



DURANTS SCHOOL – POLICY DOCUMENT

Child Protection & Safeguarding

September 2025

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The purpose and scope of this policy statement

The purpose of this policy statement is to:

- Protect children and young people who use the services of Durants School from harm. Children are those under 18 years of age and 'Vulnerable Adults' as we now have provision up to the age of 19 years.

-Provide clear guiding principles for staff, volunteers, children, young people, and their families regarding our child protection approach. This policy applies to everyone working on behalf of Durants School, including senior managers, governors, paid staff, volunteers, agency staff, and students.

Aims

The purpose of this policy statement is to: - Protect children and young people who receive services from Durants School from harm, including the children of adults who use our services. - Provide staff, volunteers, children, young people, and their families with clear principles that guide our approach to child protection. This policy applies to everyone working on behalf of Durants School, including senior managers, governors, paid staff, volunteers, agency staff, and students. Durants School is committed to educating all its pupils in an environment that promotes the values of learning, truth, justice, respect, and community. Our overarching goal is to safeguard and promote the welfare of the children in our care. In situations where child abuse is suspected, our primary responsibility is to the child. Children and young people should never experience any form of abuse. We have a duty to promote the welfare of all children and young people, keep them safe, and practice in a manner that protects them.

We recognise that:

The welfare of children is paramount in all the work we do and in all the decisions we take.

Working in partnership with children, young people, their parents, carers and other agencies is essential in promoting young people's welfare.

All children, regardless of age, disability, gender reassignment, race, religion or belief, sex, or sexual orientation, have an equal right to protection from all types of harm or abuse.

Some children are additionally vulnerable because of the impact of previous experiences, their level of dependency, communication needs or other issues

Extra safeguards may be needed to keep children who are additionally vulnerable safe from abuse.

Legal framework and Key legislation

This policy has been drawn up on the basis of legislation, policy and guidance that seeks to protect children in England.

The Children Act 1989 and Children Act 2004: These acts provide the legislative foundation for child protection in the UK.

The 1989 act emphasizes that a child's welfare is the paramount concern and places a duty on local authorities to safeguard and promote the welfare of children. This act established the foundational legal framework for child protection in England and Wales, placing a duty of care on children.

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.

The 2004 act strengthens inter-agency cooperation by establishing local safeguarding partners—the local authority, the police, and health services—to work together to protect children.

The Education Act 2002: Section 175 of this act requires maintained schools to make arrangements to safeguard and promote the welfare of pupils. Equivalent regulations apply to independent schools under the Independent School Standards.

The Children and Social Work Act 2017: This act further amended the Children Acts, reinforcing the importance of multi-agency cooperation and introducing requirements for Relationships and Sex Education (RSE) in schools.

The Counter-Terrorism and Security Act 2015: This includes the "Prevent duty," which legally requires schools and other specified institutions to have due regard to the need to prevent people from being drawn into terrorism.

The Equality Act 2010: This act protects against discrimination and makes it illegal for a school to discriminate against, harass, or victimise a pupil based on protected characteristics like disability, gender, and religion.

Primary statutory guidance

Schools are legally required to "have regard to" the DfE's statutory guidance, meaning they must follow it unless they have a very good reason not to. The two most important documents are:

Keeping Children Safe in Education (KCSIE): This guidance, updated annually, sets out the specific legal duties schools and colleges in England must follow to safeguard and promote the welfare of children under 18. It covers topics such as:

Management of safeguarding: Establishing clear policies, appointing a Designated Safeguarding Lead (DSL), and providing appropriate staff training.

Safer recruitment: Ensuring robust procedures, including background and Disclosure and Barring Service (DBS) checks, to deter and prevent unsuitable people from working with children.

Child-on-child abuse: Addressing sexual violence and harassment between pupils.

Online safety: Implementing strategies for monitoring, filtering, and educating students on online risks.

Working Together to Safeguard Children: This is the multi-agency guidance on how organisations and individuals should cooperate to protect children from abuse and neglect. Schools must align their policies with the arrangements set by their local safeguarding partners to ensure effective collaboration.

Supporting documents

This policy statement should be read alongside our organisational policies, procedures, guidance and other related documents:

- Positive behaviour support
- Allegations against staff
- E safety
- Whistleblowing
- Code of conduct
- DBS policy
- Recruitment
- Taking images of pupils
- Anti-bullying
- Touch

- Intimate care
- Visitor behaviour policy
- Safeguard protocol for visitors
- Parents visitors
- Health and safety
- Physical intervention policy

These can all be found on the Durants school website.

