

Safeguarding and Child Protection Policy (Whole School)

Embleton View

Designated Safeguarding Lead – Chris Lee

Deputy Designated Safeguarding Leads – Gary Robinson, James Gilbey

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Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

For the purpose of this document, 'students' refers to all children at Embleton View. However, we refer to primary age children as 'pupils', and secondary age children as 'students'.

STATEMENT OF PURPOSE

ALD Group Ltd Statement of Commitment to Safeguarding

ALD Group Ltd, and all staff who work for, or represent ALD Group Ltd (hereinafter referred to as 'the company') or within any premises owned or operated by ALD Group Ltd, take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our company to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of the company, including students, visitors/contractors, volunteers and trainees working within the company premises. This policy is specific to Embleton View which operates in Darlington and Durham Local Authorities, but also works with children from Middlesbrough, Stockton and Hartlepool Local Authorities. This policy is fully incorporated into the whole company and school ethos and is underpinned throughout the teaching of the curriculum and within PHSE and within the safety of the physical environment provided for the students.

Embleton View Statement of Commitment to Safeguarding

Embleton View has a **zero-tolerance** approach to abuse. Any allegation or disclosure of abuse will be taken seriously and investigated thoroughly and without judgement or bias. Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.

"Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children. Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

Part 1 - Keeping Children Safe in Education (KCSiE) DfE September 2024

In relation to children and young people, safeguarding and promoting their welfare is defined in 'Working together to safeguard children' as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Preventing the impairment of children's mental and physical health or development
- Making sure that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child Protection

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

Significant Harm

- The Children Act 1989 introduced the concept of significant harm as the threshold that justifies compulsory intervention in family life in the best interests of the child (s47)
- Section 47 of the Act places a duty on Local Authorities to make enquiries, or cause enquiries to be made where it has reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm (compulsory intervention).

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Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Embleton View Staff
2024/25	Chris Lee	Gary Robinson James Gilbey	All Embleton View staff trained in 'Child Protection in Education'

Embleton View recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such:

- School staff are particularly important as they are in a position to identify concerns early, provide help for students, and prevent concerns from escalating.
- It is everyone's responsibility to safeguard students and provide a safe environment in which they can learn.
- All Embleton View staff should be prepared to identify students who may benefit from Early Help.
- All professionals should make sure their approach is student-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSIE 2024)
- All students have an equal right to protection from harm and abuse and are all subject to the same safeguarding policies and procedures.
- Extend the same safeguarding principals to any child external to the school that staff may encounter for whom they have a concern (family members of Embleton View students, friends from other schools etc.).

And we believe:

- Schools can contribute to the prevention of abuse.
- All children have the right to be protected from harm.
- Children need support that matches their individual needs, including those who may have experienced abuse.
- Never promise to keep a secret or confidentiality where a student discloses abuse. The school will fulfil local and national responsibilities as laid out in the following documents: -
- *Keeping Children Safe in Education – Statutory guidance for Schools and colleges, (September 2024)*
- *Working Together to Safeguard Children 2018 (Statutory guidance)*
- *Statutory guidance on children who run away or go missing from home or care – January 2014*
- *Disqualification under the Childcare Act 2006 2015*
- *What to do if you're worried a child is being abused 2015*
- *Information sharing - Advice for practitioners providing safeguarding services to children, young people, parents and carers – March 2015 July 2018*
- *Guidance for safer working practice for those working with children and young people in education settings 2019*
- *Darlington Council DARLINGTON Safeguarding Partnership (DSP)*
- *Durham Children Safeguarding Partnership*
- *Middlesbrough, Hartlepool & Stockton Councils; Tees Local Safeguarding Childrens Board*
- *Children Act 1989 (as amended 2004 Section 52)*
- *Education Act 2002 s175/s157*
- *The Counterterrorism and Security Act 2015 (section 26 The Prevent Duty)*
- *Female Genital Mutilation Act 2003*
- *Serious Crime Act 2015*
- *Children Missing Education – Statutory guidance for local authorities (DfE September 2016).*
- *Human Rights Act 1998*
- *Equality Act 2010*
- *Public Sector Equality Duty (PSED)*
- *Martyn's Law*

The Policy conforms to locally agreed multi-agency procedures in line with the Darlington Safeguarding Partnership (DSP). It should be read in conjunction with other relevant policies and procedures.

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Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and students
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging student and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our students in the following ways:

- Including appropriate preventative work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with students, parents/carers and agencies
- Ensure all students feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our students in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

1. A Whole School Approach to Safeguarding

Safeguarding information for all staff and visitors

In-school procedures for protecting students

All staff and visitors will:

- Always speak to the designated safeguarding lead or deputy regarding any concerns.
- Read and be familiar with Part One of Keeping Children Safe in Education (DfE 2024).
- Be familiar with the school's child protection policy including issues of confidentiality.
- Remember that the student's welfare and best interests must be the paramount consideration.
- Be vigilant as multiple safeguarding issues may overlap with one another.
- Be aware that risk factors will increase the likelihood of involvement in serious crime.
- Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation. **(Ref Appendix 1)**
- Record concerns on CPOMS and ensure the DSL or DDSL are made aware.
- Deal with a disclosure of abuse from a student in line with the recommendations in **(Ref: Appendix 2)**. These must be passed to one of the Designated Safeguarding Team immediately, followed by a recorded account. 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.
- Be involved in on-going monitoring and recording to support the implementation of individual education programmes and multi-agency child protection and support plans.
- Be prepared to identify students who may benefit from Early Help.
- Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, Advisory Board members, volunteers etc.
- Will be expected to behave in accordance with Guidance for Safer Working Practice for those working with Children and Young People in Education settings (Safer Recruitment Consortium October 2019)
- Consult with the designated safeguarding lead or a deputy, who should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to the Headteacher or one of the Proprietors and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the Designated Safeguarding Lead (or deputy) as soon as is practically possible.

Our Role in the Prevention of Abuse

Embleton View define abuse 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. 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 Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.” – KCSIE 2024

We will identify and provide opportunities for students to develop skills, concepts, attitudes and knowledge to promote their safety and well-being. We will make it clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them.

Preventative work within the curriculum

- Relevant issues will be addressed through the delivery of RSE (Relationships and Sex Education) within curriculum, including body confidence and self-esteem, boundaries and consent, stereotyping and equality, emotional literacy, assertiveness, power, sex and relationship education including recognising abusive relationships, online safety, online bullying, sexting, child sexual exploitation (CSE), female genital mutilation (FGM), preventing radicalisation, child on child abuse, county lines, criminal child exploitation and anti-bullying.
- Zero tolerance approach to sexism, misogyny/misandry, homophobia, biphobia and sexual violence/harassment.
- Relevant issues will be addressed through other areas of the curriculum.

Other areas of work

- All our policies that address issues of power and potential harm, e.g., Anti-Bullying, will be linked, to ensure a whole school approach.
- Our child protection policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, feel safe, and are listened to.

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

- In cases where students have experienced abuse/abused others, an appropriate support plan/intervention will be devised, implemented and reviewed regularly should the student require additional pastoral support/intervention. This plan will detail areas of support, who will be involved and the student's wishes and feelings. A written outline of the plan will be kept in the student's child protection record.
- 'Victim' is a widely understood and recognised term, but not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. Embleton View will use any term the student feels most comfortable with when managing an incident.
- 'Alleged Perpetrator(s)' and 'Perpetrators' are widely used and recognised terms, but staff need to think carefully about the terminology used in front of students, as in some cases, abusive behaviour can be harmful to the perpetrator too. This will be managed on a case-by-case basis.
- All staff will be aware that students may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, students may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This will not prevent staff from having a *professional curiosity* and speaking to the DSL if they have concerns about a student. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

Our Role in Supporting Students

Students with additional needs and special educational needs (SEN)

Embleton View recognises that while all students have a right to be safe, some *may* be more vulnerable to abuse e.g., those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents/carers, etc. Embleton View staff are aware that safeguarding concerns can occur outside of school or be associated with factors outside of school. School staff will still record and report any concern that has happened outside of school, offering full support to the student and family.

We have a whole school approach to listening to students and have systems in place which create an environment where they feel safe to share their concerns and worries and know they will be taken seriously. These systems operate with the best interests of the student at their heart. Students can safely express their views and give feedback. The school's safeguarding team are clearly identifiable to our students. We regularly gather student voice via Student Council, conversations, questionnaires, forums and surveys: this data informs our practice and policies.

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Students with special educational needs (SEN) and disabilities can face additional safeguarding challenges, including cognitive understanding. Proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of students. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student's disability without further exploration.
- Being more prone to peer group isolation than other students.
- The potential for students with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

Looked After Children (LAC)

Designated Teacher: Gary Robinson

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. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken on concerns to safeguard these students, who are a particularly vulnerable group.

Role of the Designated Teacher

(The designated teacher for looked after and previously looked-after children Statutory guidance on their roles and responsibilities – 2020)

The designated teacher will have responsibility for promoting the educational achievement of students who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

- The designated teacher should be a central point of initial contact within the school. This helps to make sure that the school plays its role to the full in making sure arrangements are joined up and minimise any disruption to a student's learning.
- Designated teachers should take lead responsibility for ensuring school staff understand the things that can affect how looked after and previously looked after children learn and achieve and how the whole school supports the educational achievement of these students. This means making sure that all staff:
 - Have high expectations of looked after and previously looked after children's learning and set targets to accelerate educational progress.
 - Are aware of the emotional, psychological and social effects of loss and separation (attachment awareness) from birth families and that some students may find it difficult to build relationships of trust with adults because of their experiences, and how this might affect the student's behaviour.
 - Understand how important it is to see looked after and previously looked after children as individuals rather than as a homogeneous group, not publicly treat them differently from their peers, and show sensitivity about who else knows about their looked after or previously looked after status.
 - Appreciate the central importance of the looked-after child's PEP in helping to create a shared understanding between teachers, carers, social workers and, most importantly, the child's own understanding of how they are being supported.
 - Have the level of understanding they need of the role of social workers, VSHs and carers, and how the function of the PEP fits into the wider care planning duties of the authority which looks after the child.
 - For previously looked after children, understand the importance of involving the student's parents or carers in decisions affecting their child's education, and be a contact for parents or carers who want advice or have concerns about their child's progress at school.

