated locked filing cabinet.

These procedures are in line with the Local Authority's (London) Child Protection Procedures (LCPP), a copy of which is kept in the Head teacher's Office. These procedures must be followed by ALL schools. Policy would, therefore, only be amended subject to the LCPP being updated.

Records will document every aspect of the case including: grounds for initial concern; worrying behaviour; note of what the child said; composition of the case team; minutes of any meetings and decisions reached; records of interviews; evidence offered to case conferences and outcomes.

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Child Protection

Section 1 – Safeguarding Strategy, Policy and Statutory Framework

1. Scope

This policy deals with the protection of children. Children are those under 18 years of age and 'Vulnerable Adults' as we now have provision up to the age of 19 years.

2. Safeguarding Strategy

The Designated Governor with responsibility for monitoring Child Protection procedures and Safeguarding is :

Jenny Tosh
Durants school
High Street
Southgate
N14 6BN

The Governors will:-

- Take a preventive approach to protecting children and vulnerable adults from potential harm or damage.
- Take all appropriate actions to address concerns about the welfare of a child, young person or vulnerable adult.
- Work to agreed local policies and procedures in full partnership with other local agencies.
- Plan, implement, monitor and review policies and procedures to ensure that the maximum is done to provide a safe environment for children, young people and vulnerable adults in the school.
- Take all reasonable measures to ensure that risks of harm to young people or children's welfare is minimised by appropriate:-
 - Risk assessment and management
 - Health & Safety procedures
 - Staff selection, recruitment, induction supervision and training

- Creation and promotion of an open work culture “Whistle blowing”
- Reacting to and reporting abuse

3. Policy Statement

- The Governors will carry out their responsibilities under all relevant legislation, regulations and formal guidance for the protection of children.
- Durants Governors hold as one of its highest priorities the health, safety and welfare of all children involved in courses or activities which come under the responsibility of the Governors.
- The Governors and their staff have a collective and individual duty to ensure that staff fulfil their responsibilities to safeguard and promote the welfare of children, and to prevent child abuse and to report any abuse discovered or suspected.
- The Governors have a duty to ascertain that procedures are in place to ensure that all visitors and volunteers to the school will not have direct and sole access to children unless a bona fide CRB check has been carried out.
- The Governors will advise all parents/guardians/carers of all pupils of the existence of the Child Protection Policy and Procedures, and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.
- The Head teacher will advise children who are pupils about the standards of behaviour and conduct they can expect from staff and volunteers and of what to do if they experience or suspect abuse.
- The Governors will ensure school staff work with appropriate legal agencies, and in particular the Local Safeguarding Children Board, Area Child Protection Committee, Social Services and the Police Child Protection Team, to ensure that children are safeguarded through the effective operation of the child protection procedures.
- The Governors and staff recognise that any child can be subject to abuse and all allegations of abuse will be taken seriously and treated in accordance with the Child Protection procedures.
- The Governors recognise that it is the responsibility of all staff to act upon any concern no matter how small or trivial it may seem.

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- The Governors recognise its responsibility to implement, maintain and regularly review the procedures that are designed to prevent or notify suspected abuse.
- The Governors require all staff to follow the Code of Behaviour on Child Protection, which is appended to this policy document, and will draw the attention of staff to this code of conduct and procedures in induction and relevant training.
- The Governors are committed to supporting, resourcing and training those who work with, or who come into contact with, children and to providing appropriate supervision.
- The Governors will prepare and implement an action plan to ensure that it fulfils its duties to protect children.

5. Statutory Framework

- a) The Children Act 1999 provides the legal framework for the protection of children in the UK. Under the Children Act a child is defined as any person under 18 years of age.
- b) **The Protection of Children Act 1999** requires employers to carry out Criminal Record Checks before employees are allowed to come into contact with children. The school is required under this legislation to apply for an enhanced disclosure from the Criminal Records Bureau for staff working with such pupils.
- c) **Working Together to Safeguard Children 1999** is a Government Guidance document which sets out how all agencies and professionals should work together to promote children's welfare and protect them from abuse and neglect and requires all educational organisations to follow the procedures for protecting children from abuse which are established by the Area Child Protection Committee.

The guidance makes clear that educational organisations are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child has been abused or is at risk of abuse – these procedures should cover circumstances in which a member of staff is accused or suspected of abuse.

- d) **DfEE Circular 10/95** (Protecting children From Abuse: The Role of The Education Service) derives from the Education Act 2002 and places the following responsibilities on all educational organisations.

- Staff should be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- A Designated Teacher should have responsibility for co-ordinating action within the organisation and for liaising with other agencies.
- Staff with designated responsibility for child protection should receive appropriate training.
- Educational Organisations should have procedures, of which all staff are aware, for handling suspected cases of abuse of children, including procedures to be followed if a member of staff is accused of abuse.
- Educational organisations should be aware of and follow the procedures established by the Area Child Protection Committee and, where appropriate, by the Local Education Authority or Social Services Department.

