

Hummersknott Academy



9.1 - Safeguarding Children Procedural Guidance

Adopted Date: December 2021
Review Date: September 2022

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

The Trust when dealing with safeguarding, child protection, allegations and safer recruitment will always refer to the statutory guidelines set out in the Department for Education's **Keeping Children Safe in Education (Sept 2021)**.

All staff **MUST** read, understand **and regularly revisit Part 1 and Annex A** of statutory safeguarding guidance, **Keeping Children Safe in Education (Sept 2021)**, and review this guidance at least annually.

1. Schools and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance **Working Together to Safeguard Children**
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children, their families and carers has a role to play in safeguarding children. 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.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. 'Children' includes everyone under the age of 18.

Responsibilities

The role of staff

6. **All** staff have a responsibility to provide a safe environment in which children can learn.
7. Staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. They are aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.
8. **All staff must wear their identification badges with the blue staff lanyard around their necks at all times.** Kitchen staff will be in their uniform and have their identification badges clipped to their shirt.
9. Kay Kelly is Hummersknott Academy's Designated Safeguarding Lead (DSL). She will provide support to staff members to carry out their safeguarding duties and will liaise closely with other services such as Children's Social Care.

'Everyone who works with children – including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers – has a responsibility for keeping them safe.' (Working Together to Safeguard Children March 2018).

In keeping young children safe, Hummersknott Academy, as an educational setting within Darlington Borough, will follow guidance set out by the Darlington Safeguarding Partnership and the Darlington Borough Council Child Protection Guidance.

This information is for the use of teaching staff and adults other than teachers who work within Hummersknott Academy.

It provides guidance for all in the case of a Safeguarding issue. Further more detailed information about Darlington and its safeguarding policy can be obtained from Kay Kelly.

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents/carers in most cases) on the appropriateness of referrals to partner agencies and services. To help with this decision the DSL may choose to consult with the local authority Safeguarding Partnership. Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need/Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include; referral to Children's Social Services as either Child Protection or Child in Need, to police where there are potential criminal issues, referral to the child; Childrens Initial Advice Team for assistance; referral to the Early Access or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling etc.

Referrals to Children's Social Services will be made using Darlington Local Authority system of referral. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent in.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

In the absence of the availability of the DSL to discuss an immediate and urgent concern, advice should be sought direct from Children's Initial Advice Team 01325 406252 by an alternative senior member of staff.

The role of the Academy in situations where there are child protection concerns is NOT to investigate but to recognise, gather information and refer.

Parents should be aware that the Academy can make a referral regarding suspected abuse or neglect.

Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the school website <https://www.hummersknott.org.uk/public-info/policies-and-documents/>

Dealing with Disclosures of Abuse

If a child chooses to tell a member of staff about possible abuse there are a number of things that should be done to support the child:

- stay calm and be available to listen
- listen with the utmost care to what the child is saying
- question normally without pressurising
- don't put words into the child's mouth but note the main points carefully
- keep a full record – date, time what the child did, said etc.
- reassure the child and let them know they were right to inform us
- inform the child that this information will now have to be passed on
- immediately inform the DSL or when absent the Principal

Contextual Safeguarding Issues

Safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside the Academy. All staff, but especially the DSL (or Deputy Designated Safeguarding Lead (DDSL) should consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider where children are being harmed in contexts outside the home, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and enable a contextual approach to address such harm. Additional information is available in the document '**Contextual Safeguarding**'.

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'.

Confidentiality and Information Sharing

The Academy recognises that all matters relating to child protection are confidential.

The DSL will disclose personal information about a student to other members of staff on a need to know basis only.

All staff must be aware that they cannot promise a student to keep secrets which might compromise the student's safety or well-being, or that of another student. If a student confides in a member of staff and requests that the information is kept secret, the member of staff must tell the student sensitively that s/he has a responsibility to refer cases relating to alleged abuse to the appropriate agencies for the student's sake. Within this context, the student should be assured that the matter will only be discussed with people who need to know about it and that they will treat the matter confidentially.

In cases where abuse is suspected or alleged, teachers and other members of staff must share this concern immediately with the DSL. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information.

The Academy will always undertake to share any intention to refer a child to Children's Social Services with their parents/carers **unless to do so could put the child at greater risk of harm, or impede a criminal investigation.**

Allegations against staff – Refer to Part 4 of Keeping Children Safe in Education September 2021

All allegations of abuse of children by those who work with children must be taken seriously. Allegations against any person, who works with children, whether in a paid or unpaid capacity, cover a wide range of circumstances (Annex 6).

How to make a referral to the Designated Officer (allegations involving employees working with children)

All allegations need to be referred to the Designated Officer (DO) (formerly known as Local Authority Designated Officer - LADO) within 24 hours where it is alleged that a person working with children has:

behaved in a way that has harmed or may have harmed a child
possibly committed a criminal offence against or related to a child
behaved towards a child/ren in a way that indicated s/he is unsuitable to work with children.

It is essential that any allegation of abuse made against a person who works with children, including those who work in a voluntary capacity, are dealt with fairly, quickly and consistently, in a way which provides effective protection for the child and at the same time supports the person who is the subject of the allegation.

All referrals should be reported by telephone and discussed with the DO within 24 hours. The Designated Officer should be contacted by telephone on 01325 406451. Information can subsequently be forwarded to the DO via the secure e-mail address designatedofficer@darlington.gov.uk

If you are not sure whether a particular matter warrants a referral, make contact with the DO on 01325 406451 within 24 hours and they will be able to advise you on the correct action to take.

The procedures have been developed as a response to Working Together to Safeguard Children 2018 [External Link] which set out the statutory guidance and the responsibility placed on all employers and other organisations who provide services to children to take steps when allegations of abuse or other inappropriate behaviour towards a child are made against someone in that organisation.