Children in Need

"A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989". – (KCSIE 2024)

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Children in need will have a designated social worker. The DSL will gather this information upon the student commencing their placement at Embleton View. This will be recorded in the student's personal folder. All incidents will be recorded on CPOMS with relevant information/concerns/referrals made to the designated social worker.

Early Help Assessment

School staff are best placed to identify when a student may be at risk, or a risk could develop or become worse. The local authority's early help process is designed to intervene in the early stages to prevent the situation or risk worsening. If an early help assessment is appropriate, the designated safeguarding lead (or 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 professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the student's situation does not appear to be improving or is getting worse. Embleton View understand the needs of the students who attend the school and recognise regular risks such as those related to our students with mental health needs, special education needs, and challenging family circumstances. Staff understand that our students may need early help assessments for other risks, such as those detailed in **Appendix 1**.

Students in Specific Circumstances

Embleton View follows the relevant Local Authority Safeguarding Partnership inter-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below.

Keeping Children Safe in Education, 2024 Annex A, includes:

- Children in the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE)
- Child Sexual Exploitation (CSE)
- Sexting
- County Lines
- Domestic Abuse
- Homelessness
- So called 'Honour Based Abuse' inclusive of Female Genital Mutilation (FGM) and Forced Marriage.
- Preventing Radicalisation
- The Prevent duty
- Channel
- Child on Child Abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Up skirting
- The response to a report of sexual violence or sexual harassment

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-services#safeguarding-children-and-young-people>

Child-on-Child Abuse

Embleton View implement a range of procedures to minimise the risk of child-on-child abuse. These include:

- Recognising the indicators of child-on-child abuse (**Appendix 1**), know how to identify it and respond to concerns (**Appendix 2**)
- The collation of prior information from the student's previous school and local authority including EHCP
- An assessment period at Embleton View school to assess behaviour and possible risks
- Close ratio support as per assessment
- Small class sizes
- Staff trained in behaviour management, safeguarding and intervention
- A person-centred curriculum that focuses on PSD, including managing relationships
- Personalised timetables
- Behaviour management and anti-bullying policies
- Online measures to reduce the risk of online abuse

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We recognise that students are capable of abusing other students and that child-on-child abuse can manifest in many different ways, including online bullying, sexting, initiation/hazing and inappropriate/harmful sexualised behaviours. Embleton View understand that child-on-child abuse may be taking place, even if it is not reported and that abuse can take place in and out of school, can take place face to face or online, or a combination of both. Embleton View therefore aim to provide as much opportunity as possible for students to access support.

Embleton View consider that abuse is abuse and must never be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’.

- Technology can play a significant part in child-on-child abuse. Embleton View recognise that students are vulnerable to online abuse as well as face-to-face abuse. All Embleton View staff will be aware of levels of support required by students accessing online material, as well as the school’s monitoring and filtering systems.
- Where students have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, contact will be made with the relevant Local Authority Children’s Services if appropriate. Good practice dictates that there should be a co-ordinated inter-agency approach through a Local Authority risk assessment management plan and guidance from the local authority to respond to their needs, which will include, parents/carers, youth justice (where appropriate), children’s social work service and health.
- We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- KCSIE 2024 identifies that boys are generally more likely to be perpetrators, and girls more likely to be victims, but all child-on-child abuse will be taken seriously. It is also recognised that both the age and stage of development of a student will be a factor.
- Embleton View recognise that students who are LGBT can be targeted by other students. In some cases, a student who is perceived by other students to be LGBT (whether they are or not) can be just as vulnerable as students who identify as LGBT. Risks can be compounded where students who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff 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.
- Students who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through an inter-agency risk assessment.
- Child-on-child abuse can a range of different forms, such as:
 - Sexual violence and sexual harassment (more detail in Part 5). This can include causing someone to engage in sexual activity without their consent, such as forcing someone to strip, touch themselves sexually or to engage in a sexual activity with a third party.
 - Bullying, including prejudice based and discriminatory bullying.
 - Abuse in intimate relationships between peers (sometimes known as teenage relationship abuse).
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Online abuse and sexting (also known as youth produced sexual imagery): this can include non-consensual sharing of images and videos in chat groups/message boards/social platforms. Online abuse can include abusive, harassing and misogynistic messages and the sharing of pornographic content to those who do not wish to receive them.
 - Initiating/hazing type violence and rituals.

Allegations of child-on-child abuse will be investigated and dealt with in accordance with the anti-bullying policy. All allegations made by students, or parents/carers, or other concerned parties should be reported up to the DSL or Deputy DSL. Staff should record the allegation on CPOMS. The DSL or Headteacher will investigate objectively and without bias. Both the victim and alleged perpetrator will be supported equally throughout any investigation. This may include the temporary implementation of a personalised timetable to minimise contact time, or additional support within the classroom. Support will be provided on a person-centred basis.

Online Monitoring and Filtering

Embleton View recognise that abuse also takes place online. It is recognised that modern technology plays a vital part in being part of today’s society and consequently, Embleton View take an approach that does not limit access and online learning, but teaches students how to do this in a safe manner. All students will access the internet only using school computers. These are provided with suitable monitoring and filtering systems implemented. Systems include:

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- A Microsoft login for each individual student to school computers with user access, not admin access.
- School computers installed with McAfee Total protection web for web protection and filtering.
- All computers installed with Cisco umbrella for web filtering and monitoring.
- School Wi-Fi is password protected with access given only to authorised school computers.
- Students are supported and supervised by staff when online.

Physical Intervention

There may be times when adults in school, in the course of their duty, use physical intervention to keep children safe. This will only ever be used as a last resort. The Headteacher requires the adult involved in any such incident to report this to him/her immediately, and to record it in the 'Bound Book'. A number of staff have had 'Team Teach' accreditation. Please refer to the Physical Intervention Policy.

Children Missing Education (CME)

This is not to be confused with 'Children absent from education' which is an attendance issue. Embleton View staff should inform the Children's Initial Advice Team or relevant LCSB and the child's social worker immediately if a child subject to a Child Protection Plan is missing. In the more general circumstances of a child going missing who is not known to any other agencies, Embleton View staff should inform the relevant Local Authorities Safeguarding Partnership of any child who has not attended for 5 days without provision of reasonable explanation. The school are to advise the relevant Local Authority Safeguarding Partnership immediately if there is any Child Protection concern.

Elective Home Education

If the parent/carer of a child with an education, health and care (EHC) plan has expressed their intention to educate their child at home, local authorities will need to review the plan and work closely with parents/carers. This is particularly important if a child has special educational needs and disabilities (SEND), is vulnerable or has a social worker. Schools should be familiar with guidance from local authorities on elective home education (DfE, 2019)

Operation Encompass

Our school is an Operation Encompass school. Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead). This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs.

Challenge and Escalation

We recognise that professional disagreements may arise between any agencies and resolving problems is an integral part of co-operation and joint working to safeguard children. As part of our responsibility for safeguarding children, we acknowledge that we must be prepared to challenge each other if we feel that responses to concerns, assessments or the way in which plans are implemented are not safeguarding the child and promoting their welfare. We are aware of the DSP escalation procedures for raising concerns in respect of poor practice and recognise our responsibility to utilise these as and when necessary, in the interests of safeguarding and promoting the welfare of children.

Relevant Local Authorities Safeguarding Partnerships

(Contact Details in Appendix 7)

Darlington DSP Children missing from Education Policy:

[Darlington Safeguarding Partnership - Home \(darlington-safeguarding-partnership.co.uk\)](http://darlington-safeguarding-partnership.co.uk)

Government Guidance:

[https://www.gov.uk/government/publications/children-missing-education.](https://www.gov.uk/government/publications/children-missing-education)

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School staff members should follow Embleton View's procedures for dealing with children who are absent/go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

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Embleton View will comply with our statutory duty to inform the local authority of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2024).

Where child sexual exploitation, or the risk of it, is suspected, staff should complete a cause for concern form and pass onto the DSL. If the child already has an allocated social worker, the DSL must contact them (or their principal social worker) to discuss any concerns about sexual exploitation. A copy of the strategy can be obtained from: **Darlington Borough councils DARLINGTON DSP website**. Embleton View will ensure the school work in partnership with parents/carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

Extra-Familial Abuse

All staff, but especially the designated safeguarding lead (and deputies) will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation and abuse, sexual harassment, criminal exploitation and county lines behaviour, serious youth violence, domestic abuse in their own intimate relationships (teenage relationships).

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. This may include physical contact, assault by penetration, non-penetrative acts such as masturbation, kissing, rubbing and touching outside the clothing. It may also include nonphysical activities such as involving the child in the production of sexual images, encouraging children to view sexual images or activities, or exchange images of themselves with others, such as 'sexting' (consensual or non-consensual sharing of nudes and semi-nude images and/or videos). Relevant issues around sexting are addressed through the delivery of our PSD curriculum and the dangers are clearly highlighted. Staff should recognise that some children may not realise they have been exploited and believe they are in a romantic relationship and this behaviour is normal. Embleton View will work with children through the delivery of PSD and other curriculum to ensure children are equipped to recognise toxic relationships, exploitation and to understand their rights as individuals. Embleton View will report any disclosure of CSE to the relevant authorities and the police.