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Circular 10/95 also states that “parents should be made aware of the (educational organisation’s) child protection policy and the fact that this may require cases to be referred to the investigative agencies in the interests of the child.”

The Governors follows the detailed guidelines set out in Circular 10/95 in dealing with all cases of abuse or suspected abuse against children.

Section 175 of the Education Act 2002

This section of the Act requires Governors to safeguard and promote the welfare of children. The Governors will follow any guidance issued on this section of the Act.

- Appropriate procedures should be in place to deal with allegations of abuse against members of staff.
- Identified senior member of staff leading on Child Protection, providing advice and support to other staff and working with other agencies. Training every two years.
- Refresher training for all staff who work with young people every three years.
- Governors will monitor the schools liaison with feeder schools around CP issues.
- Annual review of CP by Governors
- Ensure that, for long term placements (i.e. more than one day a week for more than a term in any academic year), policies and procedures are in place to protect young people from harm. Where the placement is long term, employers and training organisations need to be made aware of safeguarding issues and asked to co-operate.
- Statutory duty to report persons unsuitable to work with children to the Secretary of State.
- Forced marriage is a form of abuse and should be dealt with under child protection procedures.

Keeping Children Safe in Education 2023

The Governors have incorporated this guidance into the CP Policy and Procedures.

The Governors will keep its policy and procedures on Child Protection under review to take account of any new Government legislation, regulations or best practice documents to ensure that staff are kept fully up to date with their responsibilities and duties with regard to the safety and well-being of children.

Child Protection Neglect:

Section 2 – Procedures

These procedures should be read in conjunction with Keeping Children Safe in Education 2023- What school and college staff should do if they have concerns about a child

1. The purpose of these guidelines is to ensure that the rights of children are protected through staff awareness of the issues and the following of the statutory and local guidelines in the reporting of concerns.

It is the responsibility of all staff working within the school to record and report Child Protection concerns, i.e. where they believe a child has been or is at risk of abuse, neglect or significant harm. This responsibility extends to all staff.

The Governors and staff recognise that disabled pupils have equal rights to be protected from abuse, and may be more vulnerable than others. They may not be able to disclose as readily as their mainstream peers. Staff need to be more vigilant and aware in these circumstances.

3. Categories of Abuse

Children can be potentially abused within the family, community and in organisations by employees (including those employed to promote their welfare and protect them from abuse), volunteers, visitors and fellow students. The following are broad categories of abuse.

- **Physical Abuse:**

May involve hitting, shaking, throwing, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer feigns the symptoms of, or deliberately causes ill health to a child they are looking after. This is commonly described using terms such as 'fictitious illness by proxy formerly known as 'Munchausen's syndrome by proxy.' Now known as Fabrication

- **Emotional Abuse:**

Is the persistent emotional ill treatment of a child such as to cause severe and persistent effects on the child's emotional development. It may involve conveying to children that they are worthless and unloved, inadequate, or valued only so far as they meet the needs of another person. It may involve age or developmentally inappropriate expectations being imposed in children. It may involve 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 ill-treatment of a child, though it may occur alone.

- **Sexual Abuse:**

Involves forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (e.g. rape) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, pornographic materials or watching sexual activities, or encouraging children to behave in a sexually inappropriate ways.

Some African cultures mainly from Ghana, Kenya, Nigeria, Somalia and Uganda may seek to impose Female Genital Mutilation on young girls but this is illegal in the UK and it is an offence to take girls abroad for this procedure. Girls may be at risk of female genital mutilation at primary school age.

- **Neglect**

The persistent failure to meet the child's basic physical and/or psychological needs, is likely to result in serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failure to protect a child from physical harm or danger, or failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- **Significant Harm**

Some children may be in need because they are suffering or likely to suffer significant harm. The **Children Act V section 47 (1)** introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interest of the children. Significant harm is the ill treatment, impairment of health, impairment of development or emotional impairment which impacts on the pupils wellbeing.

- **Financial Abuse**

Some children may be abused or exploited financially including fraud and extortion.

- **Internet Safety**

In the interest of Child protection and Safeguarding Durants Governors would remind staff of the need to refer to the schools Acceptable Internet Use Statement and IT Policy.

Staff must not have contact with pupils on Social Network sites.

- **Forced Marriage**

Forced marriage is a form of abuse. It can lead to domestic violence as it is a form of oppression which may generate physical violence, emotional, sexual or psychological abuse.

Forced marriage is significantly different to an “arranged marriage” where consent is given. “A marriage is forced when conducted without the valid consent of both parties and where duress is a factor.” (Choice by Right, HMO). Where any party to a marriage has not given consent or is in any way put under pressure (e.g. emotional blackmail, threat of violence, abduction etc) that is considered to be a forced marriage.

6. Designated Teacher and Lead Senior Manager

All schools and Governors are required to have a designated member of staff, who is assigned to act upon child protection concerns. At Durants this person is called the Designated Teacher and he/she is responsible for co-ordinating action within the institution and liaising with other agencies.