The aim of the procedures are to:

Ensure that allegations are dealt with quickly and in a fair manner
Prevent unsuitable people from working with children and young people
Promote safe practice and challenge poor/ unsafe practice
Contribute to effective partnership working
Improve practice through sharing experience and lessons learned
These procedures should be applied for anyone employed within the Darlington locality, if it comes to our attention that a person is employed outside of the Darlington area the relevant DO should be notified.

Darlington Borough Council has appointed a Designated Officer who is:

Marian Garland

Telephone: 01325 406451

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

All staff must take care not to place themselves in an inappropriate position with a student. If a member of staff has a concern about another staff member then this should be referred to the Principal (see Annex 6)

All staff are referred to the Code of Conduct for Employees, with reference to conduct.

If a student makes an allegation against a member of staff, the member of staff receiving the allegation will immediately inform the Principal or the most senior member of staff if the Principal is not present. Allegations will always involve a discussion with Darlington Safeguarding Partnership, Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the DSL, other members of staff must share their concerns with the Principal who will inform the Local Authority Designated Officer.

In all cases where the allegation or suspicion of child abuse involves the Principal members of staff must share their concerns with the Chair of Governors who will inform Darlington Safeguarding Partnership Designated Officer.

The Trust will ensure that any disciplinary proceedings against staff relating to safeguarding are concluded in full even when the member of staff is no longer employed at the Trust and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Darlington Borough Council has appointed a Designated Officer who is:

Marian Garland

Telephone: 01325 406451

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

Hummersknott Academy's Response to an allegation made against a member of staff

In all cases where an allegation is made against a member of staff a quick resolution of the allegation is a clear priority for the Principal. At any stage of the proceedings the Principal will seek to eradicate all unnecessary delays.

In response to an allegation, staff suspension is not the default option. An individual will only be suspended if there is no reasonable alternative.

In the event of an allegation being made against a member of staff, Hummersknott Academy will follow guidance set out in '**Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (2018) - Procedures for managing allegations against people who work with children**'. This can be accessed via the web link below. Summary information can also be found within the Trust Staff Discipline Policy and Procedure, additional specific guidance for Darlington is available on the following link.

Working Together to Safeguard Children

<https://www.hummersknott.org.uk/public-info/policies-and-documents/>

See appendix 3 for full guidance in how Hummersknott Academy will deal with any allegation against staff.

The following information is a working document. Prior to its issue it is updated and amended to ensure that staff details are correct at time of publication.

Hummersknott Academy Designated Safeguarding Lead

Role of the Designated Safeguarding Lead

Governing bodies will ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

All deputies will be trained to the same standard as the Designated Safeguarding Lead and the role should be explicit in their job description. Whilst the activities of the Designated Safeguarding Lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the Designated Safeguarding Lead, this lead responsibility should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- have designated responsibility for dealing with safeguarding issues
- refer cases of suspected abuse to the local authority children's social care as required
- support DDSL's who make referrals to local authority children's social care
- refer cases to the Channel programme where there is a radicalisation concern as required
- support staff who make referrals to the Channel programme
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
- liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children and NPCC - When to call the police to help designated safeguarding leads
- refer cases where a crime may have been committed to the Police as required
- provide advice and support to other staff
- liaise with children's services
- work with other agencies

Working with others

The Designated Safeguarding Lead is expected to:

- act as a point of contact with the three safeguarding partners
- liaise with the Principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- as required, liaise with the "case manager" and the designated officers at the local authority for child protection concerns in cases which concern a staff member
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies
- act as a source of support, advice and expertise for all staff

Training

The DSL will undertake training to provide them with the knowledge and skills required to carry out the role. This must be the case when he/she first takes up the role and if possible with Darlington Safety Partnership. This training should be updated at least every two years as required by guidance. The Designated Safeguarding Lead should undertake Prevent awareness training. Training should provide Designated Safeguarding Leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements
- 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
- ensure each member of staff has access to, and understands, the school's Safeguarding Policy and Procedure, particularly new and part time staff
- are alert to the specific needs of children in need, those with special educational needs and young carers
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- understand the importance of information sharing, both within the school and with the three safeguarding partners, other agencies, organisations and practitioners
- are able to keep detailed, accurate, secure written records of concerns and referrals

- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online in school
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Raise Awareness

The Designated Safeguarding Lead should:

- ensure the Academy's Safeguarding Policy and Procedure are known, understood and used appropriately
- ensure the Academy's Safeguarding Policy and Procedure is reviewed annually (as a minimum) and work with governing bodies regarding this
- ensure the Safeguarding Policy is available publicly and parents 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 safeguarding partner arrangements to ensure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the school and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Availability

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person.

It is a matter for individual schools and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

This person is Key Kelly

Hummersknott Academy also has Deputy Designated Persons for Safeguarding.

These people are:- Julie Garnett, Fiona Cairns, Emma Kirby, Dee Wrightson, Debra Craggs, Max Merifield,

Other staff trained and therefore part of the Safeguarding Team are:-

James Keating, Nick Merrifield, Rachel Raper, Tracey Tipton, Judith Bailey, Joanne Woods, Vicky Franks, Stephen Cheeseman, Jo Barret

Named Safeguarding Governors are Mike Fryer & Anita Tarn

In the absence of Kay Kelly these people assume the exact role outlined above

Hummersknott Active Designated Safeguarding Lead

This person is **James Robertson-Taylor**

Hummersknott Active also has Deputy Designated Person for Safeguarding that is Stephen Cheeseman

If a child discloses that they or others are at risk “**out of school hours**” and there is no one else to follow this up, the member of staff in charge must stay with the child and telephone one of the following:

Children's Initial Advice Team 01325 406252

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

Out of Hours Emergency Duty Team on 01642 524552

Non urgent Police matter ring 101

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on 999

You must seek **consent** from families before ringing, unless doing so would place a child at risk of significant harm.