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.

Roles and Responsibilities for all staff

All Staff: To be aware of and act on any concerns about a child's welfare, acting immediately if they suspect a child is suffering or is at risk of harm.

All staff have a responsibility to provide a safe environment in which children can learn. All staff working in regulated activity with children must read and ensure they understand at least Part One of KCSiE 2025. Those staff that do not work directly with children must read and ensure they understand either at least Part One or Annex A of KCSiE 2025.

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All staff must ensure they are familiar with the systems within school which support safeguarding, including the child protection and safeguarding policy, the code of conduct/staff behaviour policy, the behaviour policy, the safeguarding response to children who go missing from education, and the role of the DSL (including the identity of the DSL and any deputies). These will be explained to all staff on induction.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may need help or protection.

All staff should maintain a belief that ‘it could happen here’ where safeguarding is concerned and if staff have any concerns about a child’s welfare, they must act on them immediately.

All staff should be able to reassure victims 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 abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

All staff should know what to do if a child tells them he/she is being abused, neglected or exploited, and/or is otherwise at risk of involvement in criminal activity, such as knife crime, or involved in county lines drug dealing.

All staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989 that may follow a referral, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) along with the role they might be expected to play in such assessments.

Code of Behaviour on Child Protection for Governors and Staff

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. 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.

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

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.

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

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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.
- 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.

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.

Roles and Responsibilities for Designated Safeguarding Lead (DSL)

DSL: To receive and record concerns, make appropriate referrals, and decide on the next steps.

The DSL will take lead responsibility for safeguarding and child protection (including online safety including and understanding the filtering and monitoring systems in place).

The DSL will have the appropriate status, authority, time, funding, training, resources and support they need to carry out the duties of the post effectively.

The DSL will provide advice and support to staff in school and will liaise with the local authority and work with other agencies in line with Working Together to Safeguard Children 2023.

Roles and Responsibilities for Governing Body

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

Jenny Tosh
Durants school

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High Street
Southgate
N14 6BN

The governing body has a strategic leadership responsibility for the school's safeguarding arrangements and must ensure compliance with relevant legislation. They are legally required to establish appropriate policies and procedures that adhere to statutory guidance, enabling effective and timely action to safeguard and promote the welfare of children and young people.

The governing body will ensure that the safeguarding policy is accessible to parents and carers by publishing it on the school's website or providing it in writing upon request.

They will promote a whole-school approach to safeguarding, involving everyone in the school community to ensure that safeguarding and child protection are integral to all processes and policy developments.

All systems, processes, and policies will be designed to be clear, transparent, and easy to understand, always prioritizing the best interests of the child. In cases of safeguarding concerns, the governing body will make certain that school leaders consider the wishes and feelings of the child when deciding on actions and services to provide. Systems must be well-promoted, easily understood, and accessible to children, allowing them to report any form of abuse confidently, knowing their concerns will be taken seriously, and that they can safely express their views and provide feedback.

The governing body will ensure that the school actively participates in multi-agency working in accordance with the statutory guidance "Working Together to Safeguard Children 2023," and that the school's safeguarding practices align with the locally agreed multi-agency safeguarding arrangements. At a minimum, the governing body will ensure that the following policies are in place to enable appropriate action to safeguard and promote the welfare of children, young people, and vulnerable adults:

- Focus on preventing harm to children and vulnerable adults.
- Address any welfare concerns regarding children, young people, or vulnerable adults.
- Collaborate with local agencies, following agreed local policies.
- Plan, implement, monitor, and review policies to ensure safety within the school.
- Reduce risks to children's welfare through:
 - Risk assessment and management
 - Health and safety procedures
 - Staff selection, recruitment, induction, supervision, and training
- Cultivating a culture where staff feel able to report concerns (whistleblowing) - Responding to and reporting abuse
- Online safety - Behaviour management, including measures to prevent bullying (including cyberbullying and prejudice-based bullying)
- Support for pupils with special educational needs and disabilities
- Assistance for pupils with medical conditions
- Staff code of conduct and behaviour policy, which should include procedures for addressing low-level concerns and allegations against staff, as well as acceptable use of IT and social media
- Procedures for responding to children who go missing from education, particularly if this occurs repeatedly
- Safer recruitment practices

The governing body is responsible for ensuring that staff and volunteers are properly vetted to guarantee they are safe to work with students. Additionally, they must have procedures in place for managing safeguarding allegations or low-level concerns involving any members of staff, including the headteacher, supply teachers, contractors, and volunteer helpers. Furthermore, the governing body will ensure there is a named governor for safeguarding, a Designated Safeguarding Lead (DSL) who is a senior member of the leadership team with specific responsibilities for safeguarding and child protection, and a designated teacher to promote the educational achievement of children in care or previously in care. They will ensure that these individuals receive the appropriate training.