Embleton View recognise that CSE can occur over time or be a one-off occurrence, and may happen without the student's immediate knowledge e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any student who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes students aged 16 and above who can legally consent to sexual activity.

School staff will be aware of the key indicators that a student is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions
- Associating with other children involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections
- Displaying sexual behaviours beyond expected sexual development
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy. Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a student is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school
- A change in friendships
- Relationships with older individuals or groups
- A significant decline in academic performance
- Signs of self-harm

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- A significant change in wellbeing
- Signs of assault
- Unexplained injuries
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a student's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male
- Having been frequently absent from school
- Having been permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a student may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

Modern slavery

For the purposes of this policy, "**modern slavery**" encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation. All staff will be aware of and alert to the signs that a student may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Criminal Child Exploitation (CCE)

These are defined as a form of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into criminal or sexual activity. It should not be assumed that this is power based on age, but also gender, social status, vulnerability. In some cases, abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator.

CCE and CSE can be perpetrated by individuals or groups, males or females, and children or adults. It can be a one-off incident or a recurring incident over time. Both can involve force and/or enticement-based methods with violence or threats of violence. Victims can be exploited even though they appear to be consensual. Both can occur online as well as in person. Children and families can become trapped by this type of exploitation through threats of violence. Any staff to whom a child or family member makes a disclosure to must report to the DSL immediately. Embleton View will notify the LCSB and the police if a crime has been committed. Embleton View will treat children involved in CCE as victims themselves, even if they have carried out crimes.

Specific forms of CCE can include (but are not exclusive to):

- Shoplifting
- Drug handling (county lines)
- Working in cannabis factories
- Vehicle crime
- Committing or threatening serious crime
- Debt collecting

Children who are being exploited may carry weapons as a form of personal safety. Embleton View can scan students using a magnetic scanner if a student has a history of carrying weapons or is deemed a higher risk. Parents/carers will be informed of the school's decision to scan their child. Scans will be carried out before the student enters the school building in the presence of 2 members of trained staff and will be a non-contact scan. Students will be asked to hand over any items, or turn out their pockets if staff suspect a hidden weapon. Police should be contacted immediately if staff suspect a student is carrying a weapon but is refusing to hand it over. Staff are not permitted to do physical body searches. Any weapon found will be confiscated and handed to the police. Any child found carrying a weapon will be supported accordingly. Any member staff concerned that a child is subject to CSE or CCE must report this immediately to the safeguarding team who will make the referral to the appropriate LA.

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Serious Crime

Embleton view have a responsibility to safeguard children who may be at risk of serious crime.

“All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, 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” (DfE, 2024)

Embleton View will fulfil their responsibility to report any concerns regarding serious crime to the police and the relevant local authorities.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”. Embleton View recognise that children attending the school may be vulnerable to county lines behaviour due to low self-esteem, a need to belong, lack of awareness and risk-taking behaviour such as drug misuse. Staff are to report any behaviour that may suggest a child is being exploited to the DSL. Typical behaviours might include lack of attendance, constant checking of phones, a need to return home during school time, stress, anxiety. Staff also to be aware of the method of “plugging”, which involves transporting contraband internally.

Domestic Abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

It can impact on children through seen, hearing and experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse and/or violence can have serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships as well as in the context of their home life.

<https://www.gov.uk/domestic-violence-and-abuse>

Female Genital Mutilation: The Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Under the mandatory reporting requirements, teaching staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out (either through disclosure by the victim or visual evidence) on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate (KCSIE, September 2024).

Forced Marriage

Any student suspected of being subject to, or at risk of forced marriage will be immediately notified to the LCSB.

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Radicalisation

Radicalisation is defined as the process by which people come to support terrorism and violent extremism and, in some cases, to then participate in terrorist groups. The process of radicalisation is different for every individual and is a process, not a one-off event; it can take place over an extended period or within a very short time frame. It is important that staff are able to recognise possible signs and indicators of radicalisation. Children and young people may be vulnerable to exposure or involvement with groups or individuals who advocate violence as a means to a political or ideological end.

Children and young people can be drawn into violence, or they can be exposed to the messages of extremist groups by many means. These can include family members or friends, direct contact with members, groups and organisations or, increasingly, through the internet, including through social media sites. This can put children and young people at risk of being drawn into criminal activity and has the potential to cause significant harm. Embleton View will aim to challenge extremist views first and foremost through the delivery of curriculum including SMSC and British Values. Embleton View will promote cultural diversity and expose students to a wide range of visiting speakers and community-based visits to widen each child's understanding and break down prejudgements. Embleton View will promote healthy discussion within learning to allow for students to voice their thoughts and feelings in a safe environment and allow these to be challenged.

Examples of extremist causes that have used violence to achieve their ends include animal rights, the far right (UK) and international terrorist organisations such as Al Qaeda and the Islamic State.

Potential indicators identified include:

- Use of inappropriate language
- Possession of violent extremist literature
- Changes in behaviour, language, clothing or appearance
- The expression of extremist views
- Advocating violent actions and means
- Association with known extremists
- Seeking to recruit others to an extremist ideology

PREVENT is part of the UK's counter terrorism strategy and Martyr's Law. It focuses on supporting and protecting vulnerable individuals who may be at risk of being exploited by radicalisers and subsequently drawn into terrorist related activity. PREVENT is not about race, religion or ethnicity, the programme is to prevent the exploitation of susceptible people.

Local risks in terms of PREVENT are identified within the Embleton View PREVENT Duty Risk Assessment and through the Local Authorities CHANNEL Panel.

Responding to concerns

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they should seek advice appropriately with the DSL who should, in line with the Local Authorities Channel Procedure, contact the relevant Local Authority Childrens Safeguarding Partnership or:

Durham Constabulary Prevent Lead
0191 3752555
Durham Constabulary (PREVENT Team) Telephone 0191 3752234

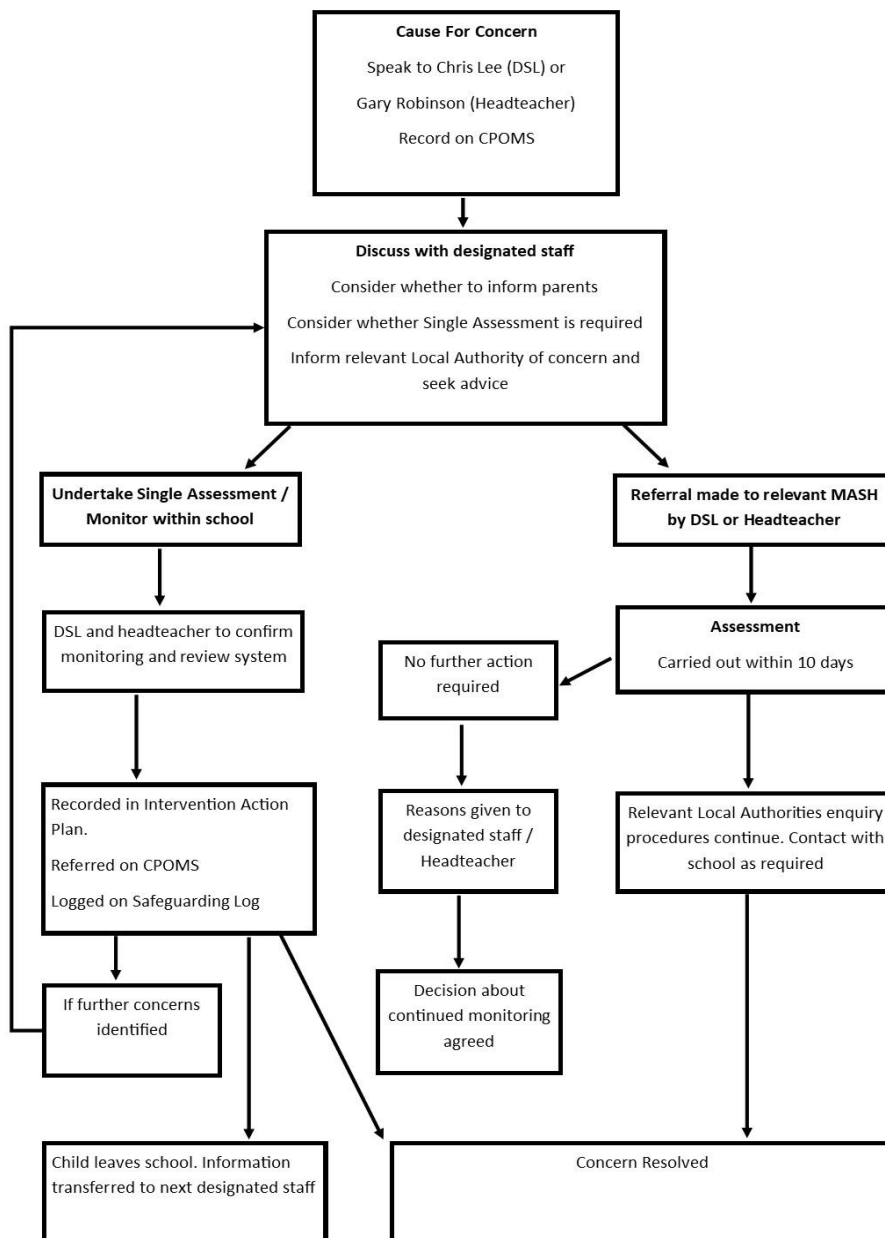
Nigel Mulholland
Cleveland Constabulary Prevent Lead
01642 303397 - 07841 533804
nigel.mulholland@cleveland.pnn.police.uk

Embleton View will assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The relevant Local Authority Childrens Safeguarding Partnership and the PREVENT lead can advise and identify local referral pathways.