Induction and Training (All other staff)

All school-based staff, including the Principal, will undergo an appropriate level of safeguarding and child protection training/awareness annually. This will include procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice.

The named Safeguarding Governor will receive safeguarding training as above and will access training from a strategic perspective on a three yearly basis.

Governing Bodies will ensure that all staff understand and regularly revisit **Part 1 and Annex A** of the Department for Education’s statutory safeguarding guidance, **Keeping Children Safe in Education (Sept 2021)**.

The DSL will maintain up to date registers of who has been trained and at what level.

Child protection files

Where children leave the school (including for in-year transfers) the Designated Safeguarding Lead should ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as Designated Safeguarding Leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Record Keeping

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely (CPOMS). CPOMS is also where concerns and referrals are kept, for each individual child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

The Principal will be kept informed of any significant issues by the DSL.

Working with Other Agencies

Safeguarding Partners and child death review partner arrangements are in place within Darlington. These are; the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area. They will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

Hummersknott Academy recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. The three safeguarding partners should make arrangements to allow all schools (including those in multi-academy trusts) in the local area to be fully engaged, involved and included in safeguarding arrangements.

The Academy will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

The Academy is not the investigating agency when there are child protection concerns and thus, the Academy will pass all relevant cases to the statutory agencies, and support them in undertaking their roles. Staff should understand that alongside this, the Academy may have a crucial role in supporting the child whilst investigations and assessments take place. They will fully co-operate with relevant agencies.

The Academy recognises the importance of multi-agency working and will ensure that staff are able to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and any other relevant meeting.

The Senior Leadership Team (SLT) and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

Confidentiality and Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, it is important for governing bodies to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that clearly set out the processes and principles for sharing information within the Academy and with the three safeguarding partners, other organisations, agencies and practitioners as required. Academy staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in the Academy, it is for the DSL to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the local authority child care duty team.

Professional confidentiality

Confidentiality is an issue, which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. The only purpose of confidentiality in this respect is to benefit the child.

The senior designated person will invoke the local agreed guidelines and procedures where there is a cause for concern.

Staff will be informed of relevant aspects in respect of child protection on a 'need to know basis' only. Any information shared with a member of staff in this way must be held confidentially to themselves. The Academy also follows 'Fraser' guidance on confidentiality. (See appendix 4)

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

Curriculum and Staying Safe

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Hummersknott Academy will use the curriculum to provide opportunities for increasing self awareness, self esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. Systems have been established to support the empowerment of children to talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at Hummersknott Academy will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Children at the Academy are taught about safeguarding, including online safety (see below). This includes covering relevant issues for schools through Relationships and Sex Education (for all secondary pupils) and Health Education (compulsory in September 2020).

Specific systems outside of expected day to day classroom interaction and support include: **School Council; peer-mentoring systems; regular feedback questionnaires with groups of children; PHSE; Citizenship; Moral and cultural days.**

It is recognised that the use of technologies presents particular challenges and risks to children at home as well as both inside and outside of school. Hummersknott Academy will ensure a curriculum response to enable all students/pupils to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

See e-Safety Policy and Acceptable User Policy <https://www.hummersknott.org.uk/public-info/policies-and-documents/>

Supervision and Support

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The DSL can signpost staff and parents to outside agencies for professional support if they so wish. Staff can also approach outside agencies directly, see pages 29-30 for Darlington and local services. Appendix 3 has links to a number of agencies for further information.

Safe Working Practice

Staff are required to work within clear guidelines on safe working practice/the Academy's Staff Code of Conduct and 'safe school safe staff' guidance below.

Safe school, safe staff

- Staff working in a one-to-one situation with a student should ensure that they are positioned so as to be visible and audible to other staff where there may be a possibility of misinterpretation of their interaction with a student. All staff should ensure the privacy and dignity of all students, especially during the routines of personal care of students.
- Staff work hard to maintain effective partnerships with parents and carers, and they should be aware that the Safeguarding Policy and Procedure might affect this working relationship at a given time. However, the Academy will maintain its commitment to working with parents and carers to the benefit of all students. Sensitive and supportive handling of these issues, whilst affirming that the students in the Academy's care are first priority, will help maintain this working relationship
- All staff are required to complete an enhanced disclosure and barring service (DBS) check, prior to taking up appointment, and to sign a declaration regarding convictions relating to the harm of children during their application process. Any member of staff who deliberately seeks to mislead the school in respect of this will be subject to dismissal
- All staff are required to attend an in-depth induction session around safeguarding/child protection/health and safety matters. All staff acknowledge this training by signing and dating the document. A copy of this statement remains within the staff personnel file
- The accessing of social network ICT sites e.g. Twitter, Facebook is prohibited on the Academy's website during working hours. (Teachers must not add current students/pupils to their social networking sites and it is strongly recommended that teachers do not add former students especially where they still have younger siblings or associates in school). Any such contact may be called into question by the DSL/Principal and may need to be justified. See the Acceptable User Policy for more details.

Staff should also be aware of the Academy's Student Behaviour Management, and Physical Intervention Policies, and related procedures. Any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail; mobile phones; texting; social network sites) and should familiarise themselves with advice and professional expectations outlined in the Safeguarding policy, this procedure, the staff Code of Conduct, Acceptable User policy and Online Safety policy.