Recognising concerns - signs and indicators of abuse, neglect and exploitation.

All staff should be aware of the indicators of abuse, neglect and exploitation (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home, and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection. All school and college staff should be aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse and other risks online as well as face to face. In many cases abuse and other risks will take place concurrently both online and offline. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic/misandrist messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography to those who do not want to receive such content.

In all cases, if staff are unsure, they should always speak to the DSL and report concerns on CPOMS.

Indicators of abuse and neglect:

Abuse is defined as a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or another child or children.

The following indicators listed under the categories of abuse are not an exhaustive list:

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

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.

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

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;

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- 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.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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 sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and all staff should be aware of it and of the school’s policy and procedures for dealing with it.

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.

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

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);

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- 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.

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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as of drug taking and/or alcohol misuse, unexplainable and/or persistent absences from education, serious violence (including that linked to county lines) radicalisation and consensual and non-consensual sharing of nude and semi-nude images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of include:

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 and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports. All staff should understand, that even if there no reports in school it does not mean it's 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 the DSL (or deputy) and record these using the school/college's safeguarding system (my concern). 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.

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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 stand-alone 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 videos⁸ (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;

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)

All staff should be clear about the school’s policy and procedures with regards to child-onchild abuse and the important role they must play in preventing it and responding where they believe a child may be at risk from it.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Child Criminal Exploitation (CCE) Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation

often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

Child Sexual Exploitation (CSE) CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media. CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or pattern of incidents. That's abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Female Genital Mutilation (FGM)

Whilst all staff should speak to the DSL (or deputy) regarding any concerns about FGM, there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Mental Health

All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Staff can access a range of advice to help them identify children in need of extra mental health support; this includes working with external agencies. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the school's policy, and speaking to the DSL or a deputy.

If a student expresses suicidal thoughts to a staff member, the staff member must consider whether it would be appropriate to phone 999.

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The staff can also phone the Enfield crisis mental health team on 0800 151 0023. To seek advice before sending a pupil home.

Staff can also phone Samaritans.

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.

Serious violence

All staff should be aware of the indicators which may signal that children are at risk from, or involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Preventing radicalisation

Children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools or colleges safeguarding approach. For further information see Page 157 of Keeping Children Safe in Education 2025.

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. Prevent referrals are assessed and may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are at risk of being drawn into terrorism and consider the appropriate support required. For further information see Page 158 of Keeping Children Safe in Education 2025.

Indicators of vulnerability to radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

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.

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.

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.

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.

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.

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.

More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;

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- 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.

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.

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.

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.

Early Help and Children potentially at greater risk of harm

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
- 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 education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, 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
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child.

The governing body recognises that whilst all children should be protected there are some groups of children who are potentially at greater risk of harm and, in some cases, these children may find it difficult to communicate what is happening to them.

Children who need a social worker (Child in Need and Child Protection Plans) Children may need a social worker due to complex safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The governing body/proprietor expects that the Local Authority will share the fact a child has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both LAs and school to safeguard and promote the welfare of children. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or to a child missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Children absent from education A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage. There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

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- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

It is important that the school's procedures for unauthorised absence and for dealing with children who are absent from education are followed, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes when problems are first emerging but also where children are already known to LA children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where absence from education may increase known safeguarding risks within the family or in the community

This includes informing the LA if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the LA, when applicable, when removing a child's name from the admission register at non-standard transition points.

Elective Home Education Many home educated children have a positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all. Elective home education can mean that some children are not in receipt of suitable education and are less visible to the services that are there to keep them safe and supported in line with their needs. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible. Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker. Where a child has an Education, Health and Care plan in place the LA will need to review the plan, working closely with parents and carers.

Children requiring mental health support Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The governing body will ensure there is a clear system and process in place for identifying possible mental health problems, including routes to escalate, and a clear referral and accountability system.