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Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Embleton View will ensure as a minimum that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Summary of school procedure where there are concerns about a child:



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2. Management of Safeguarding at Embleton View

Leading by example to promote an effective culture of safeguarding across the whole school

Responsibilities of the Safeguarding Team

Our named Designated Safeguarding Lead (DSL) from our Senior Management Team with lead responsibility and management oversight/accountability for child protection is **Chris Lee (Pastoral & Operational Lead)**. The DSL is supported by the following appropriately trained designated staff: **Gary Robinson** (Headteacher), James Gilbey (Transitions Lead) & **Craig Bell** (Director of Safeguarding). The Headteacher and DSL will promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing, or have experienced, with other staff. The Safeguarding Team will:

- Ensure this policy is implemented to ensure the whole school approach to child-on-child abuse and safeguarding. Safeguarding and Child Protection should be at the forefront and underpin all relevant aspects of process and policy development.
- Take responsibility for managing concerns raised in and out of school and online.
- DSL to understand the school's monitoring and filtering systems.
- DSL to work with Senior Management/Proprietors to ensure that monitoring and filtering standards are being met and maintained.
- The DSL and Headteacher must ensure that all staff involved in direct work with vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- Make sure that staff know who the vulnerable children are, understand their academic progress and attainment, and maintain a culture of high aspirations for them.
- Support teaching staff to identify the challenges that children in vulnerable groups might face, and the additional academic support and adjustments that they could make to best support them.
- Promote educational outcomes by sharing information about the welfare, safeguarding and child protection issues that children (including those with a social worker) are experiencing or have experienced, with teachers and staff.
- Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
- The DSL is responsible for referring all cases of suspected abuse to appropriate local authorities Children's Services Duty and Advice Team. KCSIE (DfE 2024) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to the LCSB should be done by appropriately trained designated safeguarding staff.
- Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and/or family.
- Once a child protection cause for concern form has been passed to the DSL, they should start a separate child protection file for the child where the form is stored, and any responses and outcomes will be recorded.
- A separate child protection file must be created regardless of whether formal child protection procedures have been initiated. For some children, this single record will be the only concern held for them over their time in the school. For others, further information may well be accumulated, often from a variety of sources, over time.
- Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child.
- If concerns relate to more than one child from the same family at the school, a separate file for each child should be created and cross-referenced to the files of other family members. Common records, e.g., child protection conference notes, should be duplicated for each file.
- Child Protection records will be stored securely in a central place separate from academic records. Individual files will be kept for each child; Embleton View will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.
- Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.
- Designated staff must understand the assessment process for providing Early Help and intervention, for example through locally agreed common and shared assessment processes such as Early Help assessments (Single Assessments).
- Designated staff must have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.

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- Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers.
- Designated staff must obtain access to resources and attend any relevant or refresher training courses.
- Designated staff must encourage a culture of listening to children amongst all staff.
- Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.
- Designated staff to ensure safeguarding is implemented to ensure online safety.
- The Headteacher will be responsible for ensuring safeguarding is promoted within the curriculum by all staff. This may include additional person-centred learning for vulnerable children, victims or children subject to additional risks.
- The safeguarding team will be responsible for reviewing this policy appropriately, either due to changes in legislation, or changes to school practice. This will be completed with the Director of Safeguarding (Craig Bell).
- The DSL and Headteacher will be accountable to the Director of Safeguarding. The DoS will complete quality assurance to ensure policies are being implemented appropriately.
- The DSL or Headteacher will be accountable for ensuring safeguarding data is collated and presented to the advisory board. The advisory board may use this to make recommendations to further improve delivery.
- Ensure staff have a voice in as many forums as possible to voice concerns regarding safeguarding. This includes an opportunity in all meetings from weekly team meetings through to Proprietors' meetings. These will be recorded in the minutes where appropriate and raised with the DSL.

The DSL will:

- be given appropriate status and authority to carry out their job effectively, including additional time, resources, support and training.
- have a particular focus on children with social workers, understand these students' academic attainment and progress and maintain a high culture of high aspirations for this cohort.
- ensure that staff are aware who these children are and share information about welfare, safeguarding and CP issues with teachers and leaders.
- support teaching staff to identify challenges they may face when teaching children who have a social worker and the academic support and adjustments that could be made.

Safeguarding Committee

The safeguarding committee will meet half termly, or when required in the event of a disclosure that requires additional management, to discuss:

- Ongoing concerns and strategies for individual children
- Review of any interventions or strategies put in place
- Staff welfare
- Policy review
- Safeguarding data

The safeguarding committee will include the DSL, Headteacher, and the Director of Safeguarding. Other members of SMT will attend where appropriate/relevant. Staff will be invited to attend but due to confidentiality, will only stay for certain parts. The views of the students will also be represented either through attendance of student council or through feedback sought from staff.

Working with Parents/carers and Other Agencies to Protect Children

- Parents/carers should be aware that Embleton View will take any reasonable action to safeguard the welfare of its students. In cases where Embleton View has reason to be concerned that a child maybe suffering significant harm, ill treatment or neglect or other forms of harm, staff have no alternative but to follow the DSP procedures from the relevant local authority and contact CIAT/MASH to discuss their concerns.
- In general, we will discuss concerns with parents/carers before approaching other agencies and will seek consent to inform parents/carers when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

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- Parents/carers are informed about our child protection policy through: Embleton View website, newsletters etc. A safeguarding/child protection statement is prominent in the reception area and on the footer of all Embleton View and ALD Group Ltd correspondence and documents.

Inter-agency work

- We work in partnership with other agencies in the best interests of the children. Therefore, Embleton View will, where necessary, liaise with a nurse or doctor, and make referrals to Children's Social Work Service. Referrals (contact) should be made by the DSL to relevant Local Authority Childrens Safeguarding Partnership - Where a child already has a child protection social worker, Embleton View will immediately contact the social worker involved, or in their absence the principal social worker of the child's allocated social worker.
- Embleton View will co-operate with relevant Local Authority Childrens Safeguarding Partnership in accordance with the requirements of the Children Act and allow access to the child and child protection records for them to conduct section 17 or section 47 assessments.
- Embleton View will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Network Meetings.
- Embleton View will provide reports as required for these meetings. If Embleton View is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to a multi-agency child protection plan or any inter-agency risk management plan, the school will contribute to the preparation, implementation and review of the plan as appropriate
- Embleton View will welcome any local authority wishing to carry out an audit or investigation into safeguarding practice within school. This will be viewed as a positive opportunity to share best practice. The DSL will lead on any audit with the support of the Headteacher and Director of Safeguarding if required.

Raising Awareness of Safeguarding

The DSL should ensure all are known policies are used appropriately:

- Ensure the school's child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with the Headteacher and Proprietors regarding this.
- Ensure the child protection policy is on the school's website, available publicly and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and DARLINGTON DSP (Children's Intervention Action Team) and TEES CHILDRENS SAFEGUARDING PARTNERSHIP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection Records

Child protection records should be held securely, with access being restricted to the DSL, Headteacher and Proprietors. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology
- All completed child protection cause for concern forms or entries on CPOMS
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Any planned interventions and a review of their impact
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to relevant Local Authority, other external agencies or education-based services
- Minutes or notes of meetings, e.g., child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for or linked to the child, e.g., child protection plans, Single Assessments (previously known as CAF's), risk assessments etc.
- A copy of the Single assessment or smart plan for the young person

Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school. Where children leave, the school will ensure that the child protection file is transferred securely and separately from the main student file to the receiving service/educational establishment (where this is known), within 5 service days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes. This will be delivered as a hardcopy by hand in person by the DSL or the deputy

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DSL. There is no need to keep copies of the child protection file, apart from the chronology summary. The exception to this rule will be in any of the following instances:

- Where a child transfers out of area, the original file should be retained by Embleton View and a copy sent.
- Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by Embleton View and a copy sent.
- Where the destination service is not known, the original file should be retained by Embleton View.
- Where the child has not attended the nominated school, the original file should be retained by Embleton View.
- There is any on-going legal action, the original file should be retained by the Embleton View and a copy sent.

Students' records should be transferred in a secure manner, for example, by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving service as proof of receipt. If a student moves from Embleton View, child protection records will be forwarded onto the named DSL at the new setting, with due regard to their confidential nature. Good practice suggests that this should always be done with a face-to-face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school. If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all student records transferred or received should be kept in either paper or electronic format. This will include the student's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes. If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.

If a parent/carer chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Darlington BC SEN Team following the above procedure for delivery of the records. **EHE notifications - School Admissions: Telephone: 01325 405907 / 405909 E-mail: Schools.admissions@darlington.gov.uk**

When a DSL resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder. All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material. All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Record Keeping

Incidents of safeguarding concerns will be recorded on CPOMS. Staff will make the DSL aware of any disclosure made by a child and this will be discussed before recording it on CPOMS. Any incident that needs to be recorded should be done so comprehensively by the member of staff to whom the disclosure was made. Accurate record keeping will also help if/when a complaint is made regarding how a case has been handled by Embleton View. Safeguarding incidents on CPOMS should be recorded per student (not one entry with multiple students tagged in). All actions following the disclosure should be recorded as an action to the original incident, not as a separate recorded incident.

Allegations against staff are recorded separately on the safeguarding concern form and not on CPOMS. This preserves the integrity and confidentiality of any investigation. These forms will be completed and emailed directly to the DSL.

Any incident that involves physical intervention is to be recorded in the bound and numbered book kept in the office on each site. These are hard copies and could be relied upon in the event of a safeguarding allegation. Each entry in the bound and numbered book should have a corresponding entry on CPOMS detailing the incident.

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Archiving

Responsibility for the student record once the student leaves the school

The school that the student attended until statutory school leaving age (or the school where the student completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 35 years from closure when there has been a referral to a Local Authority. If no referral has been made to a Local Authority, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the Proprietors and in line with Embleton View Data Protection Policy. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. DSL, Headteacher and Proprietors.

Information Sharing

Information sharing will be conducted in line with Embleton View's Freedom of Information Policy, Confidentiality and Information Sharing Policy and Data Protection Policies.

- When there is a concern that a child is at risk of significant harm, all information held by the school must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSLs are in doubt, they should consult the **Relevant Safeguarding Partnership**.
- On occasions when safeguarding concerns exist for a student in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the appropriateness of this process, advice can be sought from **Relevant Safeguarding Partnership**.
- Police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records, please contact **Durham Constabulary on 101** and ask for the governance team for advice.
- It is good practice to seek consent from the student or their parent/carer before sharing information. Students over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the student is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent. However, consent is not always a condition for sharing and sometimes we do not inform the student or family that their information will be shared, if doing so would:
 - place a person (the student, family or another person) at risk of significant harm
 - prejudice the prevention, detection or prosecution of a crime; or
 - lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.
- Consent should not be sought if the school is required to share information through a statutory duty, e.g. section 47 of the Children Act 1989 as discussed above, or court order.

Students' and parents/carers' access to child protection files

- Under the General Data Protection Regulations (GDPR), a student or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.
- Any student who has a child protection file has a right to request access to it. In addition, the Education (Student Information) (England) Regulations 2005 give parents/carers the right see their child's school records. However, neither the child nor the parent/carer has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:
 - could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person;
 - could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child;
 - is likely to prejudice an on-going criminal investigation; or
 - The information about the child also relates to another person who could be identified from it, or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the school or the Local Authority.

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- It is best practice to make reports available to the student or their parents/carers unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from:

Darlington Childrens Initial Advice Team - 01325 406252 - Appropriate LCSB (contact details below)

- The school's report to the child protection conference should be shared with the student, if old enough, and parent/carer at least two days before the conference.

Safe Destruction of the Student Record

Where records have been identified for destruction, they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the General Data Protection Regulations 2020, or they will contain information which is confidential to Embleton View or the Local Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes, the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format. This is recorded on the Data Archive & Disposal Log.

Alternative Education, External Providers and Third Parties

Embleton View occasionally use external providers to supplement learning or offer a change of environment to students. All alternative and external providers are subject to annual quality visits to ensure safeguarding measures and safety measures are in place. These quality visits will be completed by either the Headteacher, DSL or Director of Safeguarding. An audit will be completed and filed with any recommendations made to the provider.

3. A Safer School Culture

Due diligence through Safer Recruitment, selection and pre-employment vetting

Embleton View pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSIE (2024). Embleton View's Recruitment, Selection & Disclosure Policy and Procedure details the processes which are adhered to in order to ensure Embleton View fulfils its obligations to safeguard and promote the welfare of children by preventing as far as possible the recruitment of individuals who are unsuitable to work with children and by recruiting and training individuals who are suitable to work with children and who have positive safeguarding attitudes.

Documentation used in the application process, including the advert, job description and person specification and application form feature a safeguarding statement which states that the school is committed to safeguarding and promoting the welfare of children. Additionally, we stress that if successful, safeguarding checks will be undertaken including verifying the identity of the candidate and the requirement for the successful applicant to undertake an enhanced-level check via the Disclosure & Barring Service (DBS). Adverts also include the safeguarding responsibilities of the post as per the job description and person specification. Shortlisted candidates will also be advised that Embleton View may carry out online checks as part of the due diligence process.

In addition to assessing the candidate's suitability for the post, interviews assess the candidate's attitude toward children and young people and his/her ability to support the school's safeguarding agenda and promote the welfare of children. Gaps in employment history, concerns or discrepancies in the application form and references, and past disciplinary action or allegations will also be explored.

Embleton View will maintain a single central record which demonstrates the relevant pre-employment vetting checks required and undertaken including:

- Identity verification (including a check of the candidate's birth certificate where available)
- At least two appropriate, satisfactory and verified references
- Appropriate DBS check for the role including Children's Barred List check where relevant
- Prohibition from teaching check
- For applicants who have carried out teaching work outside the UK, information about whether the applicant has ever been referred to, or is the subject of a sanction issued by a regulator of the teaching profession in any other country
- For management positions, a section 128 check
- Verification of medical fitness for the role
- Verification of right to work in the UK

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- Any further checks which Embleton View decides are necessary because of the applicant having lived or worked outside of the UK which may include an overseas criminal records check, certificate of good conduct or professional references
- Verification of professional qualifications

Embleton View ensures the appropriate checks are conducted on agency staff, contractors, visitors, volunteers, the Proprietors, alternative provisions, adults who supervise children on work experience, and existing staff moving into new roles or who are the subject of concern with regard to their suitability to work with children. These checks are detailed in full in Embleton View's Recruitment, Selection and Disclosure Policy and Procedure.

Training and Support

All members of staff should be aware of systems within Embleton View that support safeguarding and these will be explained to them as part of the staff induction and through comprehensive training and updates. This includes: the Safeguarding and Child Protection Policy; the school's Code of Conduct, the Whistleblowing Policy and the DSL and their cover or nominated deputy.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff from the Headteacher or the DSL, as well as the Proprietors. Children's Assessment and Safeguarding Service are also available for advice and support. Suitability for the roles and responsibilities within safeguarding include:

- Designated Safeguarding staff must attend Designated Safeguarding Lead training. All other staff must attend Level 1 Safeguarding training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Embleton View will ensure that all staff, including temporary and volunteers, receive induction and up to date safeguarding training appropriate to their roles and responsibilities, especially staff new to the school. All staff will access refresher training at least every year and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the DARLINGTON DSP.
- Members of the Advisory Board will receive appropriate safeguarding training at induction, to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at Embleton View are effective and support the delivery of a robust whole school approach to safeguarding. This will be refreshed every two years.
- All staff involved in recruitment undergo Safer Recruitment training, refreshed at least every three years.
- Any training accessed through third party/independent providers must reflect the DARLINGTON DSP protocols and the DARLINGTON DSP minimum standards checklist.

Professional Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding. Embleton View recognises that the only purpose of confidentiality in this respect is to benefit the child. Embleton View takes the confidentiality of information regarding students and staff very seriously. Records and documents relating to an individual (employee or student) must not be shared with any external party without express authorisation from the Headteacher or the Proprietors and must be done in line with the Confidentiality and Information Sharing Policy.

Whistleblowing

Embleton View's Whistleblowing Policy provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour. Any member of staff who raises a concern through the Whistleblowing Procedure will be fully supported with absolute confidentiality.

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4. Procedures for Managing Allegations Against Staff or Visitors *Ensuring fair and thorough investigation and management of allegations*

Concerns, including low level concerns, can arise in several ways from various sources, e.g. suspicion, disclosure or a complaint. These procedures must be followed in any case, including low level concerns, in which it is alleged that a member of staff, visiting professional, individual or organisation using the school premises, or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm (online or offline) to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff could take the following forms:

- 'Physical' includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- 'Emotional' includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- 'Sexual' includes, for example, sexualised language including humiliating students, sexualised behaviour towards students, sexual harassment, sexual assault and rape.
- 'Neglect' may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the Headteacher or DSL immediately. If the complaint involves the Headteacher or DSL, then the Proprietors must be informed. The Headteacher or DSL should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Headteacher or DSL should not carry out the investigation itself or interview students. As part of this initial consideration, the Headteacher should consult with the HR & Business Manager who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Headteacher/DSL/Proprietor must attend this meeting, which will be arranged by the LADO. All issues must be recorded, and the outcome reached must be noted to ensure closure. In many cases, it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct. In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with Embleton View's Disciplinary Policy.

Any staff/volunteers who are dismissed by Embleton View for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where Embleton View has a reasonable belief that the member of staff would have been dismissed by the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. Embleton View will keep written records of all of the above.

LADO Contacts: (Interim Local Authority Designated Officer) – Darlington -

Liz Best

Mobile: 07717 301557 Landline (preferred contact) 01325 405319

Secure e-mail: designatedofficer@darlington.gov.uk

Sharon Lewis & Louise Brookes (Durham LADO) – **03000268835**

(For any incidents that occur at Coundon)

Where a staff member feels unable to raise an issue with the school or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child *Embleton View is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all students fulfil their potential.*

protection failures internally. Staff can call: **0800 028 0285** and the line is available from 8:00am to 8:00pm, Monday to Friday. Email: help@nspcc.org.uk

Concerns about a staff member or another professional

Low Level Concerns

Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harm threshold. This includes low level concerns regarding child-on-child abuse and allegations towards staff. A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ – that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or
- using inappropriate sexualised, intimidating or offensive language.

A low-level concern should be reported to the DSL or DDSs who will make the ultimate decision in respect of low level concerns. The LADO can also be consulted to provide clarity regarding whether a concern is ‘low level’ or not. All low level concerns will be recorded in writing on CPOMS and may also be recorded/reviewed via the school’s staff supervision policy. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

5. Child on Child Sexual Violence and Sexual Harassment

Protecting and supporting children at their most vulnerable

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

Embleton View maintains a zero-tolerance approach to sexual violence and sexual harassment, recognising that failure to do so can lead to a culturally unacceptable behaviour, or that such behaviour is deemed normal. Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Embleton View understand that these behaviours can happen inside or outside of school and online. Embleton View staff maintain an attitude of “it could happen here” and that by addressing inappropriate behaviour, this could later prevent abusive/violent behaviour. Embleton View staff will challenge physical behaviour such as grabbing bottoms/breasts, pulling down trousers or interfering with other clothing. Staff remain vigilant as it is also recognised that just because there are no reports, this doesn’t mean it isn’t happening. Embleton View ensure all students receive support through the curriculum through RSE and education around peer-to-peer relationships. Embleton View students are educated around their rights as an individual including being able to distinguish what is sexual violence and harassment and what is a criminal act. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing and can display a wide range of responses, so staff will remain alert to the possible challenges of detecting those signs and show sensitivity to their need. Children who display harmful sexualised behaviour have often experienced their own abuse and trauma, and as such need to be offered appropriate support. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

‘Upskirting’ is a criminal offence. Any student attending Embleton View suspected of upskirting (either in or outside of school) will be reported to the police. Any student who claims to be a victim of upskirting will be supported appropriately. Upskirting is clearly defined as “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” (DfE, 2024). Staff understand that this is a term for an offence which can be targeted towards males and females alike. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made

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to ensure their education is not disrupted. It is also important that other students and school staff are supported and protected as appropriate.

Any allegation of sexualised behaviour or harassment must be dealt with instantly, as with any other form of suspected abuse. Staff DO NOT NEED TO WAIT FOR A CHILD TO MAKE A DISCLOSURE and should act on concerns immediately. This may be due to overhearing a conversation or observing behaviour that raises concern for example.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should respond by making an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk and needs assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- The victim, especially their protection and support
- The alleged perpetrator
- All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them
- The child's wishes balanced against duty of care
- Consider that sexual violence can take place in intimate relationships between peers
- Keeping the victim and the alleged perpetrators apart on school premises
- Record all concerns, discussions and decisions made (by whom) on CPOMS as actions following the original concern.

The DSL (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The response should be underpinned by the school's belief that *"there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated"*.

The response to a report of sexual violence or sexual harassment: the initial response to a report from a child is important. 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. If staff have a concern about a child or a child makes a report to them, they should report the incident to the DSL and record the incident on CPOMS. As is always the case, if staff are in any doubt as to what to do, they should speak to the DSL (or a deputy).

The DSL will liaise with relevant agencies as required, including the Police and Children's Front Door (CIAT). If required a, risk management plan/support plan will be put in place for the alleged victim and alleged suspect. These will be reviewed in line with guidance and advice from other agencies. The DSL will implement procedures as outlined in Keeping Children Safe in Education 2024, section 5 guidance. Embleton View staff can ask children outright if they've been harmed and what the nature of the harm is. This should be recorded on CPOMS as soon as appropriate. Embleton View reserves the right to confiscate a child's phone or device **TO HAND TO THE POLICE** if it is suspected an online element is involved.

Confidentiality and Anonymity

Embleton View recognise the need for confidentiality and professional conduct during the management of a disclosure. Staff should not however promise total confidentiality as it might be in the victim's best interest to seek advice and guidance. Instead, staff will reassure an alleged victim that only those who absolutely need to know will be involved. Even if a victim does not consent to sharing information, staff may still lawfully share it if there is another legal basis under the UK GDPR. The DSL will balance the victim's wishes against their duty to protect the victim and other children. The DSL will also consider that:

- Parents/carers should normally be informed unless this puts the victim at even greater risk.
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will take place.
- Rape, or assault by penetration and sexual assault are crimes. This will be reported to the police immediately.

Embleton View will be aware of any criminal process that is proceeding through the CJS and protect a child's anonymity appropriately. This will include considering the impact of social media in facilitating the spreading of rumours or exposing the victim's identity. Any such incident will be reported to the DSL immediately.

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Working with Parents/carers

Embleton View understands that there may be a need for engagement with the alleged victims and perpetrators parents or carers even when there has been a report of sexual violence. The exception being if it believed this will put the child in additional danger. The DSL will consider carefully what information they share about the other child, working with relevant agencies to ensure information sharing is legal and consistent.

Embleton View consider it good practice for the DSL to meet with the parents/carers to discuss what measures are being put in place to safeguard the child and how progress will be reported. Interventions will also be discussed with parents/carers and any decisions rationalised. This may be in liaison with the Headteacher.

Safeguarding other Children

Support will be given to students who have witnessed sexual violence, especially rape and assault by penetration. This will include ensuring the victim or alleged perpetrator or any witnesses are not being bullied or harassed. Staff will remain vigilant and report any incidents including any online abuse, including activity on social media that may be intended to expose, intimidate or otherwise contact the victim. School transport will be considered as part of a student's risk assessment if this could potentially increase the risk. This will also reflect in the risk assessment to keep staff safe.

6. Mental Health

Promoting and supporting the mental welfare of both students and staff

Embleton View work with children diagnosed with varying degrees of Social, Emotional & Mental Health (SEMH), therefore recognise that mental health problems, can in some cases, be an indicator that a child has suffered abuse or is at risk of suffering abuse, neglect or exploitation, and understanding that the suffering of abuse may lead to mental health issues.

Embleton View staff are not in the position to make a diagnosis of mental health problems; however they are the best placed people to observe children and identify those whose behaviour suggest they may be experiencing a mental health problem or be at risk of developing one.

Embleton View staff develop close working relationships with the students, their families and associated professionals. This promotes good communication and a relationship of trust. As a result, historic issues/traumas/incidents may be disclosed. It is paramount in supporting our students that staff understand that abuse, neglect and other adverse traumatic childhood experiences can have a lasting impact, and it is key that staff are aware of how these experiences can affect students' mental health, and the potential impact on behaviour and education. Staff who have concerns regarding the mental health of any student should discuss this immediately with either the DSL, the Headteacher (DDSL), or the Pastoral & Operational Lead (DDSL). Any significant concerns raised about a student's mental health will be referred to the appropriate agency (LCSB/CAMHS). Where a student has mental health issues and there are safeguarding concerns, staff should implement child protection procedures.

Staff Mental Health & Welfare

Mental Health First Aider – Kate O'Neill

Embleton View recognises that safeguarding concerns can often also be distressing for the staff member raising the concern. Embleton View has a responsibility to ensure the mental wellbeing of all staff but particularly in such demanding circumstances. Not all staff will have the same level of experience or mental resilience when exposed to a safeguarding concern.

- All members of staff who have reported a safeguarding concern will be offered a full debrief and ongoing supervision/support by their line manager.
- They will be given support by the DSL or DDSL who will talk through how the process will evolve once the member of staff has handed it over to the safeguarding team. This is important to ensure that the staff member is reassured it is being dealt with, while also offering some closure.
- The member of staff will have access to support services including mental health first aider and phone counselling as outlined in the staff wellbeing policy.
- The DSL will provide close supervision to the DDSL involved in the safeguarding concern. Both the DSL and DDSL will have access to the mental health first aider for support.

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Applies to:

- The whole school and all other activities provided by the school, inclusive of those outside of the normal school hours.
- All staff (teaching, support and admin staff), students, the proprietors, agency staff and volunteers working in the school.
- Visitors and contractors accessing the site.

Availability

- This policy is made available to parents/carers, staff and students as a hardcopy upon request from the school office.

Monitoring and Review:

This policy will be subject to continuous monitoring, refinement and audit by the Headteacher. The Headteacher and/or the Proprietors and/or a suitably appointed delegate will undertake a formal review of the policy, by no later than two years from the date shown below, or earlier if significant changes to the systems and arrangements take place, or if legislation, regulatory requirements or best practice guidelines so require.

Related Legislation & Key Documents

Part 3, paragraphs 7 (a) and (b) of the [Education \(Independent School Standards\)\(England\)\(Amendment\) Regulations](#) (ISSR) currently in force; also in compliance with *Part 4 of the ISSR* with reference to the appointment of the Chair of Governors, all staff, external providers and volunteers inclusive of completion of the Single Central Record (SCR) otherwise referred to as the Centralised Register to ensure that the School meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.

[Keeping Children Safe in Education](#) KCSIE) (DfE: Currently in force)

KCSIE also refers to the non-statutory advice for practitioners: [What to do if you're worried a child is being abused](#) (HM Government) [Working Together to Safeguard Children](#) (WtTSC) (Inter-agency working) (DfE: 2023)

[Children Act 1989 \(and 2004 update\)](#): The Children Act 1989 gives every child the right to protection from abuse and exploitation and the right to have enquires made to safeguard his or her welfare. The Act place duties on several agencies, including schools, to assist Social Services departments acting on behalf of children and young people in need (s17) or enquiring into allegations of child abuse (s47). [The Children ACT 1989 guidance and regulations](#) (DfE: Volume 2, June 2015)

[Education Act 2002](#) - This requires schools to make arrangements to safeguard and promote the welfare of children and to have regard to guidance issued by the Secretary of State for Education.

[Sexual Offences Act 2003](#) - This act sets out an offence of 'abuse of trust' - a sexual or otherwise inappropriate relationship between an adult who is responsible for young people and a young person in his/her care.

[Information Sharing – Department for Education \(DfE\) Advice for practitioners providing safeguarding services to children, young people, parents and carers 2024](#) This advice is for all frontline practitioners and senior managers working with children, young people, parents and carers who have to make decisions about sharing personal information on a case by case basis.

[Counter-Terrorism and Security Act 2015 \(the CTSA 2015\)](#), section 26 requires all schools, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty

[Mental health and behaviour in schools \(2018\)](#) advice to help schools to support students whose mental health problems manifest themselves in behaviour. It is also intended to be helpful to staff in alternative provision settings, although some of the legislation mentioned will only apply to those alternative provision settings that are legally classified as schools. [Counselling in schools: a blue print for the future](#) (February 2016) [Promoting and supporting mental health and wellbeing in schools and colleges](#) (September 2022)

[The Safeguarding Vulnerable Groups Act \(2006\)](#) Section 53(3) and (4) of this applies to schools if they broker pupil accommodation with host families for which the host family receives a payment from a third party, such as a language school. At a future date, the regulated activity provider will have a duty to carry out a barred list check on any new carer – section 34ZA Safeguarding Vulnerable Groups Act 2006.

[The Teachers' Standards \(2021\)](#) set a clear baseline of expectations for the professional practice and conduct of teachers and define the minimum level of practice expected of teachers in England.

[Children Missing Education \(2016\)](#) Statutory guidance for local authorities and advice for other groups on helping children who are missing education get back into it.

[Sexual violence and sexual harassment between children in schools and colleges \(2021\)](#) Advice for schools and colleges on how to prevent and respond to reports of sexual violence and harassment between children.

[Preventing and Tackling Bullying \(2017\)](#) Advice for schools on effectively preventing and tackling bullying.




[Behaviour and Discipline in Schools \(2016\)](#) Advice for Headteacher and school staff on developing school behaviour policy, including an overview of their powers and duties.

[Behaviour in schools](#) (September 2022)

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Related Documents:

- Safer recruitment
- Allegations Policy
- Anti – bullying Policy
- Online Safety Policy
- Use of mobile phones and mobile devices
- Physical intervention Policy
- Behaviour Management Policy
- Staff Code of conduct
- Complaints Policy
- Whistleblowing Policy
- Children Missing from Education Policy

		
Graeme Turner (Proprietor)	Anna Turner (Proprietor)	Craig Bell (Proprietor)
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Appendix 1 – Definitions and Indicators of Abuse

Reference: KCSIE 2024

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

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 caregivers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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. Physical abuse may also include an online element which facilitates, threatens and/or encourages physical abuse.

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents/carers 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
- Isolation from peers

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,

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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. Sexual abuse may also include an online element which facilitates, threatens and/or encourages sexual abuse.

Examples which may indicate sexual abuse (it 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
- Unusually compliant
- Regressive behaviour, enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

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 in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, 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/carers being contacted
- Running away/going missing
- Compulsive stealing
- Masturbation, appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment. Reference: What to do if you are worried a child is being abused (DfE 2015)

Child Sexual Exploitation: Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power, sexual gratification or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation doesn't always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Responses from parents/carers

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Research and experience indicate that the following responses from parents/carers may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed
- An 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
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents/carers request removal of the child from home
- 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 e.g., deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g., callipers, sleep boards, inappropriate splinting
- Misappropriation of a child's finances
- Invasive procedure

Early Help

Defined as support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse. Any child may benefit from early help. Embleton View recognises that due to the complex needs of the children at school, there may be an increased need for early help, or a need for staff to 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 SEN (with or without an EHCP)
- 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 going missing from education, 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 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 drugs or alcohol themselves
- Has returned home to their family from care
- Is at risk of 'honour' based abuse such as FGM or forced marriage
- Is a privately fostered child
- Is persistently absent from education, including persistent absence for parts of the school day.
- Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in alternative provision or a pupil referral unit
-

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Appendix 2 – Dealing with a Disclosure of Abuse

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. Use the cause for concern form to record this.
- **Ensure you have alerted the DSL/Headteacher at an appropriate time**
- Ensure all information is stored confidentially using the safeguarding concern form or the relevant local authority's referral form.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to Children's Social Work Service without delay, by the Headteacher/DSL using the correct procedures as stated in the guidelines.

Appendix 3 - Concern Route (HSB)

Concern Route Criteria

These behaviours tend to go beyond normal exploration and experimentation generating a concern that indicates a problematic or harmful sexualised behaviour. The examples given are not exhaustive and any sexual behaviour that is considered inappropriate, after discussion with the line manager should be considered for referral to the HSB Panel. Professionals should use the Harmful Sexualised Behaviour Traffic Light Tool to aid identification of need.

Where concerns are around a child or young person who is below the age of criminal responsibility (under 10 years) the question of prosecution will not arise. Nevertheless, when an allegation is made, it is still important that the behaviour is reported, and decisions made as to whether it is appropriate for an AIM assessment to be undertaken and/or the most appropriate course of intervention for the child and any alleged victim.

Where a child or young person displays sexually inappropriate behaviour but where there is no actual complaint or specific incident, HSB referral route should be followed. A multi-agency decision will be taken as to whether an AIM assessment (Concern Route) should be completed. Where a decision has been made through the Criminal Justice Route that No Further Action should be taken, the Concern Route should be followed.

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Concern Route Process

If any worker from any agency considers that the behaviour of any young person (of any age) is a cause for concern (in terms of sexually harmful behaviour) the Harmful Sexualised Behaviour Traffic Light Tool to aid assessment will be completed by the agency concerned. Whilst this tool supports assessment, it is not exhaustive and there needs to be a level of professional judgement when undertaking the Traffic Light Tool. Practitioners are advised to discuss assessment outcomes with line managers in supporting professional decision making.

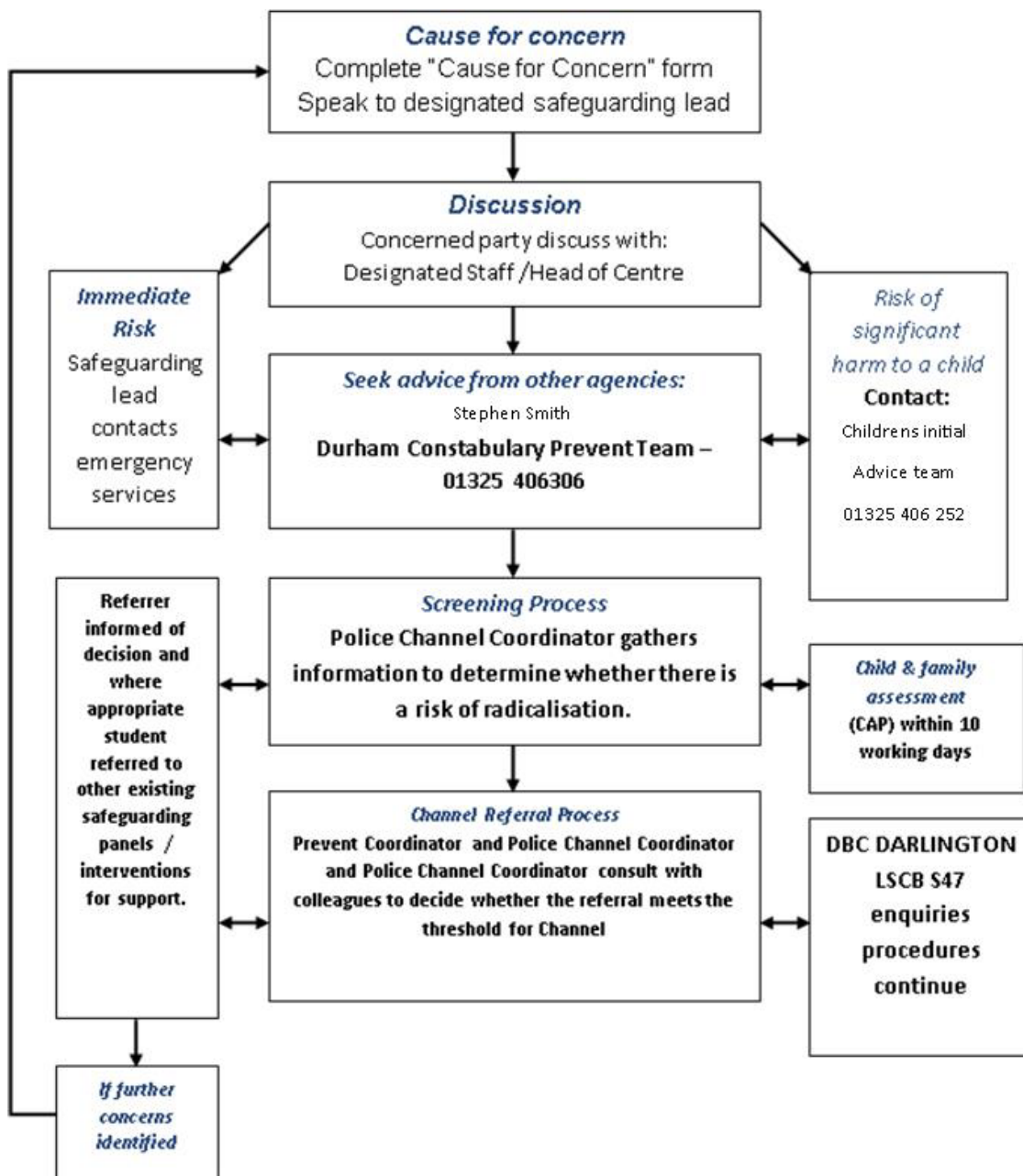
If the traffic light tool indicates a red concern, professionals should speak to their line manager, record the incident and seek advice and guidance from HSB panel or follow safeguarding procedures and refer through to MASH for further advice and guidance. MASH or HSB Panel will determine if the child or young person is (a) **not** currently receiving a service and (b) meets the criteria for consideration for an assessment or intervention. MASH or HSB referral route will ensure that the referrer is made aware of the AIM process and will, using the “Criteria for Referral” agree whether the case is appropriate to be taken to HSB Panel for consideration for assessment or intervention. HSB panel meets monthly and considers referrals and pathways. If professionals have safeguarding concerns in relation to a case, they should seek advice and guidance through MASH in relation to immediate safeguarding concerns.

The purpose of the HSB panel meeting will be for all agencies to share relevant information and to develop an interim risk management plan/care plan. In addition, the meeting will decide whether a full assessment is considered appropriate or appropriate level of support offered through intervention services and review cases to ensure outcomes are achieved and risk is reduced. Where the assessment criteria have not been met, the child/young person and family will be supported through universal/inter-agency assessment and plan. Should an assessment be considered appropriate then the lead agency for completion of the assessment will be determined at the HSB panel and workers allocated to complete the assessment. The assessment will be completed within agreed timescales and will report back to HSB panel for multi-agency decision to be made regarding next steps.

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Appendix 4 – Radicalisation Response Process

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff

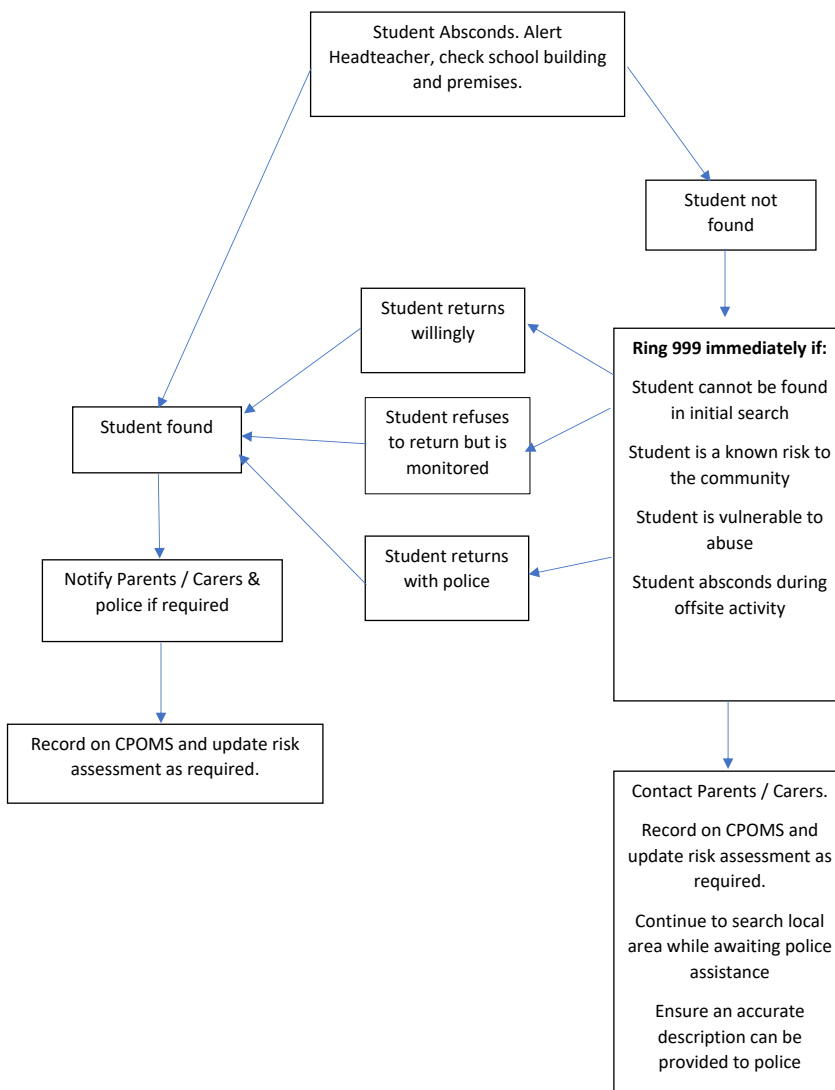


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Appendix 5 – Students Missing from School Response Procedure

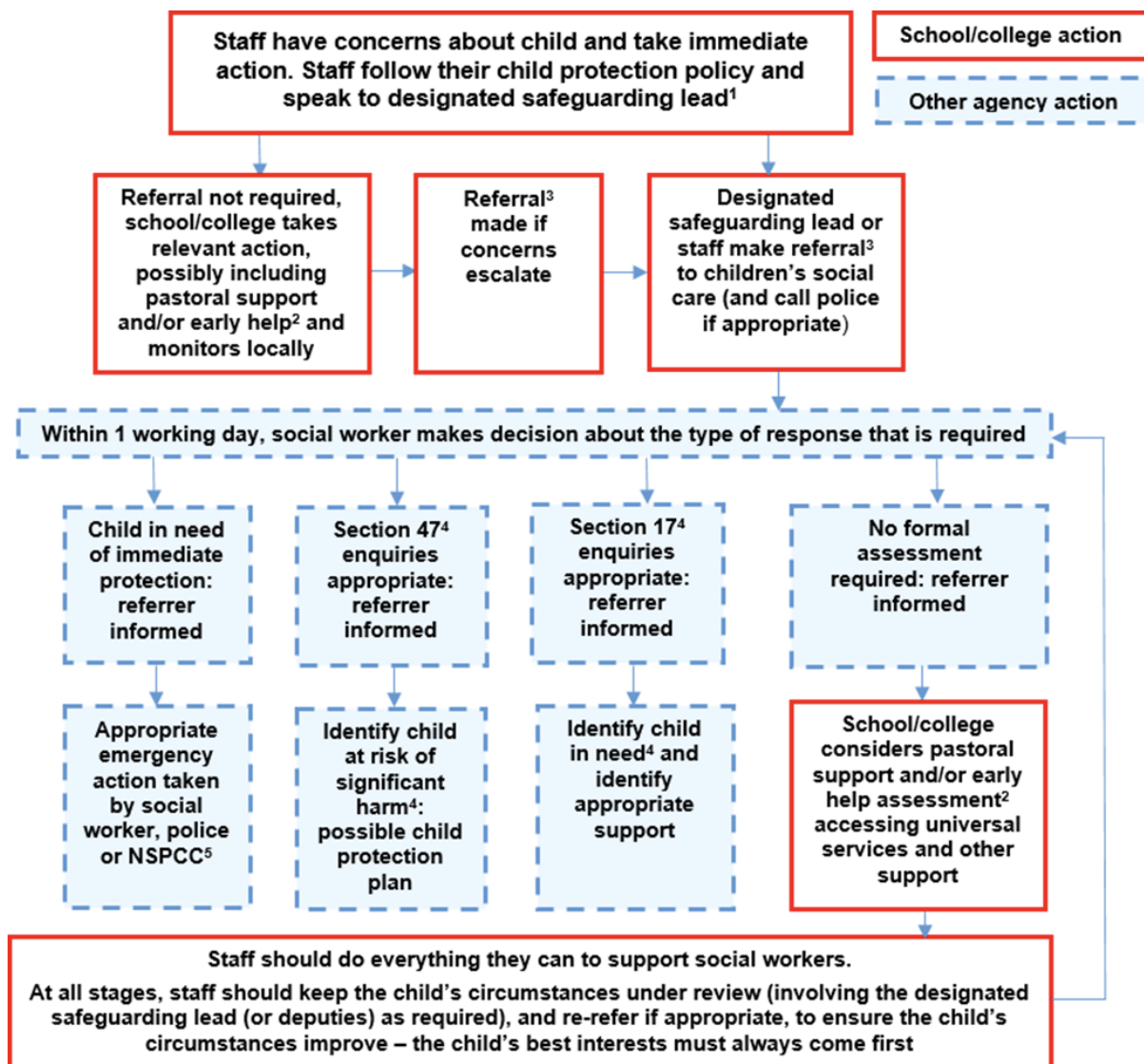
Referral pathway for reporting children and young people missing /absconded during the school day.

Absconding Procedure



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Appendix 6 - Actions where there are concerns about a child (KCSIE 2024)



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Appendix 7 – Quick Contact List

Agency	Contact Details	Reason to contact
Darlington Safeguarding Partnership (DARLINGTON DSP)		Reference related to a wide range of child protection issues.
Durham LADO Sharon Lewis Louise Brookes	03000268835 Sharon.lewis@durham.gov.uk Louise.brookes@durham.gov.uk	Any safeguarding issues that occur at the Coundon site.
Hartlepool Children's Safeguarding Partnership	01429 284284 (do not select an option) 01642 524 552 (out of hours) childrenshub@hartlepool.gcsx.gov.uk	
Middlesbrough Children's Safeguarding Partnership	01642 726004 01642 524 552 (out of hours) firstcontact@middlesbrough.gcsx.gov.uk	
Stockton Children's Safeguarding Partnership	01429 284284 01642 524 552 childrenshub@hartlepool.gcsx.gov.uk	
North Yorkshire Children's Safeguarding Partnership	0300 131 2 131	
Durham Safeguarding Partnership	Durham Safeguarding Children Partnership 03000 265 770 dscpsecure@durham.gov.uk	
Local Authority Designated Officer (LADO)	Shirley Saunders Tel : 01325 403284 Secure e-mail: designatedofficer@darlington.gov.uk . Shirley.saunders@darlington.gov.uk	Allegations against members of staff within the school
Childrens Initial Advice Team Joanna Conway	01325 406252 (updated number from 2.00pm 04/03/2020) If you need to get in touch out of office hours, contact the Emergency Duty team on 01642 524552 (updated number from 2.00pm 04/03/2020)	Safeguarding or PREVENT support for Children and families
Contact Durham Constabulary	101 or 0345 60 60 365	Any issues requiring police involvement (violence, missing child etc)
Darlington BC SEN Team	01325 405891	Any issues related to students with a learning disability or EHCP.
Steven Smith Durham Constabulary PREVENT Lead	0191 3752555 Durham Constabulary (PREVENT Team) Telephone 0191 3752234	Issues related to suspected or actual extremism
Nigel Mulholland Cleveland Constabulary Prevent lead	Nigel Mulholland Cleveland Constabulary Prevent Lead 01642 303397 - 07841 533804 nigel.mulholland@cleveland.pnn.police.uk	

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Due Diligence and Counter Extremism Group (DDCEG) Helpline	020 7340 7264	For school staff and governors to raise concerns relating to extremism directly and in confidence
CHANNEL Panel Chair Jo Benson, Youth Offending Manager	01325 406791	

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