Complaints

The Trust has a complaints policy and procedure available to parents, students and staff who wish to report concerns. This can be found on the school website

<https://www.hummersknott.org.uk/public-info/policies-and-documents/>

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with following local authority guidance located at:

<http://www.darlingtonsafeguardingboards.co.uk/adults-safeguarding-board/professionals/safeguarding-adult-multi-agency-policy-and-procedures/>

Safer Recruitment

Hummersknott Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with students/pupils and have their welfare and protection as the highest priority. The Local Governing Body and Senior Leadership Team are responsible for ensuring that the Academy follows safe recruitment processes outlined within guidance and summarised in this document, including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role.

Early Help

If early help 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 practitioner. 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 child's situation does not appear to be improving or is getting worse.

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

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

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 follow the referral process as set out in Appendix 5. If staff are in any doubt as to what to do they should speak to the DSL/DDSL

Online safety

The Trust will ensure that appropriate filters and monitoring systems are in place. It will ensure that children are taught about safeguarding, including online safety (including accessing online lesson from home) as part of the delivery of a broad and balanced curriculum. This will include covering relevant issues through Relationships Education and Relationships and Sex Education and through Personal, Social, Health and Economic (PSHE) education.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

The use of 'reasonable force' in schools

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard children and young people. These are set out in the Trust's Physical Interventions Policy. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students/pupils or blocking a student/pupil's path (in extreme cases), or active physical contact such as leading a student/pupil away from danger or unsafe situation.

The Trust does not support the operation of a 'no contact' policy as this can leave staff unable to fully support and protect their students. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances.

When using reasonable force in response to risks presented by incidents involving children with SEN, disabilities or with medical conditions, staff should consider the risks carefully and recognise the additional vulnerability of these groups.

What school staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children:

- this should be referred to the Principal

- where there are concerns/allegations about the Principal, this should be referred to the chair of governors

What staff should do if they have concerns about safeguarding practices within the school

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime, and know that such concerns will be taken seriously by the Senior Leadership Team
- The Confidential Reporting (Whistleblowing) Policy is in place for such concerns to be raised with the school's Senior Leadership Team
- Where a staff member feels unable to raise an issue, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, general guidance on whistleblowing can be found via: Advice on Whistleblowing and the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

Supporting Vulnerable Children and Young People

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. The Academy recognises that children who are abused or witness abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. School may be the only stable, secure and predictable element of the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention.

The Academy will endeavour to support vulnerable students through:

- Delivering curriculum opportunities which may help them to understand personal circumstances and situations
- Providing a positive ethos through which the student can be supported, feel secure and valued
- The application of the Behaviour Management Policy, which is aimed at supporting vulnerable students. The Academy will ensure that the student knows that some behaviour is unacceptable but at the same time they are valued, and are not to be blamed for any abuse which has occurred
- Liaison with other agencies that support students for example Children's Social Services, Child and Adolescent Mental Health Service, Education Welfare Service and Educational Psychology
- A commitment to develop productive and supportive relationships with parents whenever it is in a student's best interest to do so
- Vigilantly monitoring children's welfare, keeping records and notifying pastoral staff and/or Children's Social Services as soon as there is a recurrence of a concern

The Academy will therefore:

- Establish and maintain an ethos, which is understood by all staff, which enables students to feel secure and encourages them to talk knowing that they will be listened to
- Ensure that all students know there is an adult in the Academy whom they can approach if they are worried or in difficulty
- Provide opportunities across the curriculum, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help

Specific Safeguarding Issues

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children [5-11-year olds](#) and [12-17 year olds](#), they explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online [child arrangements information tool](#) with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children Missing from Education (CME)

A child going missing from education is a potential indicator of abuse or neglect. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM, forced marriage and child sexual exploitation. Staff will follow the Academy's process for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all schools to have an admission register and an attendance register. Students must be placed on both registers. Students must be placed on the admission register at the beginning of the first day on which the Academy has agreed, or been notified, that the student will attend the Academy. If a student fails to attend on the agreed or notified date, the Academy will notify the local authority at the earliest opportunity to prevent the child from going missing from education.

Registers will be kept up to date and parents will be encouraged to notify school of any changes whenever they occur. In accordance with the Attendance Policy, the Academy will regularly monitor attendance to identify patterns of absence and vulnerable students. The local authority will be informed of any student/pupil who fails to attend regularly, or has failed to attend for a continuous period of 10 school days or more, at such intervals as are agreed between the Academy and the local authority.

Where the Academy is notified that a student will live at another address, the Academy will record in the admission register:

- the full name of the person with whom the student will live
- the new address
- the date from when it is expected the student will live at this address

Where a parent/guardian/carer of a student notifies the Academy that the student/pupil is registered at another school or will be attending a different school in future, the Academy will record in the admission register:

- the name of the new school
- the date on which the student first attended or is due to start attending that school

The Academy will notify the local authority **within five days** when a student's name is added to the admission register. The Academy will provide the local authority with all the information held within the admission register about the student. This duty does not apply to students who are registered at the start of the Academy's youngest year, unless the local authority requests for such information to be provided.

The Academy will notify the local authority when a student's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the student's name is deleted from the register.** This duty does not apply where the student has completed the Academy's final year, unless the local authority requests for such information to be provided.

A student/pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f) (iii) or (h) (iii) if the Academy and the local authority have failed to establish the student/pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education Guidance.

If the Academy notifies the local authority that a student/pupil's name is to be deleted from the admission register, the Academy must provide the local authority with:

- the full name of the student/pupil
- the full name and address of any person with whom the student/pupil lives
- at least one telephone number of the person with whom the student/pupil lives
- the full name and address of the person with whom the student/pupil is going to live, and the date the student/pupil is expected to start living there, if applicable
- the name of student/pupil's destination school and the student/pupil's expected start date there, if applicable
- the ground in regulation 8 under which the student's name is to be deleted from the admission register

When making a return the Academy will highlight to the local authority where they have been unable to obtain the necessary information from the parent/guardian/carer and highlight any contextual information of a vulnerable child missing education, such as a safeguarding concern.