Looked after children and previously looked after children The most common reason for children becoming looked after is as a result of abuse and/or neglect. The governing body will ensure staff have the skills, knowledge and understanding to keep looked after children safe. The governing body/proprietor will ensure there are arrangements in place so that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility. Appropriate staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after the child. The DSL should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child. A previously looked after child potentially remains vulnerable and all staff should have the skills,

knowledge and understanding to keep previously looked after children safe. The governing body/proprietor recognise that when dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group. For children who are care leavers, the DSL should have details of the LA Personal Advisor appointed to guide and support the care leaver and liaise with them as necessary regarding any issues of concern.

Children with SEN and disabilities, or health issues can face additional safeguarding challenges, both online and offline. Staff should avoid making assumptions that indicators of possible abuse such as behaviour, mood and injury may relate to the child's disability or medical condition without further exploration. Staff should also be aware that these children may be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. Similarly, staff should be aware of the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying without outwardly showing signs or being able to communicate how they are feeling. Staff also need to be mindful of children's cognitive understanding, for example, whether they can understand the difference between fact and fiction in online content and the consequences of repeating the content/behaviours in school.

Children who are lesbian, gay, bisexual, or gender questioning The governing body acknowledge that the fact that a child or young person may be lesbian, gay, bisexual or gender questioning is not in itself an inherent risk factor for harm. However, children who are lesbian, gay, bisexual or gender questioning can be targeted by other children. In some cases, a child who is perceived to be lesbian, gay, bisexual or gender questioning (whether they are or not) can be just as vulnerable as children who are. Risks can be compounded where children who are lesbian, gay, bisexual or gender questioning lack a trusted adult with whom they can be open. Staff should therefore endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

Opportunities to teach safeguarding

The governing body will ensure that children and young people are taught about how to keep themselves and others safe, including online. The governing body/proprietor recognise that effective education should be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND. Relevant topics will be included within Relationships Education (primary schools) and Relationships and Sex Education (also known as Sex and Relationship Education) (secondary schools) and through Health Education (all pupils in state funded schools), having regard to statutory guidance.

Preventative education is most effective in the context of a whole-school approach that prepares children and young people for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment. The governing body/proprietor expect that the school's values and standards should be upheld and demonstrated throughout all aspects of school life. These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetables lessons and reinforced throughout the whole curriculum. This whole-school approach will be fully inclusive and developed to be age and stage of development appropriate, and will tackle (in age-appropriate stages) issues such as: - Healthy and respectful relationships - Boundaries and consent - Stereotyping, prejudice and equality - Body confidence and self-esteem - How to recognise and abusive relationship, including coercive and controlling behaviour - The

concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and FGM, and how to access support, and - What constitutes sexual harassment and sexual violence and why these are always unacceptable.

Online safety and filtering and monitoring

The school will ensure that there are appropriate filters and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

The use of technology has become a significant component of many safeguarding issues such as child sexual exploitation, radicalisation and sexual predation and technology often provides the platform that facilitates such harm.

The governing body/proprietor has had due regard to the additional information and support set out in KCSiE 2025 and ensures that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school. Online safety will be a running and interrelated theme when devising and implementing policies and procedures. This will include considering how online safety is reflected in all relevant policies and whilst planning the curriculum, any teacher training, the role of the DSL and any parental engagement.

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The school adopts a whole school approach to online safety to protect and educate pupils and staff in their use of technology, and establishes mechanisms to identify, intervene in, and escalate any concerns as appropriate.

Online safety issues can be categorised into four areas of risk:

Content: being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

Contact: being subjected to harmful online interaction with other users, for example, peer to peer pressure, commercial advertising, and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.

Conduct: online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images (e.g. consensual and nonconsensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images, and online bullying); and

Commerce: risks such as online gambling, inappropriate advertising, phishing and/or financial scams. If staff feel that either they or pupils are at risk this should be reported to the Anti-Phishing Working Group (<https://apwg.org/>).

The governing body/proprietor will ensure that an annual review is undertaken of the school's approach to online safety including the school's filtering and monitoring provision, supported by an annual risk assessment that considers and reflects the risks pupils face online. The review should include a member of the senior leadership team, the DSL, the IT service provider and a governor. The school should ensure they have the appropriate level of security protection procedures in place

in order to safeguard their systems, staff and learners and review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. Guidance on cyber security including considerations can be found at Cyber security training for school staff - NCSC.GOV.UK

Filtering and Monitoring

The school's online safety policy outlines the appropriate filtering and monitoring which take places on school devices and school networks. It also outlines the expectations, applicable roles and responsibilities in relation filtering and monitoring.