The designated teachers at Durants are:

Rachel Carli ,Daniela Barzanti, Kay Khing, Chrissy Fiorentino and Jackie Burke
The designated named Governor is: Jenny Tosh

The Designated Teachers are required to know:-

How to identify the signs and symptoms of abuse and when to make a referral

The local Area Child Protection Committee, Child Protection procedures and the Designated Teacher’s role within them.

The role and responsibilities of the investigating agencies and how to liaise with them.

The requirements of record keeping.

The conduct of a Child Protection Conference and how the Designated Teacher or other members of staff can make an appropriate contribution to it.

To meet with volunteers and placement students, to ascertain CRB checks and discuss CP procedures.

The Governors also have a lead Senior Manager for Child Protection issues who has responsibility at Senior Manager level for child protection. The Child Protection Senior Manager is:-

Rachel Carli
Durants school
High Street
Southgate
N14 6BN

6. Advice to Staff on When to Take Action and How

Once you suspect or know of any abuse of any child, you should immediately inform the Governor's Designated Teacher i.e. the Head-teacher, in person or by telephone or member of the School Management Team who are trained in Child Protection. Even if you have only heard rumours of abuse, or you have a suspicion but do not have firm evidence, you should still contact the Designated Teacher to discuss your concerns. You should also contact the Designated Teacher if you know or suspect that a member of staff or student has a previous history of abuse of children or vulnerable adults. S/he will discuss the case with the Senior Designated Teacher so that appropriate action can be taken.

If the Designated Teachers are not immediately available you should contact another CP Co-ordinator, or Social Services Duty Social Worker on 020 8363 1795.(Cheviots).

The NSPCC advice line is 0800 0280285

You must not try to investigate the matter on your own. Staff are not equipped or qualified to do so.

If, following your initial contact with the Designated Teacher, it is decided that the matter should be taken further, a written report must be prepared. A written report is essential to prevent any misrepresentation of your findings, and should be sent to the Designated Teacher within 24 hours of the suspicion arising. The report should be factual and should not include opinions or personal interpretations of the facts presented. The report should contain as much detail as possible, including any apparent physical signs of abuse or other circumstances which led to your suspicions, or the account given to you of abuse by the child concerned, as accurately as you are able to record it. The report should be signed, timed and dated and a copy stored in a secure place. If you are unsure about what to write, you can get advice from the Designated Teacher.

The report should be documented on CPOMS.

If a child comes to you with a report of apparent abuse, you should listen carefully to the child, using the following guidelines. When listening to a child staff must:

- Allow the child to speak without interruption
- Never trivialise or exaggerate the issue
- Never make suggestions
- Never coach or lead the child in any way
- Reassure the child; let them know you are glad they have spoken up and that they are right to do so.
- Always ask enough questions to clarify your understanding, do not probe or interrogate – no matter how well you know the child – spare them having to repeat themselves over and over.
- Be honest – let the child know that you cannot keep this a secret; you will need to tell someone else.
- Try to remain calm – remember this is not an easy thing for them to do.
- Do not show your emotions – if you show anger, disgust or disbelief, they may stop talking. This may be because they feel they are upsetting you or they may feel your negative feelings are directed towards them.
- Let the child know that you are taking the matter very seriously.
- Make the child feel secure and safe without causing them any further anxiety.

The Designated Teacher will be responsible for recording essential information about each case and for collecting reports and notes as appropriate.

Any detailed information about a case will be confined to the Designated Teacher and other designated persons and the Head teacher (if not involved in the allegations) the Parents/Guardians/Carers.

Staff reporting the allegations will be kept informed of the progress of the case on a 'need to know' basis.

What school and college staff should look out for

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs

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- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
- 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 or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of so-called ‘honour’-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

Records and information sharing

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 1998 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school, the status of such records and when these records should be shared with other agencies.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept in an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and

confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any child protection conference called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). Whoever attends will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions at the conference.

If a child is subject to a Child Protection or a Child in Need plan, the designated safeguarding lead will ensure the child is monitored regarding their school attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the designated safeguarding lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and / or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the designated safeguarding lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

7. **What Happens Next**

Taking into account all the information available, the Designated Teacher or Lead Senior Manager will decide on the next steps, which may include taking no further action. Where further action is necessary, this may be to:-

- Seek further advice from Social Services
- Make a referral to Social Services
- Report the incident to a designated Social Worker
- Report the matter to the police if a crime is suspected

If a referral is made, this must be confirmed in writing to the appropriate agency within 24 hours.

The Designated Teacher may consider that those involved may require counselling. Where it is felt there is a need for counselling (which could be for the child/ren, other pupils, staff, parents or carers involved), the Designated Teacher will make the necessary arrangements.

If a member of staff does not agree with a decision of the Governors' Designated Teacher that no further action is necessary, the member of staff should refer these concerns in the first instance to the Head teacher. If the Head teacher does not recommend further action and the member of staff still has concerns, then the member of staff has the right and duty to refer the case directly to Social Services Child Protection Service and should at the same time alert the Chairperson or other designated senior manager under the Governors' Public Interest Disclosure Procedure (the 'Whistle blowing' procedure).

The Designated Teacher will keep the member(s) of staff who raised the concerns informed as to the progress/outcome of the case on a need to know basis.

8. **Confidentiality**

Confidentiality and trust should be maintained as far as possible, but staff must act on the basis that the safety of the child is the overriding concern. The degree of confidentiality will be governed by the need to protect the child. The child should be informed at the earliest possible stage of the disclosure that the information will be passed on. All conversations regarding a child should always be held in private.

Where disclosure of personal data is necessary to protect the interests of a child or young person, the school and governors will comply with the requirements of the Data Protection Act 1998.

In all cases the main restrictions on disclosure of information are:

- Common law duty of confidence
- Human Rights Act 1998
- Data Protection Act 1998

Each of these has to be considered separately. Other statutory provisions may also be relevant, but in general, legislation does not prevent sharing of information if:-

- Those likely to be affected consent;
- The public interest in safeguarding the child's welfare overrides the need to keep the information confidential;

Or

- Disclosure is required under court or other legal obligation.

Whatever happens, you should always be open and honest with the child if you intend to take the case further.

Staff must not discuss the case with anyone other than those involved in the case. If staff have any concerns about the progress of the case or have any other concerns these must be discussed with the Designated Teacher.

9. **Allegations Against Staff and Volunteers**

The primary concern of the Governors is to ensure the safety of the child. It is essential in all cases of suspected abuse by a member of staff that action is taken quickly and professionally whatever the validity.

A child may accuse a member of staff of physically or sexually abusing them. In some cases this may be false or unfounded. However, the allegations may be true.

Any instance of a child being abused by a member of staff is particularly serious. On the other hand for an innocent person to be accused of such an act is a serious ordeal which can result in long term damage to their health and career.

In the event that any member of staff suspects any other member of staff of abusing a pupil, it is their responsibility to bring these concerns to the Head teacher **and** the CP Lead Senior Manager except where the suspect is either.

If the allegation concerns the Head teacher, the matter should be discussed with the CP Lead Senior Manager who will discuss it with the Chair of Governors, in addition to following the normal procedures for Child Protection.

If the allegation concerns the Designated Teacher the matter should be discussed with the Head-teacher who will discuss it with the Chair of Governors, in addition to following the normal procedure for Child Protection.

Advice should be sought from the Local Authority Designated officer, (LADO) and or Personnel where any member of staff or volunteer has an allegation made against them. The school will follow Local Authority procedures to ensure the allegation is thoroughly investigated. Durants LADO is Maria Anastasi Local Authority Designated Officer (LADO) 0208 379 2746/2850

The member of staff or volunteer will be advised to:-

- Contact their Union representative
- Keep records of all conversation, meetings attended, letters received and telephone calls relating to the allegation.

10 Type of Investigations

Criminal Investigations – If a crime is suspected, an investigation will not be carried out by the Governors, other than to establish the facts. All the information obtained will be handed over to the police who will carry out any investigation necessary, with the support of the Governors.

Disciplinary Investigations – If a decision is made to pursue an allegation of abuse against a member of staff, this will be dealt with under the Governors Disciplinary Procedures related to child abuse allegations, copies of which can be obtained from the Personnel section.

The Governors may be unable to carry out any disciplinary proceedings until the policy investigation is complete, but depending on the seriousness of the allegation, the member of staff may be suspended from work with pay until the investigation is completed.

Suspension does not mean that the member of staff or volunteer is guilty but offers the relevant authorities an opportunity to investigate the allegation.

Staff should seek support from their Professional Association

Section 3 – Code of Behaviour on Child Protection for Governors and Staff

1) Durants Governors recognise that it is not practical to provide definitive instructions on Safeguarding and Child Protection that would apply to all situations, at all times where staff come into contact with children.

2) However, Governors expect that a clear code of behaviour required of staff and volunteers will be adhered to in order to fulfil their roles and duty of care. This code should assist in the safeguarding and promotion of the welfare of children and in the protection of both children and members of staff.

3) These guidelines also apply to volunteers who work in an unpaid capacity in Governors premises.

4) **Staff must:**

- Implement the Child Protection Policy and Procedures at all times, including acting to promote children's welfare, prevent abuse and report any abuse discovered or suspected.

5) **Staff must never:-**

Allow or engage in inappropriate touching of any kind (see Durants school touch policy). The main principles of touch are:

- Touch should always be in response to the child's need.
- Touch should always be appropriate to the age and stage of development of the child.
- Do things of a personal nature for children that they can do for themselves or that their parent can do for them.
- Physically restrain a child unless it is part of the PRICE method of physical management and is carried out by fully trained staff. It needs to be agreed with parents/carers and each incident needs to be recorded. The restraint is to prevent physical injury of the child/other children/visitors or staff/yourself and is a last resort.

In all circumstances physical restraint must be appropriate and reasonable; otherwise the action can be defined as assault.

- Make sexually suggestive comments to or within earshot of a child.

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- Have children on their own in a vehicle unless a private arrangement has been made to provide out of school childcare. The parents should inform the school in writing that this agreement has been made. Where circumstances require the transportation of children in their vehicle, another member of staff/volunteer must travel in the vehicle (unless a private arrangement has been made with parents). Also it is essential that there is adequate insurance for the vehicle to cover transporting children as part of the business of your work. In extreme emergencies (for medical purpose) where it is required to transport a child on their own, it is essential that a Senior member of Staff and the parent is notified immediately.
- Spend time alone with a child on his/her own, outside of the normal classroom situation. If you find you are in a situation where you are alone with a child, make sure that you can be clearly observed by others when possible.
- At times toileting programmes need to be put into place and or pupils pads/clothing need to be changed. This must form part of a personal programme for the pupil and be part of their IEP and conform to the guidelines in Durants school 'Touch Policy'
- Engage in a personal relationship with a child/pupil, or a child who becomes a pupil, beyond that appropriate for a normal teacher/pupil relationship.

6. Implications for staff

Staff who breach any of the above may be subject to the disciplinary procedure. If an allegation against a member of staff has occurred, an investigation will be carried out in accordance with the procedure for dealing with such allegations against staff. Copies of this procedure are available from the Personnel Department. The investigating officer will be required to liaise with the Designated Teacher to clarify if she/he has any relevant records or any other child protection situations.

Signed:
Headteacher

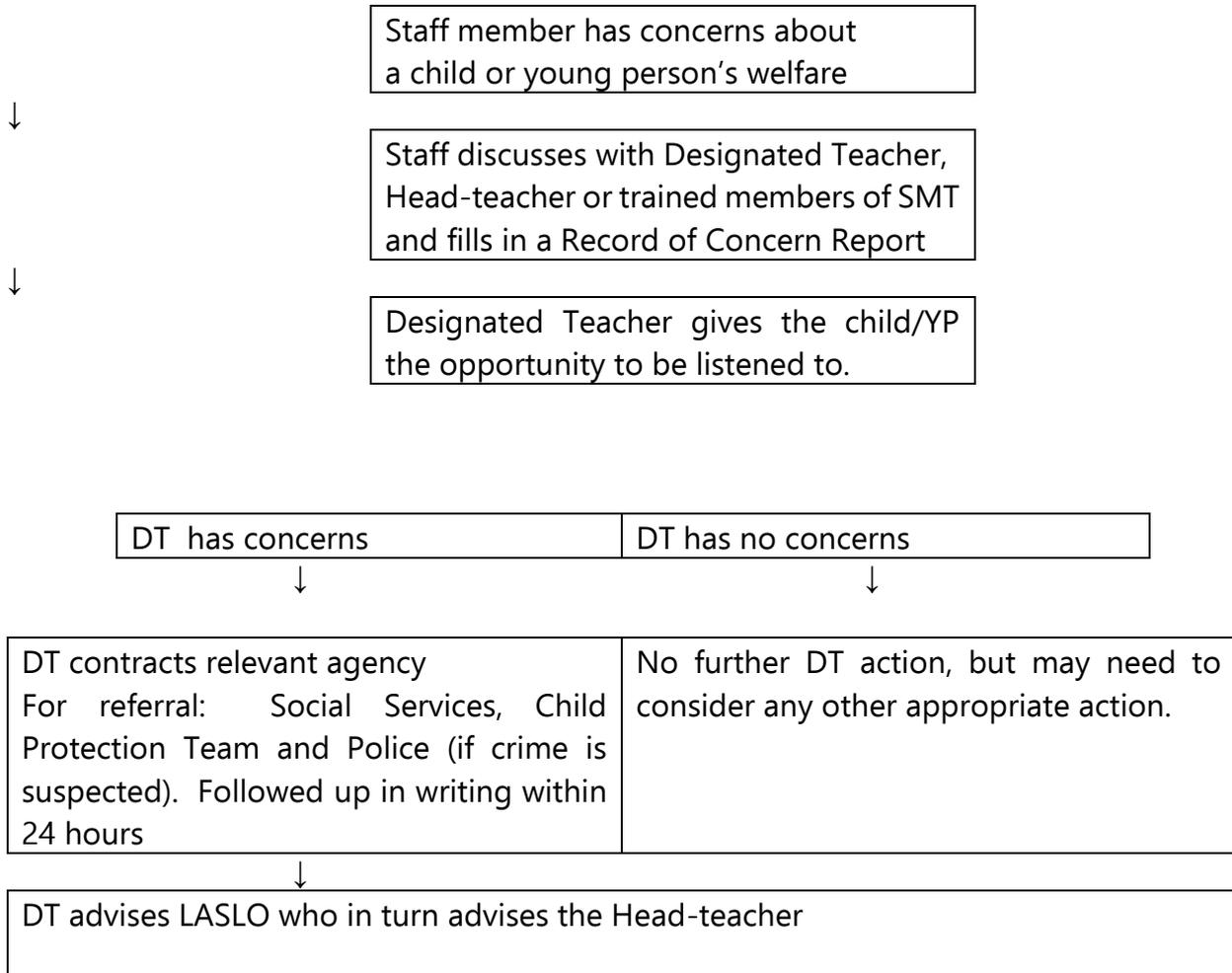
Signed:
Chair of Governors

Date:-

Section 4 – Flowchart

Durants School

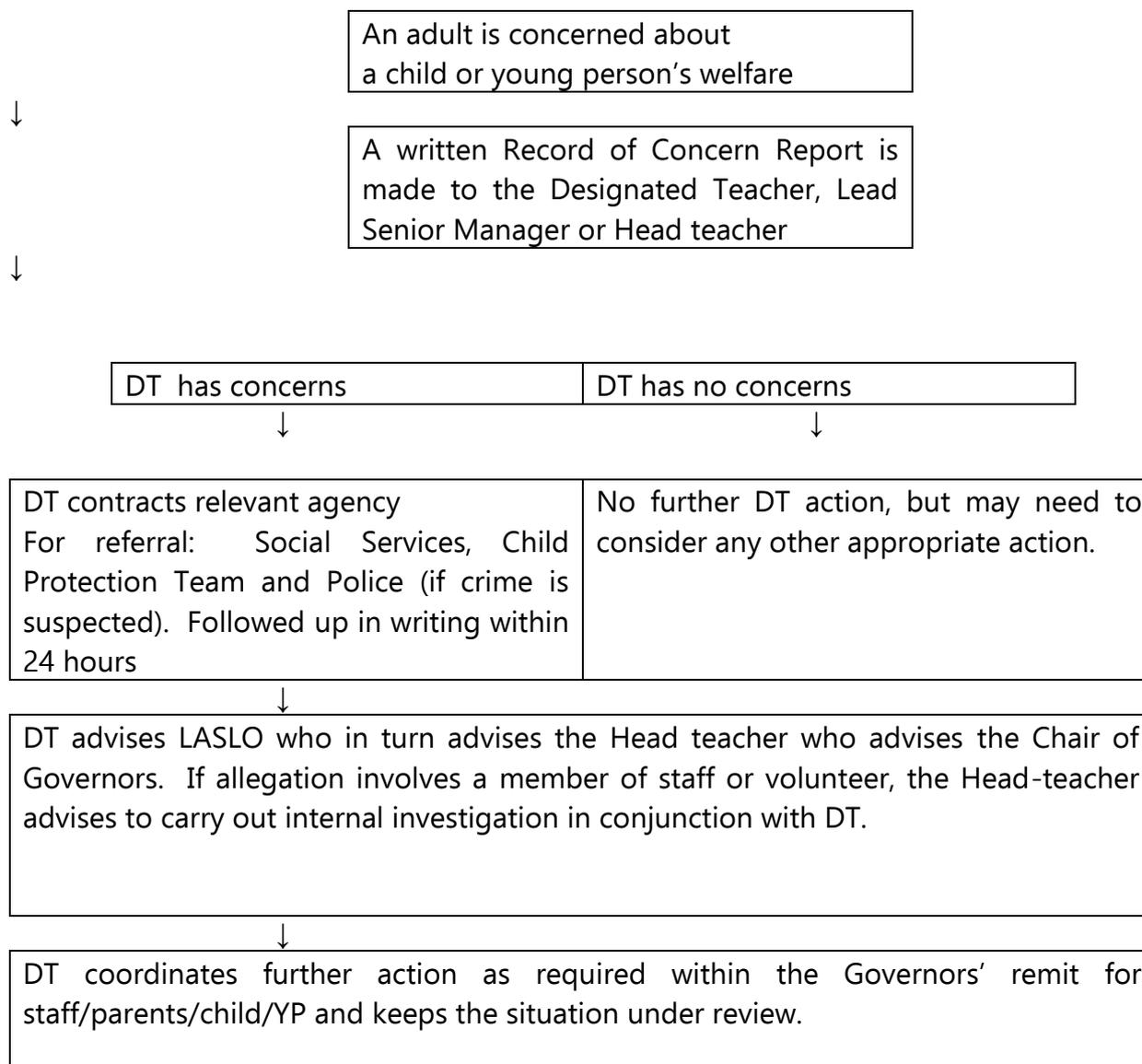
What Happens When a Child Abuse Suspicion is Reported?



Section 5 – Flowchart

Durants School

What Happens When an allegation of Child Abuse against a member of staff is Reported?



Key contacts for Enfield

Local Authority Designated Officer (LADO) 0208 379 2746/2850

Police Child Abuse Investigation Team (CAIT) 0208 733 5139

Children's Social Care Referral and Assessment Team 0208 379 2507

Emergency Duty Out of Hours Social Worker 0208 379 1000

Local Safeguarding Children Board 0208 379 2767

APPENDIX ONE

DEFINITIONS AND INDICATORS OF ABUSE

1. 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 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. The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school/academy attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

2. PHYSICAL ABUSE 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. The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;

- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. 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. The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. SEXUAL EXPLOITATION Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol,

cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person. The presence of any significant indicator for sexual exploitation should trigger a referral to children's social care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.

5. EMOTIONAL ABUSE 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 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 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 also involve seeing or hearing the ill-treatment of another person. 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. The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders – anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") can indicate maltreatment.

6. RESPONSES FROM PARENTS Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Child-on-child abuse

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it. All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their designated safeguarding lead (or a deputy). It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as "just

banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Child-on-child abuse is most likely to include, but may not be limited to: • bullying (including cyberbullying, prejudice-based and discriminatory bullying) • abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’) • physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) • sexual violence such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) • sexual harassment such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse • causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party • consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) • upskirting which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and • initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children’s confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

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

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation. In some cases the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources. Some of the following can be indicators of both child criminal and sexual exploitation where children: appear with unexplained gifts, money or new possessions¹⁴³ • associate with other children involved in exploitation • suffer from changes in emotional well-being • misuse alcohol and other drugs • go missing for periods of time or regularly come home late, and • regularly miss school or education or do not take part in education.

Children who have been exploited will need additional support to help keep them in education. Child Sexual Exploitation (CSE) can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Some additional specific indicators that may be present in CSE are children who: • have older boyfriends or girlfriends; and • suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell 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 a number of locations including any type of schools (including special schools), further and higher educational institutions, pupil referral units, children’s homes and care homes. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the indicators for CCE and CSE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who: • go missing and are subsequently found in areas away from their home • have been the victim or perpetrator of serious violence (e.g. knife crime) • are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs • are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection • are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity • owe a ‘debt bond’ to their exploiters • have their bank accounts used to facilitate drug dealing.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. The Children and Family Court Advisory Support Service (Cafcass) guides for young people explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children who are absent from education

All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of 145 substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, so-called ‘honour’-based abuse or risk of forced marriage. Early

intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school or college's unauthorised absence procedures and children missing education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed online) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: • unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded • 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources, and, • making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. Children with particular skills and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low-level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Domestic abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act). Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government has issued statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children. 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. Experiencing domestic abuse 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. Young people can also experience domestic

abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any person under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into local authority children’s social care where a child has been harmed or is at risk of harm. The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift the focus to early intervention and encourages those at risk to seek support as soon as possible, before they are facing a homelessness crisis. 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 or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Local authority children’s social care will be the lead agency for these children and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child’s circumstances.

Mental health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences, can impact on their mental health, behaviour, attendance and progress at school. 149 More information can be found in the Mental health and behaviour in schools guidance, colleges may also wish to follow this guidance as best practice. Public Health England¹⁴⁷ has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.

Modern Slavery and the National Referral Mechanism (NRM)

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

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 from primary to secondary stage and into colleges. It can also occur online. 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, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

APPENDIX TWO

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
 5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors – it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school/ academy staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the student / pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the student / pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the student / pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student / pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – students / pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

Safeguarding Students Over 18

- Durants School acknowledges that safeguarding is everyone's responsibility and we are committed to prevent harm to any student that attends our provision.
- We understand that students over the age of 18 are adults we are committed upholding their rights. We also understand that adults have the right to self-determine and can choose to not act to protect themselves.
- Durants School also understand that it is our responsibility to safeguard adults whom are at risk. According to the Care Act (2014) an adult at risk is an individual over the

age of 18 whom has needs for care and support and is experiencing or at risk of harm and due to those care and support needs is vulnerable and unable to protect themselves.

- At Durants School all of our adult students have a diagnosis of Autism and many would be deemed as vulnerable adults whom are at risk due to this developmental disability. The No Secrets Guidance (2000) defines a vulnerable adult as a person who is in or may need community care services by reason of disability, age or illness and whom is unable to take care of themselves and protect themselves from significant harm.
- Durants School understand that when there are safeguarding concerns around a student whom lacks the mental capacity to take action to protect themselves, we will act in their 'best interests' and in accordance with our local authority safeguarding procedures.
- Durants school will always cooperate with police and local authority to support the safeguarding of any adult we suspect is at risk of harm.
- Durants School staff understand that any safeguarding concerns involving adults, whether a disclosure or an honest held suspicion, should be shared with our designated safeguarding leads and be managed and recorded in the same manner as those concerns involving a child attending school.
- Durants School staff are also aware that it is not our position to diagnose, investigate or provide a therapeutic response to abuse and that not all concerns directly indicate abuse. Staff must not take action without discussing with one of our safe guarding leads.
- **Health and Safety**
- Our Health and Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our pupils both within the school environment and when away from the school when undertaking school trips and visits.

Pupils discloses suicidal thoughts to a member of staff

- 1) If a student expresses suicidal thoughts to a staff member, the staff member must consider whether it would be appropriate to phone 999.
- 2) The staff can also phone the Enfield crisis mental health team on 0800 151 0023. To seek advice before sending a pupil home.
- 3) Staff can also phone Samaritans.

DURANTS SCHOOL – Child Protection Policy

- Also consider for Durants school staff to provide mental health and wellbeing workshops, as well as, providing parents/ carers with advice about mental health in young people.
1. Inform parents (advise visit to GP in event of disclosure leaning towards mental ill-health)
 2. Record incident on CPOMS recording system and share with safeguarding leads
 3. Contact social services/ adult services to inform known social workers/ source support pupil/ family
 4. Contact SCAN/ CAHMS teams if pupil already has allocated clinician for support
 5. If child has disclosed suicidal/ worrying comments or thoughts pupil should not leave site until contact has been made with parents or support has been arranged from social services.

Child Protection

If you have an immediate Child Protection concern about a child or family that needs an urgent safeguarding response, contact:

Enfield Children's MASH (Multi-Agency Safeguarding Hub)

Tel: 0208 379 5555

For urgent child protection concerns please call the **MASH** first before submitting a referral in writing. Written referrals will need to be completed on the Child Protection section of the Children's Portal. <https://cp.childrensportal.enfield.gov.uk/web/portal/pages/home>

For urgent safeguarding concerns that occur outside of normal working hours, contact the emergency **Duty Team on 0208 379 1000**

For non-urgent referrals that still require a safeguarding response, please visit the Children's Portal and complete an online **Child Protection** referral by visiting www.enfield.gov.uk/childrensportal

If you are concerned about a child's safety and wellbeing and are aware the case is already open to children's social care, please contact the social worker directly or contact the switchboard on 0208 379 1000 if you do not know their contact number but know their name. Otherwise, please call the **MASH (0208 379 5555) as a last resort** who can identify who the social worker is and put you through.

Early Help & support

For children & families that require early help and support please contact the Early Help service duty team on: 020 8379 2002 or 020 8379 2525 . The document previously called the GREEN non-safeguarding Early Help Form (EHF) will now be completed via the Family Hub icon on the Children's Portal. Referrals must be completed online <https://eh.childrensportal.enfield.gov.uk/web/portal/pages/ehmref#h1>

For general safeguarding processes and policy advice you should contact:

Enfield Safeguarding Partnership (Enfield Council, NHS Enfield & Met Police) **Tel:** 0208 379 2767

webpage: <https://new.enfield.gov.uk/enfieldlscb/>

Child & Family Support Team: 0208 379 2574

Looked After Children Team: 0208 379 8200

In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer (LADO 02083794392) 02083792850 Andreas Kyriacou (otherwise known as the LADO)

The Designated Lead Practitioner must inform the LADO within 1 working day and prior to any internal

investigation taking place. You will be asked to complete a LADO referral form if the matter requires an "Allegations against Staff and Volunteers" safeguardingservice@enfield.gov.uk and MPESupport.SCS@enfield.gov.uk

Contacts: Andreas Kyriacou (Enfield Lado) Department: Schools & Children's Services **Tel:** 0208 132 0369 or 020 8379 2850 in the event that [Andreas Kyriacou](#) is unavailable, calls will be directed to a Duty LADO

Email: Andreas.Kyriacou@Enfield.gov.uk or safeguardingservice@enfield.gov.uk webpage: www.enfieldlscb.org (search LADO)

[Independent Reviewing Officers/ LADO cover: Bruno Capela & Kerwin Doctrove](#)

Domestic Violence Support & Wellbeing

Solace Women's Aid Advice Service offers information, advice and support for domestic and sexual violence. Phone the advice line on **020 3795 5068** (Monday to Friday, 9am to 6pm) or visit [Solace Women's Aid. www.solacewomensaid.org](http://www.solacewomensaid.org)

VS- Victim Support – Supporting people affected by crime and traumatic events
<https://www.victimsupport.org.uk/>

Young minds – Advice and information <https://youngminds.org.uk/>

Enfield Council Domestic Violence Hub 0800 923 9009
<https://new.enfield.gov.uk/services/community-safety/domestic-abuse/>

Female Genital Mutilation

If you are concerned that a child or young person may be in danger or risk of FGM

Tel: 0800 028 3550 or email fgmhelp@nspcc.org.uk webpage: www.enfieldlscb.org (search FGM)

Prevent Duty 2015

If children/young people are identified as being vulnerable to radicalisation, further advice and support can be found in The Prevent Duty. Serious concerns should be referred to the below Services:

Anti - Terrorism Hotline (Metropolitan Police Service) **Tel:** 0800 789 321
(www.met.police.uk/terrorism)

Local Authority Community Safety Unit Tel: 0208 379 4085/6137

Staff can raise concerns relating to extremism directly to the DFE Tel: 0207 340 7264

webpage: www.enfieldlscb.org (search Prevent)

<http://www.elearning.prevent.homeoffice.gov.uk>

<https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

NSPCC Whistleblowing advice line for professionals: Advice line for anyone concerned how workplace Child Protection issues are being handled. Tel: 0800 028 0245
Email help@nspcc.org.uk

NSPCC 24-hour emergency service Tel: 0808 800 5000

Child line Tel: 0800 1111