When a child moves to another school, the Academy will use the Department for Education (DfE) school2school secure internet system to transfer student information. The Academy will send a Common Transfer File (CTF) to the new school when a student ceases to be registered with them and becomes a registered student/pupil at another school in England or Wales. The Academy will use the 'Lost Pupil Database' to upload the CTF of a student/pupil who has left but their destination or next school is unknown or if they have moved abroad or moved to a non-maintained school.

Where reasonably possible, the Academy will hold more than one emergency contact number for each student. This goes beyond the legal minimum and is good practice to give the Academy additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Further information on a Child Missing from Education

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

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

The Attendance Policy and Procedure will be followed for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the Academy without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff are trained to look out for signs and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, forced marriage or honour based violence.

If a staff member suspects that a child is suffering from harm or neglect, the Academy will follow local child protection procedures, including with respect to making reasonable enquiries. The Academy will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Children with family members in prison

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

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; and emotional.

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

Operation Encompass

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) in school before the child or children arrive at school the following day. 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. Police forces not signed up to operation encompass will have their own arrangements in place.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

County lines

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

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational

institutions, pupil referral units, special educational needs schools, children's homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁰³ should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The Designated Safeguarding Lead (and deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 placed a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding processes, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM Mandatory Reporting Duty

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the DSL/DSDL with regard to any concerns about female genital mutilation 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** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students/pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found on the www.gov.uk website if you type in **mandatory reporting of female genital mutilation procedural information**

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the Academy’s DSL and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. There is a useful summary the www.gov.uk website in the form of a FGM factsheet.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published Multi-agency guidelines, with pages 32-36 focusing on the role of schools. Staff can contact the Forced Marriage Unit if they need advice or information. Contact: 020 7008 0151 or email: fmu@fco.gov.uk.

Note: A forced marriage must not be confused with an arranged marriage where both parties agree to the union.

Preventing radicalisation

Protecting children from radicalisation: the prevent duty (2015)

This can be viewed via this link:

<https://www.gov.uk/government/publications/prevent-duty-guidance>

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk and is part of the academy’s safeguarding approach.

Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the Designated Safeguarding Lead (or deputy) making a Prevent referral.

The Prevent duty

All schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), 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.

The Prevent duty part of the academy’s wider safeguarding obligations.

Channel

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

Channel aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

Additional support

The government has published further advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

The main aims of this statement are to ensure that staff are fully engaged in being vigilant about radicalisation; that they overcome professional disbelief that such issues will not happen here and ensure that the Academy works alongside other professional bodies and agencies to ensure that students are safe from harm.

The principle objectives are that:

- All governors, directors, teachers, teaching assistants and non-teaching staff will have an understanding of what radicalisation and extremism are and why it is important to be vigilant
- All governors, directors, teachers, teaching assistants and non-teaching staff will know what actions are to be taken in relation to anti-radicalisation and extremism and will follow the Safeguarding Policy and Procedure to notify the SPOC

Preventing Radicalisation

Schools have a duty to prevent children from being drawn into terrorism. The DSL has undertaken Prevent awareness training and has made sure that staff have access to appropriate training to equip them to identify children at risk. The Prevent duty is seen as part of the Academy’s wider safeguarding obligations. DSLs and other senior leaders can get support from the publication **Revised Prevent duty guidance: for England and Wales**, especially paragraphs 57-76 which are specifically concerned with schools. The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

The Academy will assess the risk of its students being drawn into terrorism. This assessment will be based on an understanding of the potential risk in the local area, in collaboration with the local safeguarding children board and local police force.

The Academy will ensure that suitable internet filtering is in place, and equip students to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period. Staff will be alert to changes in students’ behaviour.

If staff are concerned about a student/pupil, they will follow the process set out in this procedure, including discussing their concerns with the DSL.

Staff must always take action if they are worried.

The SPOC for Hummersknott Academy is Kay Kelly

Roles and responsibilities of the Single Point of Action (SPOC)

- Ensuring that staff are aware who is the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the Academy's RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the Academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the Academy for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information from agencies and services in relation to referrals of vulnerable students/pupils into the Channel* process
- Attending Channel* meetings as necessary and carrying out any actions as agreed
- Reporting progress on actions to the Channel*
- Sharing any relevant additional information in a timely manner

* Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Further information is given below.

The Role of the Curriculum

The Academy's curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

Personal, Social and Health Education (PSHE), Citizenship and Spiritual, Moral, Social and Cultural (SMSC) provision is embedded across the curriculum and underpins the ethos of the Academy. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

Protecting children

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to the above risks from the IT system by ensuring appropriate filters and monitoring systems in place.

The appropriateness of any filters and monitoring systems are a matter for individual schools and is informed in part, by the risk assessment required by the Prevent Duty.

Safeguarding Contacts

There are many people who may be able to help, including:

Children's Initial Advice Team (CIAT)

Telephone 01325 406252

You must seek consent from families before ringing, unless doing so would place a child at risk of significant harm.

The CIAT is open during the following hours:

Monday - Thursday: 8:30 am - 5:00 pm

Friday: 8:30 am - 4:30 pm

If you need to get in touch out of office hours, contact the **Emergency Duty team by telephone: 01642 524552**.

Remember that if you suspect a child or young person is at immediate risk of harm then phone the police on **999**.