The Department for Education's filtering and monitoring standards set out that schools and colleges should:

- identify and assign roles and responsibilities to manage filtering and monitoring systems.
- review filtering and monitoring provision at least annually.
- block harmful and inappropriate content without unreasonably impacting teaching and learning.
- have effective monitoring strategies in place that meet their safeguarding needs.

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely and explains how filtering and monitoring requirements apply to the use of generative AI in education.

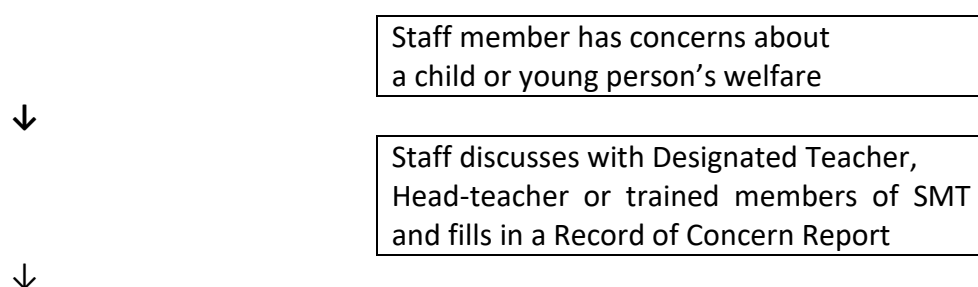
School staff can access resources, information and support as set out in Annex B of KCSiE 2025.

What school staff should do if they have concerns about a child

If staff notice any indicators of abuse/neglect or signs that a child or young person may be experiencing a safeguarding issue they should record their concerns on the school's safeguarding management system (CPOMS) for safeguarding concerns and pass it to the DSL without delay.

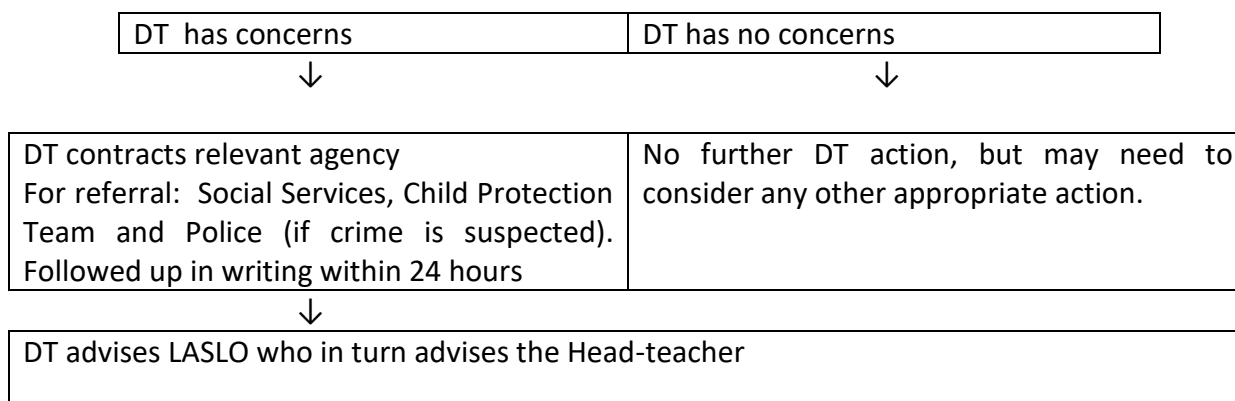
Any member of staff with issues or concerns relating to Child Protection should immediately discuss it with a designated teacher. (It should be made clear to pupils that confidentiality cannot be guaranteed in respect of Child Protection issues). Allegations of child abuse must always be given the highest 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.

What Happens When a Child Abuse Suspicion is Reported?

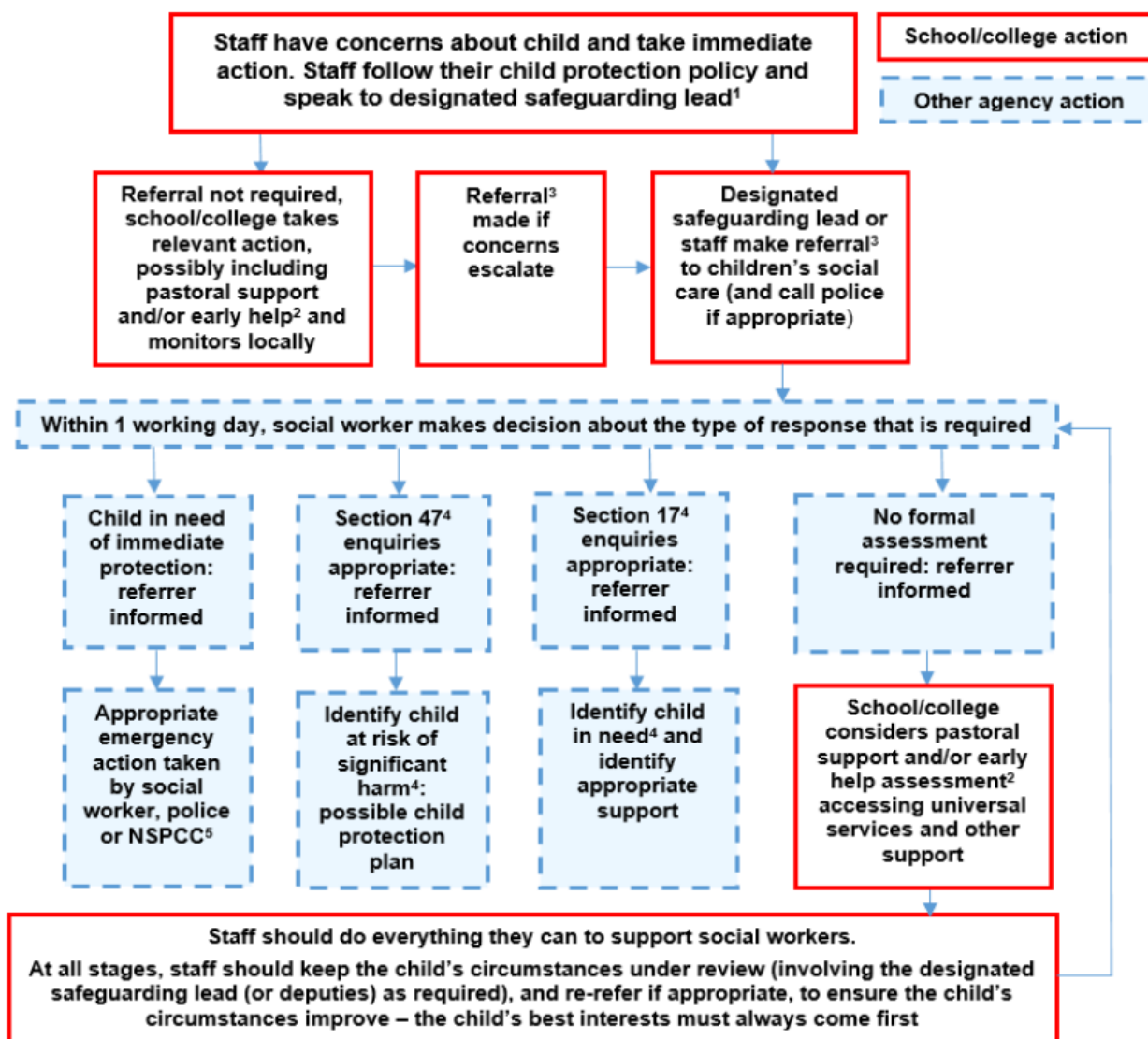


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Designated Teacher gives the child/YP the opportunity to be listened to.



If staff have any concerns about a child’s welfare, they should act on them immediately. See the flow chart below, setting out the process for staff when they have concerns about a child.



Options will then include: • managing any support for the child internally via the school or college's own pastoral support processes

- undertaking an early help assessment,
- making a referral to statutory services, for example as the child could be in need, is in need or is suffering, or likely to suffer harm.

What to do if you are concerned or if a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

Stay calm and listen carefully.

Accept what is being said.

Allow the child/young person to talk freely – do not interrupt or put words in the child/young person's mouth.

Only ask questions when necessary to clarify, do not investigate or ask leading questions.

Reassure the child, but don't make promises which it might not be possible to keep.

Do not promise confidentiality.

Emphasise that it was the right thing to tell someone.

Reassure them that what has happened is not their fault.

Do not criticise the perpetrator.

Explain what has to be done next and who has to be told.

Make a written record, which should be signed and include the time, date and your position in school. (Record on CPOMS)

Do not include your opinion without stating it is your opinion.

Pass the information to the DSL or alternate without delay.

Consider seeking support for yourself and discuss this with the DSL as dealing with a disclosure can be distressing.

The designated safeguarding lead (or a deputy) should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or a deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local authority children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or a deputy) as soon as is practically possible.

Staff should not assume a colleague, or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a child is already known to local authority children's social care (such as a child in need or a child with a protection plan).

If early help is appropriate, the designated safeguarding lead (or a deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Further guidance on effective assessment of the need for early help can be found in Working Together to Safeguard Children. Any such cases should be kept under constant review and consideration given to a referral to local authority children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse.

What Happens Next Taking into account all the information available, the Designated Teacher 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 children, 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.

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.

DPA and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe and promoting their welfare. If in any doubt about sharing information, staff should speak to the designated safeguarding lead (or a deputy). Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare of children.

Safer recruitment

The school will ensure that it operates a safe recruitment policy to ensure that all those working in the school, in either a paid or unpaid capacity are suitable to do so as far as can be reasonably ascertained.

Senior Leaders and any other staff involved in selection procedures will attend Safer Recruitment training.

Durants School has a duty to ensure that people looking after children and young people are suitable to fulfil the requirements for their role. We follow safer recruitment practices including verifying qualifications and ensuring appropriate DBS and reference checks are undertaken. We do not allow people whose suitability has not been checked, to have unsupervised contact with children.

Staff are expected to disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children (whether received before or during their employment at Durants).

Appropriate checks (i.e. enhanced DBS checks and checks against the barred list) will be carried out on all potential employees and volunteers, and all references will be taken up and verified. The school will ensure it is following the most recent guidance in respect of these issues, including taking account of the definition of regulated activity.

Interview panels will follow recommendations from the Enfield Personnel in relation to practice.

One member of each interview panel must have completed Safer Recruitment training.

At the interview, candidates will be asked to account for any gaps in their employment history.

Any offer of appointment made to successful candidates, including to those who have lived or worked abroad, will be conditional on satisfactory completion of the necessary pre-employment checks.

The school keeps a single central record covering all staff, including supply staff and trainee teachers on salaried routes.

When employing staff through an agency, the school will obtain written confirmation that the agency has carried out the relevant checks and obtained the appropriate certificates. The school will enter this information into the central record, including confirmation that a DBS check certificate has been provided and the date the confirmation from the Agency was received.

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.

In the event of an allegation/concern against a member of staff please contact the Local Authority Designated Officer (otherwise known as the LADO) The Designated Lead Practitioner must inform the LADO within 1 working day and prior to any internal actions 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 Ofsted MUST be notified within 14 Working days Contacts: Cathy Phelan (Enfield Lado) Department: Schools & Children's Services Tel: 020 8379 4392/2850 In the event that Cathy is unavailable, please call the Safeguarding and Quality number on 0208 379 2850 and one of the Independent Reviewing officers will respond.

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.

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.

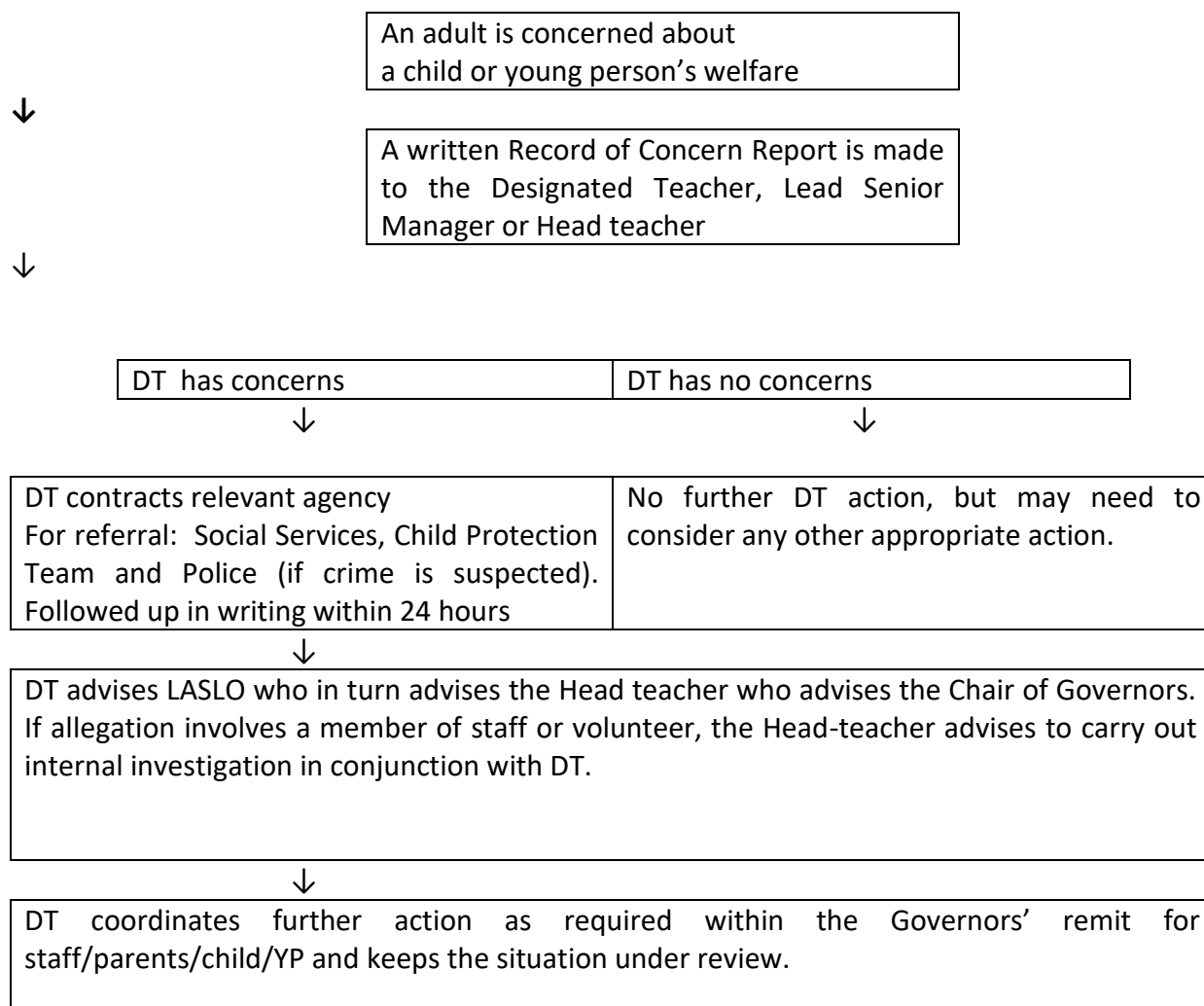
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The Governors may be unable to carry out any disciplinary proceedings until the policy investigation is complete, but depending on the seriousness of the allegation, the member of staff may be suspended from work with pay until the investigation is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

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

Whistleblowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues and adhere to the procedures detailed in Durants School's whistleblowing policy.

Additional support and contact numbers

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 contact MASH who can identify who the social worker is and put you through. If you have a concern and are unsure how to proceed, please call the Consultation line for professionals 020 3855 6241. Lines open 10:00am-14:00pm Mon-Fri Otherwise, please call MASH.

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: Children's Multi-Agency Safeguarding Hub |

Safeguarding Enfield 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 (otherwise known as the LADO) The Designated Lead Practitioner must inform the LADO within 1 working day and prior to any internal actions 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 Ofsted MUST be notified within 14 Working days Contacts: Cathy Phelan (Enfield Lado) Department: Schools & Children's Services Tel: 020 8379 4392/2850 In the event that Cathy is unavailable, please call the

DURANTS SCHOOL – Child Protection and Safeguarding Policy

Safeguarding and Quality number on 0208 379 2850 and one of the Independent Reviewing officers will respond. Email: Cathy.Phelan@enfield.gov.uk or safeguardingservice@enfield.gov.uk webpage: Allegations against adults working with children | Safeguarding Enfield

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 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/domesticabuse/>

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

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 <https://www.enfield.gov.uk/safeguardingenfield/making-a-safeguarding-referral/tackling-extremism-and-radicalisation> <http://www.elearning.prevent.homeoffice.gov.uk>

Ofsted Helpline Ofsted Whistle Blowing General enquires: 0300 123 1231 (9am-5pm) Whistle blowing helpline: 0300 123 3155 Concerns: 0300 123 4666 (8am-6pm) Email: whistleblowing@ofsted.gov.uk enquiries@ofsted.gov.uk

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