Professionals submitting any of the following types of contact, please email them to: childrensfrontdoor@darlington.gov.uk

- Out of hours emergency services
- early help requests/assessments
- school attendance/legal work requests
- Educational Health Care Plan requests
- Occupational Therapy assessment requests
- Max card requests
- Other Local Authority placement notifications/Other Local Authority Child Protection plans residing in Darlington

In an emergency:

Dial 999 and report the incident to the relevant services (police, fire and rescue or ambulance)

Darlington Safeguarding Partnership

The Business Unit staff are based at North Lodge, Gladstone Street, Darlington, DL3 6JX

- Darlington's Designated Officer at the Local Authority is **Marian Garland**

Telephone: 01325 388888 - 406450

Email: Marian.Garland@darlington.gov.uk

Darlington Safeguarding Children's Officer: Joanna Conway

Email: Joanna.Conway@darlington.gov.uk

Telephone: 01325 405848

NSPCC Telephone: 0808 800 5000

www.nspcc.org.uk

Child Line Telephone: 0800 1111

www.childline.org.uk

Stop it Now Helpline Telephone: 0808 1000 900

www.stopitnow.org.uk

National Domestic Violence Helpline

Telephone: 0808 2000 247

www.womensaid.org.uk

<http://www.cedar.uk.net/>

Family Action Telephone: 020 7254 6251

<http://www.family-action.org.uk>

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.

DC Steve Holden

Steven.holden@durham.pnn.police.uk

Direct dial 0191 375 2905

Prevent Team (office hours) 0191 375 2234

HQspecialbranch@durham.pnn.police.uk

Cleveland Police - Counter Terrorism

Communities and Partnerships Team

Email: mailto:communities&partnerships@cleveland.pnn.police.uk

To report illegal information, picture or videos found on the internet www.gov.uk/report-terrorism. Anti-terrorist hotline: 0800 789321

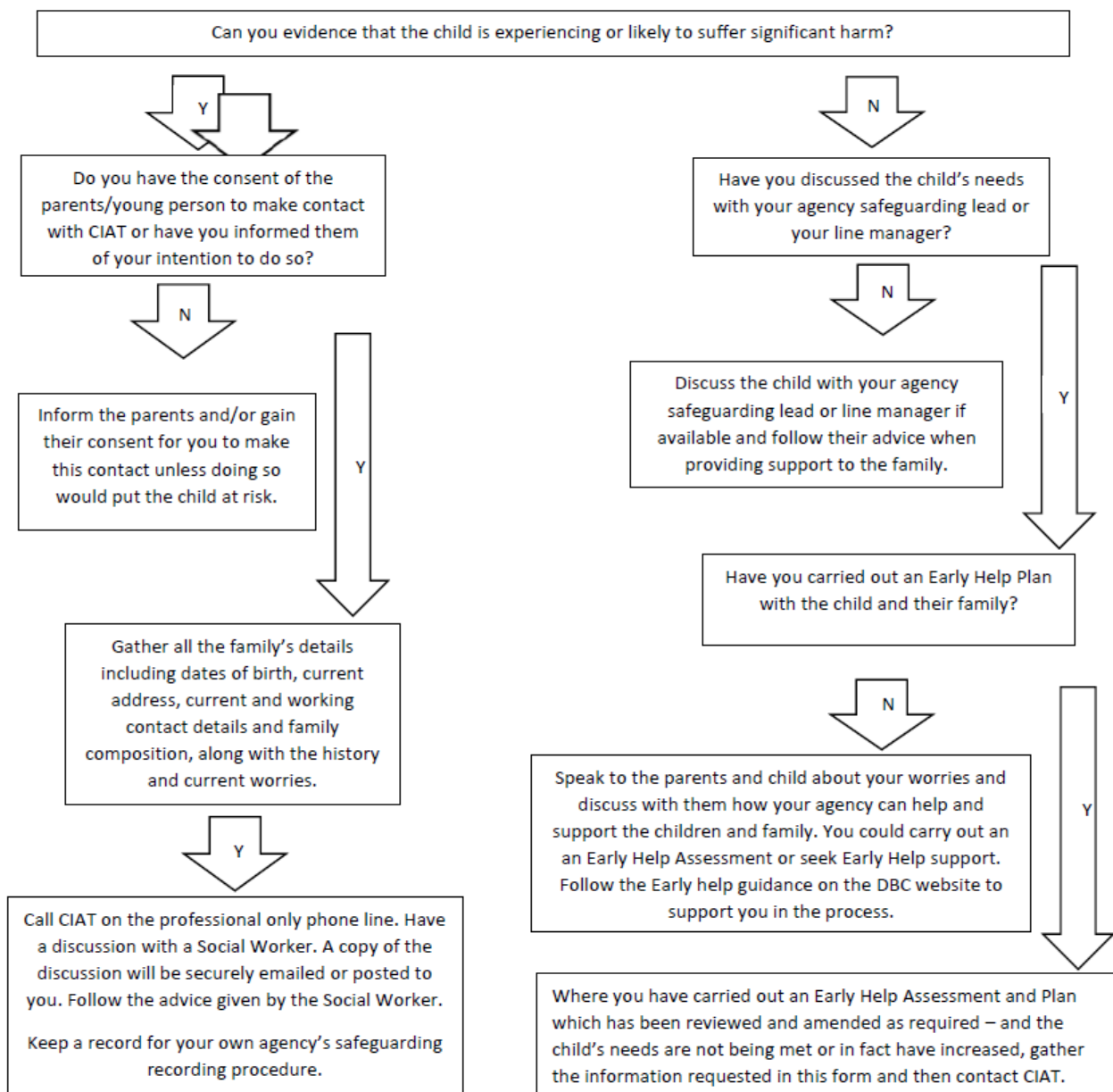
ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

This document was classified as: OFFICIAL



CHILDREN'S INITIAL ADVICE TEAM

Before contacting CIAT, please answer the following questions and follow the advice provided:



Childrens Initial Advice Team

Professionals' Telephone Number: 01325 406252

Prevent Duty Risk Assessment/Action Plan

School Name:	Hummersknott Academy
Name of assessor(s):	Kay Kelly
Date of assessment:	September 2021
To be reviewed on:	September 2022

- Schools have a vital role to play in protecting students/pupils from the risks of extremism and radicalisation, a role which is underpinned by the Counter-Terrorism and Security Act 2015
- Section 26 of the Act places a duty on specified authorities to have “due regard to the need to prevent people from being drawn into terrorism”.

Darlington/ Durham Risk Level	Low	Information received through Counter Terrorism Local Position via DBC
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Action Plan

Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating
Welfare and safeguarding	SLT, Governors, Staff do not demonstrate awareness and understanding of the risk of radicalisation in their area, institution or body.	Principal/Headteacher, Governors and SLT to understand Prevent, its objectives and the expectations of the Prevent duty.	DSL attended Prevent briefing and WRAP Training session	Darlington Safeguarding Partnership Guidance circulated Prevent Duty - Indicators of Vulnerability to Radicalisation - Preventing Radicalisation and Involvement in Extremism Principal/Headteacher and SLT have taken part in training.			Darlington Safeguarding Partnership Briefing records	Red (R): not able to evidence any Amber (A): evidence of some but not all Green (G): evidence of all and more
		Identified strategic Prevent lead within the Academy to promote duty within setting.		Kay Kelly identified			Named lead (Kay Kelly) in post	

	No area, institution or body is risk free	The Prevent agenda and its objectives to be embedded within safeguarding processes taking into account the policies of the Darlington Safeguarding Partnership. Roles and responsibilities regarding Prevent outlined for <ul style="list-style-type: none"> • SLT • Safeguarding Team • School Staff • Volunteers • Supply staff 	Safeguarding Policy identifies roles and responsibilities		Sept 2022		Safeguarding Policy	
	Staff and Governor Training Insufficient training and understanding leading to children vulnerable to radicalisation	Key staff and Governors have sufficient training and understand the risk of radicalisation and know how to refer children who may be vulnerable to being drawn into terrorism.	Annual Safeguarding Training	Whole staff L1 WRAP E- Learning Briefings	Date October 2022		Training records	

		<p>Strategic Prevent lead and/or Safeguarding leads have a good understanding of Prevent, are able to recognise vulnerability to being drawn into terrorism and challenge extremist ideology associated with it. The lead(s) understand(s) how to obtain support for people who may be vulnerable to radicalisation and understand the Channel program. Awareness of Channel processes in Darlington Channel Panel Chair contact details Safeguarding referral process and information sharing</p>	<p>Key Contacts known CIAT (Childrens Initial Advice Team - Front Door) Joanna Conway Education Safeguarding Officer Secondary Behaviour and Attendance Partnership CHANNEL Panel Chair -Jo Benson, Head of Youth Offending Service</p> <p>Existing referral process for all safeguarding concerns.</p>	<p>DSL attended WRAP training DSL attended WRAP briefing</p> <p>Deputy to attend WRAP Training. DSL and Deputy to complete Channel program.</p> <p>Key contacts to be added to safeguarding procedure.</p>	Sept 2021		<p>Training records</p> <p>Safeguarding procedure</p>	
	<p>Students/pupils Students/pupils are radicalised by factors internal or</p>	<p>Curriculum in place that helps protect students against extremism and promotes community cohesion</p>	<p>PSHE Activities British values part of school life.</p>	<p>Review of PSHE activities</p>	Ongoing		<p>PSHE activities curriculum records/plans</p>	

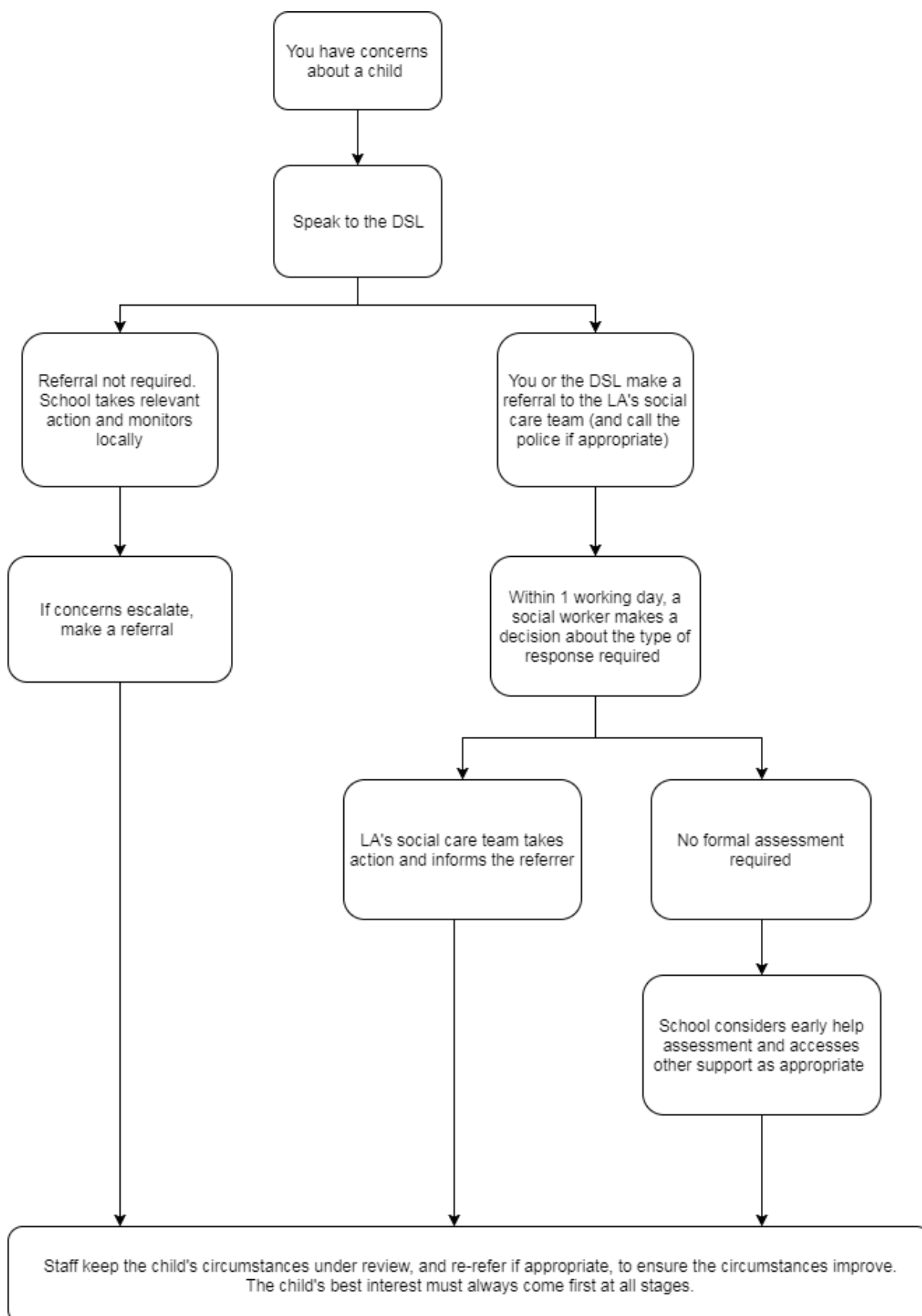
	external to the Academy.	Staff are able to provide appropriate challenge to other staff, students, parents or governors if opinions are expressed that are contrary to fundamental British values and promotion of community cohesion. The Academy has a range of initiatives and activities that promote the spiritual, moral, social and emotional needs of children aimed at protecting them from radicalisation and extremist influences. The Academy delivers training that helps develop critical thinking skills around the power of influence, particularly on-line and through social media. Students/pupils are aware of the benefits of community cohesion and the damaging effects of extremism on community relations.	Safeguarding and Confidential Reporting (Whistleblowing) policies					
Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating

Partnership – referral process	No effective engagement with partners – lack of information sharing	<p>Ensure that preventing young people from being exposed to radicalisation or extremism is part of the Academy’s safeguarding policy and procedure.</p> <p>A single point of contact for any Prevent concerns raised by staff within the Academy to be identified.</p> <p>An appropriate internal Prevent referral process has been developed</p> <p>Partner agency communication channels to be developed – Prevent Lead at DBC and Durham Constabulary are first port of call when outside agencies need to be consulted or for making a Channel referral.</p>	<p>Policy and procedure in place.</p> <p>Named SPOC Kay Kelly</p> <p>Durham Constabulary –Team- DC Steve Holden Steven.holden@durham.pnn.police.uk Direct dial 0191 375 2905 Prevent Team (office hours) 0191 375 2234</p>	Review and updated safeguarding procedures.			Policy and procedure	
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Risk Area	Risk	Actions required	Existing measures in place	Proposed Actions	Completion Date	Who	Evidence	Self-Assessed Rating
IT systems	Students/pupils access terrorist material whilst using school networks. Students/pupils can access Online/social media communications relating to extremist or terrorist material.	Review of the Academy's filtering systems and policies to ensure effective filtering.	The Academy has appropriate filtering in place.	Procedure to include actions for alerts or beaches on network.			Procedure Records of beaches and action log maintained	
Hire of Trust premises/Guest speakers	Events are hosted at the Academy which promotes terrorism or which popularise hatred or intolerance of those with particular protected characteristics	Review of Lettings Policy.	Lettings Policy in place. Staff present at all times with guest speakers.	Review of Policy			Policy	

The following gives clear guidance for staff following specific safeguarding incidents or events and should be read alongside the Safeguarding Policy and Procedure

Concerns about a child's welfare (no immediate danger)



ALLEGATIONS AGAINST STAFF

Duties as an employer and an employee

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity with children in a school. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers and volunteers 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 to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

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

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

The process for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, the Trust will only suspend an individual if all other options available have been considered and there is no reasonable alternative.

Based on an assessment of risk, The Academy will consider alternatives such as:

- Redeployment within the Academy so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the Academy so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

- Temporarily redeploying the individual to another role in a different location, for example to an alternative academy or other work for the Trust

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

In the event of an allegation that meets the criteria above, the Principal (or chair of governors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the Academy is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within one working day, and the individual will be given a named contact at the Academy and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice

- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the Academy is made aware that the secretary of state has made an interim prohibition order in respect of an individual, the individual will be immediately suspended from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the Trust's Staff Discipline process, should this be required at a later point.

Timescales

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within one week
- If the nature of an allegation does not require formal disciplinary action, the appropriate action will be taken within three working days
- If a disciplinary hearing is required and can be held without further investigation, this will take place within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the Academy ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the Academy's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the National College for Teaching and Leadership to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this. The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the Academy.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the student(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a student.

Supply teachers

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

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

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

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

Confidentiality

The Academy will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is ongoing or being considered. The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the Academy will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. These records will be retained at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer. The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, The Academy will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, a review of the circumstances of the case will take place with the local authority's designated officer to determine whether there are any improvements that can be made to the Academy's procedures or practice to help prevent similar events in the future. This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. The Academy will consider how future investigations of a similar nature could be carried out without suspending the individual

Children Missing Education (CME) – Procedure Flow Chart

Key:

