

Policy and Procedures

Safeguarding (Child Protection)

(including safer recruitment, allegations against staff and low-level concerns)

Approved by:	Board of Trustees
Date:	Autumn 2025
Review Date:	Autumn 2026
Relating to:	 DURHAM SIXTH FORM CENTRE

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Links with other policies:

This Policy operates in conjunction with a range of other policies and documents including the following:

- Business Continuity Plan
- Climate for Learning and Attendance Policy
- Complaints Procedure
- Confidential Reporting Code (Whistle-Blowing Policy)
- Cyber Security Policy
- Data Protection Policy
- Domestic Abuse Policy
- Educational Visits: Risk-Assessments
- First Aid Policy
- Equality Information Policy
- Health and Safety Policy
- Job description of all relevant roles
- Looked After Children & Previously Looked After Children Policy
- Mental Wellbeing Policy
- Online Safety Policy
- Provider Access Policy
- Privacy Notices
- Reasonable Force and Safe Touch Policy
- Recruitment and Selection Policy
- Relationships and Sex Education Policy
- Risk Management Policy
- Security Lockdown Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Supporting Students with Medical Conditions
- Vetting Policy

1. Policy Introduction and Purpose Statement

- 1.1. Children and young people maximise their potential in an environment which is safe, secure and supportive of all their needs, including any needs they have for protection from abuse.
- 1.2. Our Trust is committed to promoting the welfare of our students by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed multi-agency safeguarding arrangements, procedures and practices.
- 1.3. Our Policy applies to members of the school and Trust community in its widest sense. Thus, this includes children and young people, their parents/carers, school and Trust staff, Governors and Trustees, volunteers, visitors, specialist staff, and the local and wider community where they interface with the school and Trust. Within its framework, the Policy outlines entitlements and responsibilities in securing the protection of children and young people who attend the school.
- 1.4. To emphasise the caring ethos of our Trust and school, staff, Governors and Trustees are committed to the following principles:
 - The welfare and well-being of each child/young person is of paramount importance and we create and encourage an environment where they feel able to talk, knowing that they will be listened to.
 - We recognise our Policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and to act to prevent children and young people from being abused.
 - We respect and value each child/young person as an individual.
 - The protection of children and young people from abuse is a whole-Trust issue, and the responsibility therefore of the entire Trust community. All staff are aware that safeguarding is everyone's responsibility and they are aware of their statutory responsibilities with respect to safeguarding.
 - Safeguarding children and young people permeates all aspects of our work, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives.
 - We recognise our Policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in the Trust are aware of indicators of concern or abuse and of colleagues who act as the designated safeguarding leads to whom such information should be promptly reported.
 - Our Policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and the Department for Education (DfE).
 - We will use the school curriculum to resource our children and young people to protect themselves from abuse, both as victims and as potential perpetrators.
 - The Trust and school run in an open, transparent way.
 - We ensure that Trust and school leaders, including Governors and Trustees, exercise strategic oversight of all aspects of safeguarding. The designated safeguarding lead, Principal and CEO provide updates (including updates on staff safeguarding training) at Local Governing Board and Trust Board meetings. A Governor is assigned to provide oversight of safeguarding at DSFC. The Link Governor meets with the designated safeguarding lead each half term to review systems, policies and processes. Link Governor Monitoring Reports are also written and shared with all Governors and Trustees. The Single Central Record (SCR) is also periodically reviewed by a Governor and/or a Trustee.
- 1.5. This Policy will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedure. At every review, it will be approved by the Board of Trustees.

2. Safeguarding and Child Protection Training Summary

- 2.1. Our Trust and school complies with the advice laid down in 'Working Together to Safeguard Children' 2023 and 'Keeping Children Safe in Education' (KCSIE) September 2025 to undertake regular training.
- 2.2. A record of those trained may be found in Appendix C and in the Single Central Record. Certificates are kept digitally in staff folders, where appropriate, to verify the attendance of individuals. Child protection and safeguarding training form a key part of our induction processes. All staff receive regular updates regarding child protection and safeguarding, including online safety, as necessary and at least annually.
- 2.3. Training for the designated safeguarding lead and other designated teachers in the school is also undertaken regularly and updated at least every two years.
- 2.4. We recognise that, as a minimum, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is thus able to provide advice and support to other members of staff on protecting children and young people from the risk of radicalisation ([the Prevent duty: an introduction for those with safeguarding responsibilities](#), Department for Education 2023 and [Prevent duty guidance: for England and Wales](#), Home Office 2024).
- 2.5. Please see Appendix C for a safeguarding training log.

3. Important Contacts

Role/Organisation	Name	Contact details
Designated Safeguarding Lead	Steven Robinson	0191 3830708 steven.robinson@durhamsixthformcentre.org.uk
Deputy Designated Safeguarding Leads	Lee Bone/ Ruth Watson	0191 3830708 lee.bone@durhamsixthformcentre.org.uk ruth.watson@durhamsixthformcentre.org.uk
Local Authority Designated Officer (LADO)	Sharon Lewis/ Louise Brookes	03000 268835 CYPSLADOsecure@durham.gov.uk
First Contact Service		03000 267979 firstcontact@durham.gov.uk

4. Legislation and Statutory Guidance

- 4.1. This Policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education \(2025\)](#) and [Working Together to Safeguard Children \(2023\)](#), and the [Academy Trust Governance Guide](#).
- 4.2. This Policy is also underpinned and shaped by guidance and legislation contained in a variety of documents including:
 - Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of students in the school.
 - [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children.
 - The [Education Act 2002](#) and the [Education and Inspections Act 2006](#).
 - Local Multi-Agency Safeguarding Arrangements and Procedures www.durham-scp.org.uk.

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM.
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children.
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children.
- [Statutory guidance on the Prevent duty \(2023\)](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.
- [The Prevent duty: an introduction for those with safeguarding responsibilities](#) - 2023.
- [Prevent duty: safeguarding learners vulnerable to radicalisation](#) - 2023, which is support for those working in education settings with safeguarding responsibilities.
- [Managing risk of radicalisation in your setting](#) - 2023, which outlines radicalisation risk indicators and guidance regarding the risk assessment framework.
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR).
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race).
- [The Public Sector Equality Duty \(PSED\)](#) - 2022, which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation.
- [Children missing education](#) - 2024, which outlines procedures for locating missing students and the removal of students from roll.
- [Working together to improve school attendance](#) - DfE 2024.
- [What to do if you're worried a child is being abused](#) - DfE 2015.
- [Use of reasonable force in schools. Guidance about the use of physical restraint in schools for governing bodies, headteachers and school staff](#) - DfE July 2013.
- Information Sharing Agreement: County Durham Safeguarding Adults Inter- Agency Partnership - [Good practice guidance for professionals - Durham Safeguarding Adults \(safeguardingdurhamadults.info\)](#).
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) - DfE.

- 4.3. This Policy is in line with multi-agency guidance and procedures that we adhere to in working with our three safeguarding partners in the [Durham Safeguarding Children Partnership](#) (Durham County Council, Durham Constabulary and the Clinical Commissioning Groups). Current documentation can be accessed in the [practitioners section](#) which includes guidance on matters such as managing allegations against staff or volunteers (LADO), Thresholds Guidance, Early Help and Safeguarding.
- 4.4. This Policy also complies with our Funding Agreement and Articles of Association.

5. Equality Statement

- 5.1. Some children and young people have an increased risk of abuse, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children and young people's diverse circumstances. We ensure that all children and young people have the same protection, regardless of any barriers they may face.
- 5.2. We give special consideration to children and young people who:
- Have special educational needs and disabilities (SEND) or health conditions.
 - Are young carers.
 - May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality.
 - Have English as an additional language.
 - Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence.
 - Are at risk of FGM, sexual exploitation, forced marriage or radicalisation.
 - Are asylum seekers.
 - Are at risk due to either their own or a family member's mental health needs.
 - Are looked after or previously looked after.
 - Are missing from education for prolonged periods and/or frequently.
 - Whose parent/carer has expressed an intention to remove them from school to be home educated.

6. The Five Main Elements to the Policy

- 6.1. There are five main elements to the Policy:
- Establishing a safe environment in which children and young people can learn and develop.
 - Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people.
 - Training and supporting staff to equip them to appropriately recognise, respond to and support children and young people who are vulnerable and may need safeguarding.
 - Raising awareness of other safeguarding issues, boosting resilience and equipping children and young people with the skills needed to keep them safe.
 - Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.

Establishing a safe environment in which children and young people can learn and develop

- 6.2. KCSIE (para. 345) states that 'Good safeguarding requires a continuing commitment from governing bodies, proprietors, and all staff to ensure the safety and welfare of children is embedded in all of the organisation's processes and procedures and consequently enshrined in its ethos'.
- 6.3. This links to the Trust and school's overall safeguarding arrangements and duty of care to all students. Please see the 'Links with other policies' section on page 2 for a list of relevant policies.

Use of our facilities/premises for non-school/Trust activities

- 6.4. Where we hire or rent out Trust facilities/premises to organisations or individuals we will ensure that appropriate arrangements are in place to keep children and young people safe in line with KCSIE 2025 (para. 166 & 167):
- We will seek assurance that the provider has appropriate safeguarding and child protection policies and procedures in place.
 - We will ensure that arrangements are in place for the provider to liaise with us on these matters where appropriate, whether the children and young people who attend are on our roll or not.
 - As a condition of use, these safeguarding requirements will be included in any transfer of control agreement and failure to comply will lead to termination of the agreement.

- We will expect providers to have the safeguarding arrangements set out in the following guidance in place: [Keeping children safe in out-of-schools settings](#).

Students Arriving and Leaving DSFC on Local Authority Arranged Transport

- 6.5. Where transportation is provided it is organised by the Local Authority. The Local Authority carries out all relevant checks to ensure that the individuals responsible for transportation have the relevant, current and expected qualifications and checks that include driving licence, insurance and DBS check. When issues arise, the school works with the Local Authority to resolve any problems as quickly as possible.

Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children and young people

- 6.6. Staff, Governors and Trustees that are responsible for recruitment and those who have received Safer Recruitment training are listed on Appendix C.
- 6.7. We will comply with the requirements outlined in local multi agency safeguarding arrangements 'Key Safeguarding Employment Standards' and in the Durham Safeguarding Children Partnership (DSCP) Child Protection procedures as well as national documentation in KCSIE 2025.
- 6.8. Our Trust/school will refer to its responsibilities regarding safeguarding and child protection in all adverts, job descriptions, and/or to its profile in the Trust/school in the general information distributed with application forms. Annex C in KCSIE 2025 has specific details of the role of the designated safeguarding lead.
- 6.9. Our Trust/school will adhere to the Rehabilitation of Offenders Act 1974 (amended 2013 and 2020) and the Exceptions Order 1975 taking account of any declarations at the point of interview and not during shortlisting from application.
- 6.10. Our Trust/school will undertake appropriate pre-employment checks, including online searches, on all staff working in the school including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part Three: Safer Recruitment in KCSIE 2025. We will also ensure that relevant staff are made aware of their responsibilities to disclose anything relating to 'Disqualification Under the Childcare Act 2006': [Disqualification under the Childcare Act 2006 - GOV.UK](#).
- 6.11. We will follow good practice advice and inform shortlisted candidates that online searches will be carried out.
- 6.12. As outlined in KCSIE 2025 (para. 242-253), the level of DBS certificate required, and whether a check for any prohibition, direction, sanction, or restriction is required, will depend on the role that is being offered and duties involved. As most staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments. Risk assessments will be undertaken to determine the level of checks needed for any volunteers within our Trust and school (KCSIE 2025, para. 309-313).
- 6.13. In our Trust and school:
- The school operates a lanyard ID system. All staff and students at DSFC wear an identity lanyard. Any student without a lanyard is challenged. Well practiced procedures and strategies are in place to support students that regularly forget their lanyard. Visitors to the school site sign in at Reception and are given the appropriate lanyard, linked to their DBS status. Staff are trained to challenge any visitors to the school site that are not wearing a lanyard and that are unsupervised. All persons without a lanyard will be challenged upon entry to site by the Gate Officers.
 - Volunteers without a DBS check will not be left unsupervised with groups of children and young people, nor will they be in areas where they cannot be fully seen by the supervising teacher or member of staff. An assessment of the volunteer's relevant skills and experience will be made

before they are granted access to students, this will include ensuring that content will be age appropriate and relevant.

- In accepting the offer of help from volunteers, especially those unknown, staff are aware that schools in general are attractive places for 'unsafe' volunteers.
- Schools may be places where those with unhealthy interests in children and young people seek to find employment (paid or otherwise). Staff should be vigilant about all inappropriate behaviour with children and young people that gives cause for concern.
- We ensure that appropriate DBS checks are carried out before employing supply staff. We will obtain written notification that the appropriate checks have been completed. We will also check that the member of supply staff is the same person for whom these checks have been made.
- Our Governing Board and Trust Board will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities, in line with the Recruitment and Selection Policy, the Vetting Policy and guidance in KCSIE 2025. Members of our Governing Board and Trust Board will have an enhanced DBS check. They will also be subject to a Section 128 check.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher or lead member of staff, who will respond with advice and additional guidance and supervision.
- Volunteers and helpers will not have the opportunity to feel that they are in charge and thus in a position of power, which may then be abused.
- Volunteers, helpers and staff new to the school and Trust are given documentation that covers behaviour guidelines for staff and volunteers.

Alternative Provision (KCSIE 2025, para. 169-171 & 331)

- 6.14. Where we place a child/young person with an alternative provision provider (AP Provider), we will understand that we continue to be responsible for the safeguarding of that student and will ensure that we are satisfied that the provider can meet the needs of the student by:
- Obtaining written confirmation from the AP Provider that appropriate checks have been carried out on individuals working at the establishment.
 - Including written confirmation that the AP Provider will inform us of any arrangements that may put the child/young person at risk (i.e. staff changes), so that we can ensure ourselves that appropriate safeguarding checks have been carried out on new staff.
- 6.15. We will always know where a child/young person is placed in alternative provision during school hours to provide assurances that the child/young person is regularly attending, and the placement continues to be safe and meet the child's/young person's needs:
- We will have records of the address of the alternative provider and any subcontracted provision or satellite sites the child/young person is attending.
 - We will regularly review the alternative provision placements.
 - Our reviews will be frequent (at least half termly).
- 6.16. Where a safeguarding concern arises, the placement will be immediately reviewed, and terminated, if necessary, unless or until those concerns have been satisfactorily addressed.
- 6.17. The Department for Education has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
- [Arranging Alternative Provision - A guide for Local Authorities and Schools](#) and
 - [Arranging education for children who cannot attend school because of health needs](#)

Training and supporting staff to equip them to appropriately recognise, respond to and support children and young people who are vulnerable and may need safeguarding

- 6.18. To ensure that we train and support our staff to be equipped to recognise, respond to and support children and young people who are vulnerable and may need safeguarding, we will include:

- Creating the right culture and environment so that staff feel comfortable to discuss matters both within and outside (including online) the workplace.
 - The Safeguarding Policy which, amongst other things, also includes the policy and procedures to deal with child-on-child abuse.
 - The Climate for Learning and Attendance Policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying). This Policy takes the [Behaviour in Schools](#) (February 2024) guidance into account.
 - The staff Code of Conduct (non-maintained school) Policy.
 - The safeguarding response to children and young people who go missing from education.
 - The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and deputies).
- 6.19. Copies of policies and a copy of Part One of KCSIE 2025 will be provided to staff and volunteers at induction and at least annually. All staff, volunteers and supply staff are **required to read this** and to sign a confirmation document confirming their engagement with the document.
- 6.20. All staff, volunteers and supply staff will be made aware of:
- Our local 'early help' process and their role in it.
 - The process for making referrals to Children's Social Care and sections 17 and 47 that may follow a referral, along with the role they may be expected to play in such assessments.
 - What to do if a child/young person tells them they are being abused or neglected, along with maintaining an appropriate level of confidentiality, involving only those who need to be involved, and never promising a child/young person that they will not tell anyone about their abuse.
 - The practical government guidance document [Guidance for safer working practice for those working with children and young people in education settings](#), Safer Recruitment Consortium, February 2022.
 - The need to act immediately if they have any concerns about a child/young person's welfare. Staff are reminded during training that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
- 6.21. All adults working in the Trust and school will complete annual safeguarding and child protection training which is regularly updated. Training is delivered in a number of ways including via certificated courses accredited and delivered by the National College and via in person training delivered by the designated safeguarding lead (Assistant Principal) who is responsible for ensuring that the training reflects new priorities and concerns within the County and other multi-agency local priorities. Adults will also receive updated training and guidance throughout the year as necessary. The date and names of delegates at these sessions are recorded and held securely to ensure all staff are appropriately trained.
- 6.22. Safeguarding is embedded in all our work within the Trust and the school and adults are regularly reminded of key messages in order to maintain heightened awareness of safeguarding and child protection issues. We do this in the following ways:
- Staff training.
 - Updates in staff weekly briefings.
 - Google sites.
 - New staff induction procedures and booklet.
 - CPD.
 - Faculty audits.
 - Staff Dashboard.
 - Safeguarding Dashboard.
 - Termly safeguarding quizzes (which check staff's engagement with training and their knowledge).

Staff responsible for leading on and coordinating safeguarding

- 6.23. Our designated safeguarding lead, deputies and Pastoral Support Managers are given sufficient time and training to provide them with the knowledge and skills required to carry out their roles. This will be updated at least every two years and records of this training will be kept. In addition to this formal training, their knowledge and skills will continually be updated and refreshed through a range of means (for example via e-bulletins, attendance at safeguarding networks, information sharing at team meetings or through reading), at regular intervals, as required, and at least annually, to enable them to understand and keep up with any developments relevant to their role.
- 6.24. The following staff are responsible for leading on and coordinating child protection and safeguarding work within the school:
- Steven Robinson (Assistant Principal/Designated Safeguarding Lead).
 - Lee Bone (Vice Principal/Deputy Designated Safeguarding Lead).
 - Ruth Watson (Assistant Principal/Deputy Designated Safeguarding Lead).
 - Jessica Clayton (Pastoral Support Manager).
 - Lucy Shearer (Pastoral Support Manager).
 - Joanne Smith (Pastoral Support Manager).
 - Rachel Thexton (Pastoral Support Manager).

Raising awareness of other safeguarding issues, boosting resilience and equipping children and young people with the skills needed to keep them safe

- 6.25. We raise other related issues with children and young people and their parents/carers in the following ways:

Children and Young People

- 6.26. We are mindful that children and young people are kept safe from terrorist and extremist material when accessing the internet in the school. We have Smoothwall filtering and monitoring systems in place for this and other potentially risky content. Our named member of the Senior Leadership Team, who is a designated safeguarding lead, will review these records regularly to see whether it links up with other safeguarding concerns about particular individuals. The designated safeguarding lead and the Systems Support Manager review the DfE's filtering and monitoring standards, to ensure DSFC operating systems are compliant. Online safety is continually emphasised in line with KCSIE 2025 and DfE [Teaching Online Safety in Schools](#), January 2023.
- 6.27. Other themes are addressed through our curriculum, policies, CORE and RHSE programmes, assemblies, outside visitors and trainers. These may be part of our typical, planned curriculum or in response to issues arising in the Trust/school, the community or nationally.
- 6.28. Our CORE programme covers related themes including:
- Healthy Relationships.
 - Good Sex.
 - Healthy Sex.
 - Driving Safely.
 - Sex and Relationships Education (SRE).
 - Drinking Sensibly.
 - Healthy Eating.
 - Drug Awareness.
 - Online-Safety.
 - Prevent.
 - Consent.
 - Well-being.

- 6.29. Names and photographs of staff are on display in school and on the Student Dashboard, so students know who they can speak to if they have concerns (school, family or community issues):

DURHAM SIXTH FORM CENTRE SAFEGUARDING TEAM



Mrs R Watson
Assistant Principal (Y12) and Deputy
Designated Safeguarding Lead



Mr L Bone
Vice Principal and Deputy
Designated Safeguarding Lead



Mr S Robinson
Assistant Principal (Y13) and
Designated Safeguarding Lead



Mrs R Thexton
Y12 Pastoral Support Manager



Mrs J Smith
Y12 Pastoral Support Manager



Mrs J Clayton
Y13 Pastoral Support Manager



Miss L Shearer
Y13 Pastoral Support Manager

Parents/Carers

- 6.30. Our Trust and school websites, Parent Dashboard, Student Dashboard, Safeguarding Dashboard, A-Z Guide, Parent Welcome Presentation and various other means of communication reinforce the message that our Trust and school is committed to the welfare and protection of all children and young people in its care. School and Trust staff and Governors and Trustees take this duty of care very seriously.
- 6.31. Weekly briefings, letters to parents/carers, the Reach More Parents App, the school website, Google sites and Parents Evenings/consultations are used to disseminate and reinforce key safeguarding and child protection information.
- 6.32. Parents/carers are told that it is essential that school records are kept up to date. Parents/carers are asked to keep the school informed of any changes. We will accordingly update records held to reflect:
- Current address and telephone contacts. We are aware that, as a school, it is good practice to hold more than one emergency contact number for each student, this is particularly important with children and young people who are a safeguarding or welfare concern.
 - Which adults have parental responsibility.
 - Court orders which may be in force.
 - Children and young people on the Child Protection list.
 - The child/young person's name at birth and any subsequent names (taking care over unusual spellings).
 - Any other changes to home circumstances.

Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse

- 6.33. The culture of our Trust and school is that 'it could happen here'. Staff are trained to identify indicators of abuse and are aware of circumstances that could potentially make children and young people more vulnerable to abuse.

- 6.34. All staff, including part-time, peripatetic and adults working with children and young people in the school should be informed who the designated safeguarding lead and deputy designated safeguarding leads are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh face that a child/young person might disclose something to. All trainee teachers have completed accredited training in both safeguarding and Prevent. The designated safeguarding lead also leads a session for all trainee teachers regarding school procedures and policies.

Listening to Children and Young People and Receiving Disclosures

- 6.35. We embrace our role as a listening school where children and young people can discuss concerns with any member of staff or adults who work with them. All adults receive training from the designated safeguarding lead regarding how to receive and deal with a disclosure.
- 6.36. Staff (teaching and support) will make time and be available should children and young people approach them with a situation they are worried about.
- 6.37. Concerns must be taken seriously and at face-value. It is easy to make speedy judgments based on previous knowledge of the child or young person.
- 6.38. Staff receiving a disclosure are unable to promise 'keeping a secret' or confidentiality. They will need to explain that, depending on what the child/young person says, they might need to share the information with someone who deals with these concerns in the school.
- 6.39. If the child/young person does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
- 6.40. *'Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting any form of abuse and/or neglect. Nor should a victim ever be made to feel ashamed for making a report.'* KCSIE 2025 Part One (para. 15-16).
- 6.41. When the member of staff next comes across the child/young person concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.
- 6.42. Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- 6.43. If there is concern about another member of staff or adult working in the school, the matter must be passed straight to the Principal. The member of staff concerned must not be spoken to. See Section 11.

Recording concerns

- 6.44. ALL concerns and disclosures passed to the designated safeguarding team must be recorded on the school's Child Protection Online Monitoring System (CPOMS) or written, signed and dated on the relevant 'Concern' form which can be found on the staff [Safeguarding Dashboard](#). All concerns recorded should be factual; staff should avoid using emotive language and recording their opinions. Records should include instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme etc. If staff are in doubt as to whether to record something, they should discuss it with the designated safeguarding lead.
- 6.45. Staff should write the exact words used by the child/young person. Any original notes/jottings/reminders made by the adult must be stapled to the form or scanned into CPOMS as first-hand information that

could be important if a case went to court.

- 6.46. The more relevant details that staff document, the better (e.g.: approximate size, colour of injury, which arm, if burn is scabbing over etc.). Staff can express concern about an injury (open ended questions) but should not ask direct questions. They should never do so in front of other children and young people.

6.47.

Please remember:

- i. The child/young person should be allowed to make the disclosure at their own pace and in their own way.
- ii. The member of staff should avoid interrupting except to clarify what the child/young person is saying, but
- iii. The member of staff should not probe for any information that the child/young person does not volunteer.

Concerns about staff members or other adults in the school

- 6.48. If there is concern about another member of staff or adult working in the school, the matter must be passed straight to the Principal. The member of staff concerned must not be spoken to. If the concern regards the Principal, this should be passed on to the CEO. Further information is included in Section 11 of this Policy and KCSIE 2025, Part Four.

Recording and response of the designated lead professional

- 6.49. All information received is stored securely in electronic or paper form. We provide appropriate levels of access to information. Paper records are kept securely in the student's folder and in a secure locked filing cabinet, away from the student's individual school records. The student's individual file is marked to show the existence of the additional 'concern' file. Our designated safeguarding lead, deputies and Pastoral Support Managers can access these documents in an emergency or in the event of an enquiry for information by the MASH (Multi-Agency Safeguarding Hub) Team, for example.
- 6.50. We keep a digital central 'chronology of significant events' for all children and young people in the school using CPOMS. This informs any other concerns in the school, assists in the event of an emergency or should the MASH (Multi-Agency Safeguarding Hub) team make contact about issues beyond DSFC. We ensure that records include:
- A clear and detailed summary of the concern.
 - Details of how the concern was followed up and resolved.
 - Notes of any actions taken, decisions reached and the outcome.

Discussing concerns with the First Contact Service - 03000 267979

- 6.51. We use the local authority Referral Form for notifying First Contact of concerns. Early help referrals are completed online using the following link: [doitonline.durham.gov.uk.service.Early_Help_Referral](https://doitonline.durham.gov.uk/service/Early_Help_Referral) via the Durham County Council CRM system.
- 6.52. Procedures and guidance detailing local multi-agency arrangements, including detailed information about the management of individual cases, may be found at durham-scp.org.uk.
- 6.53. If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers will be informed of this **unless to do so would place the child/young person at further risk of harm**.
- 6.54. If the child/young person requires immediate medical attention, staff will coordinate for the child/young person to be taken to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate medic sees the child/young person. The Director of Children and Young People's Services will be informed, and parents/carers will be notified of the action taken.

- 6.55. If the situation is an emergency and staff are unable to speak to First Contact, we will phone the police on 101 and ask to speak to a colleague in the Vulnerability Unit concerning a child/young person.

Police Switchboard: 0345 6060365 or 101
Ask for the nearest local Vulnerability Unit to the school

Logging concerns with First Contact

- 6.56. Discussions of concern and requests for support will be followed up in writing where appropriate, using the Referral Form. Early help referrals are completed online using this [link](#). All information is logged on the CPOMS/student safeguarding file.
- 6.57. If a member of staff feels that the designated safeguarding lead and/or Principal are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves.
- 6.58. **Any staff member** who has a concern about a child/young person's welfare should follow the referral processes set out in KCSIE 2025, Part One.

First Contact Service
Telephone: 03000 26 79 79
firstcontact@durham.gov.uk

Attendance at strategy meetings if assessed to be child protection concern

- 6.59. Strategy meetings are one of four multi-agency meetings as part of child protection processes. Local multi-agency procedures have detailed guidance about these meetings www.durham-scp.org.uk. The threshold document is available on the DSCP website [here](#).
- 6.60. School staff may be invited to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for a section 47 enquiry should commence to investigate the concerns that have been raised.
- 6.61. These meetings may be called at short notice and appropriate staff from the school will attend wherever possible. If the school is the referring agency then it should be invited to attend these meetings. The school will offer a venue if there is a suitable room available e.g. one that ensures confidentiality.
- 6.62. Staff should make available any electronic forms or handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child/young person: stories, drawings etc. will be brought to the meeting.
- 6.63. In school, staff will monitor the child/young person discreetly for any further concerns or signs that are worrying, maintain appropriate records and give support and reassurance to the child/young person.
- 6.64. All information should be treated with discretion and confidentiality and shared in accordance with the National Guidance on information sharing and the UK General Data Protection Regulation (UK GDPR) and Data Protection Act 2018.
- 6.65. If concerns are not substantiated following the section 47 enquiries, our school will work with other agencies to determine what further support the family and child/young person require. The school will continue to monitor and support the child/young person.

7. Overview: Safeguarding

What school staff should know and do: A child/young person centred and coordinated approach to safeguarding

- 7.1. KCSIE 2025 (para. 2-3) states safeguarding and promoting the welfare of children ('Children' includes everyone under the age of 18') is **everyone's** responsibility:

'Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

Safeguarding within the school

- 7.2. Everyone who encounters children and young people and their families has a role to play in safeguarding children and young people. School staff are particularly important as they are able to identify concerns early and provide help for children and young people, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children and young people by working with our three safeguarding partners in the Durham Safeguarding Children Partnership – Durham County Council, Durham Constabulary and the Clinical Commissioning Groups to promote the welfare of children and young people and protect them from harm.
- 7.3. Safeguarding children and young people permeates all aspects of our work as a school, with a preventative role to inform and boost the resilience of all students by enhancing protective factors in their lives. Accordingly this Policy links with many other Trust and school policies, listed on page 2 of this Policy.
- 7.4. This Policy is also linked to local multi-agency safeguarding arrangements. Current, up to date documentation can be found at [Durham Safeguarding Children Partnership](#) and include:
- Managing Allegations against Staff (Durham online local partnership safeguarding arrangements and policies).
 - County Durham Practice Framework: Single Assessment Procedure & Practice Guidance.
 - KCSIE 2025.

Safeguarding throughout school life

Caring Ethos

- 7.5. We aim to create and maintain a **caring ethos** where all children, young people and adults feel safe, secure and valued. If children and young people feel happy and enjoy studying at the school this will encourage good attendance and then create conditions in which they can do their best in every area of school life. Our school operates as a listening school where children and young people are able to approach adults with concerns. These will be taken seriously and relevant local multi-agency safeguarding procedures followed without delay if there is a risk/likelihood of, or actual, **significant harm**.
- 7.6. In order to promote a caring environment, DSFC uses a plethora of support mechanisms which include:
- Pastoral Support Managers.
 - Assistant Principal i/c Year Group.
 - SEND Team.
 - Progression Team.
 - Attendance Officer.
 - Health & Wellbeing Officer.
 - Teachers.
 - Emotional Health Resilience Nurse.
 - School Counsellor.

- St Nic's staff.
- Student Mentors (Asdan qualified).
- Peace of Mind.
- Progress Tutors.
- Academic Mentors.
- Digital support e.g. student and staff Dashboards, Google sites and briefing notes.

Curriculum

- 7.7. Children and young people have access to an appropriate curriculum, including the teaching of RSE and Health Education, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, and resolve conflict without resorting to violence. Children and young people learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children and young people is personal resilience including strong social and emotional skills. All work with children and young people which boosts confidence and self-esteem is valuable to protect them from peer pressure and outside influences detrimental to their physical and mental well-being.
- 7.8. Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote respect and empathy for others. As part of our new Prevent duty under s/26 of the Counterterrorism and Security Act 2015 we are aware of the importance of building students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build students' resilience to radicalisation by providing a safe environment for debating controversial issues and helping children and young people understand how they can influence and participate in decision-making.
- 7.9. CORE, Politics, Sociology, Art, Drama, English, Pride Society and Debate Club are some of the areas of the curriculum and our enrichment offer in which children and young people can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life, childcare and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. Through these, we support children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and well-being. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

Attendance

- 7.10. We recognise that improving attendance is everyone's responsibility. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual children/young people and families. Good attendance begins with school being somewhere students want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all students are keen and ready to learn.
- 7.11. Some students find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with students and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources.
- 7.12. We agree to fulfil our statutory reporting duties around attendance and ensure that appropriate safeguarding arrangements are in place to respond to children and young people who are absent from education, particularly on repeat occasions and/or for prolonged periods (KCSIE 2025 para. 98 and 177/[Working together to improve school attendance](#)).

Universal services and specialist support staff

7.13. The following **professionals** are also available to support individual students at DSFC:

- Health & Wellbeing Officer.
- Attendance Officer.
- Assistant Principals i/c Year Group.
- Pastoral Support Managers (PSM).
- Progress Tutors.
- School Counsellor.
- One Point Hub (various depending on home address of student).
- Academic Mentors.
- SENCo and SEND team.
- Child and Adolescent Mental Health Service (CAMHS).
- Child and Young People's Service (CYPS).
- Progression Team.
- Sexual Health Workers.
- Durham Constabulary - Driving Safely and Drinking Sensibly.
- Lifeline.
- One Punch.
- Durham LGBT+.

7.14. The following **visitors** also contribute to our work to safeguard and promote the welfare of our students:

- Community Support Officers.
- Dieticians.
- Personal Trainers.
- Specialist Nurses e.g. Diabetes Nurse and Sexual Health Nurse.
- First Aiders.
- Local Authority Health & Safety Advisors.
- Smoking Cessation Workers.
- MIND.
- If You Care, Share.
- Local Parish.
- Casualty Reduction Team.
- St Nics.

Childcare arrangements before and after lessons (including extra-curricular activities)

7.15. The school has a vast range of enrichment activities. These all provide further opportunities for students to develop positive and caring relationships with adults and peers (Asdan), who themselves will be trained to be aware of signs and behaviours that could suggest concerns. Supportive relationships outside the home, such as those with adults in the school and other children and young people, are additional protective factors that boost children and young people's resilience. Staff will always work with children and young people in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in the school know the names of the designated safeguarding leads and are made aware of their responsibility to pass on any issues of concern without delay and make a written record.

7.16. An example of DSFC enrichment activities include:

- Art Club.
- Astronomy Club.
- Badminton Club.
- Basketball Club.
- Chess Club.
- Christian Union.
- Choir.
- Debate Club.

- Film Society.
- Film Production Society.
- Horror Club.
- Medicine Society.
- Middle English.
- Model UN Club.
- Music Club.
- Musical Theatre Society.
- Pride Society.
- Ritangle Club (Online Mathematics Competitions).
- Roll for Charisma (Dungeons and Dragons Club).
- SpIn (Special Interests Club).
- The Big Questions in Life.
- Web-Crafting Club.
- Women in STEM.
- Writing Club.

Working with parents and carers

- 7.17. Our school believes in effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and young people and use this feedback to regularly review our practices. Parental views are obtained in the following ways:
- Online surveys.
 - Questionnaires at events such as Y12 Open Event.
 - Reach More Parents App.
 - Parental drop ins.
 - School website.
 - Consultation evenings/parental events.
 - Year 12/13 Parents Welcome Evening.
 - Information evenings.
- 7.18. We keep parents/carers informed about important and topical issues, including child protection elements of safeguarding, in the following ways:
- Reach More Parents App.
 - Newsletters.
 - A-Z Guide.
 - Letters.
 - Social media (X/Facebook).
 - Google sites e.g. Safeguarding.
 - Website.
 - Consultation evenings.
 - Parent/Student Dashboard.
 - Weekly briefing notes (emailed).
- 7.19. We aim to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we should not forget that their child's/young person's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

8. Child Protection within Safeguarding Arrangements for all Children/Young People in DSFC

8.1. There are a series of layers of care and intervention ranging from safeguarding for all/ universal services (single-agency activities) through to multi-agency work under the Children's Act 1989 and its amendments:

- Safeguarding arrangements in the school.
- Early Help within universal services.
- More complex cases requiring Early Help.
- Child in Need consent required as for Levels 2 and 3.
- Child Protection.
- [Durham Safeguarding Children's Partnership guidance and procedures.](#)

The Growing Up in County Durham Strategy

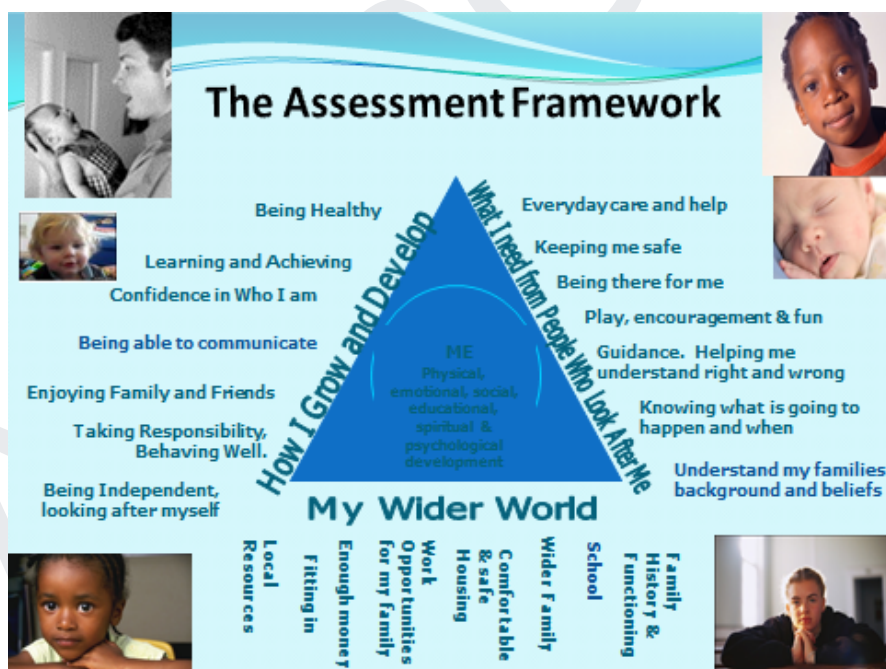
8.2. The Growing up in County Durham Strategy was prepared jointly by all public services, voluntary and community services, including the Council, local health services and the police who work together to improve outcomes for children, young people and their families through the Children and Families Partnership. It can be accessed here:

countydurhampartnership.co.uk/health-wellbeing-board/growing-up-in-county-durham-strategy

Life at Home

8.3. The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings and is mirrored in the Referral Form for the First Contact Service:

- Child's developmental needs (How I grow and develop).
- Parenting capacity (What I need from people that look after me).
- Family and environmental factors (My wider world).

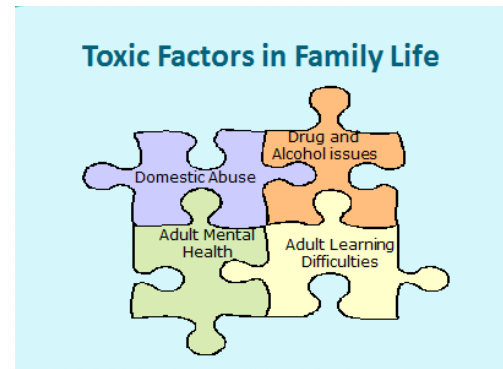


8.4. Aspects from all three domains combine in home life and staff and adults in the school should be mindful of these connections as they work with children and young people and their parents/carers in the school.

8.5. The school believes that it is essential to work with parents and carers in the best interests of their children/young people. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children and young people in this school.

- 8.6. Staff are made aware in training of the 'toxic quad.' issues in home life that could have an impact on the way children and young people are parented (Munroe, 2010). The Government research into Serious Case Reviews reveals that the presence of one or more of the following issues could have a detrimental impact on parenting of children and young people in that household:

- Domestic abuse (violence).
- Substance misuse (alcohol and or drugs).
- Adult mental health.
- Learning Disabilities.



- 8.7. Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). DSCP have produced Neglect Practice Guidance. It can be found within the County Durham Children and Families Practice Toolkit here: [County Durham Children & Families Practice Toolkit \(durham-scp.org.uk\)](http://durham-scp.org.uk)

Signs and behaviours of concern

- 8.8. **All** of our staff are familiar with KCSIE 2025 and their responsibilities highlighted within this (para. 18 to 55).
- 8.9. *'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.'* **KCSIE 2025, Part One (para. 21).**
- 8.10. Paragraph 18 of KCSIE emphasises that any child may benefit from early help but all staff should be particularly alert to the need for early help for a child/young person 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
 - Is frequently missing/goes missing from education, home or care.
 - Has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit.
 - Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation.
 - Is at risk of being radicalised or exploited.
 - Has a parent or carer in custody, or is affected by parental offending.
 - Is in a family circumstance presenting challenges for the child/young person, such as drug and alcohol misuse, adult mental health issues and domestic abuse.
 - Is misusing alcohol and other drugs themselves.
 - Is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage.
 - Is a privately fostered child/young person.
- 8.11. We recognise that students with SEND or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Children and young people with disabilities are more

likely to be abused than their peers. Additional barriers can exist when recognising abuse, exploitation and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child/young person's condition without further exploration.
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND, disabilities or certain health conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

- 8.12. Any abuse involving students with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCo (or deputy).
- 8.13. At our school we recognise other students in addition to those with SEND may be disproportionately vulnerable to an increased risk of abuse, both online and offline. For example, some may be at more at risk of harm from specific issues such as: sexual violence, homophobic, biphobic or transphobic bullying or racial discrimination.
- 8.14. The section of KCSIE 2025 on gender questioning children remains under review, pending the publication of revised guidance.
- 8.15. We recognise that students who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children and young people. Please see our Climate for Learning and Attendance Policy (available on our website [here](#)) for more information on the measures and mechanisms at our school that are in place to prevent and educate against bullying.
- 8.16. We also recognise that LGBTQ+ children and young people are more likely to experience poor mental health. Any concerns should be reported to the designated safeguarding lead.
- 8.17. When supporting a gender questioning student, we will take a cautious approach as there are still unknowns around the impact of social transition, and a student may have wider vulnerability, such as a complex mental health and psychosocial needs, and in some cases, autism and/or attention deficit hyperactivity disorder (ADHD).
- 8.18. We will also consider the broad range of their individual needs, in partnership with their parents/carers (other than in the exceptionally rare circumstances where involving parents/carers would constitute a significant risk of harm to the student). We will also consider any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying.
- 8.19. Risks can be compounded where children and young people lack trusted adults with whom they can be open. We therefore aim to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.
- 8.20. 'All staff should receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring - see para 140 for further information) at induction. The training should be regularly updated. In addition, all staff should receive safeguarding and child protection (including online safety) updates (for example, via email, e-bulletins, and staff meetings), as

required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.' KCSIE 2025, Part One (para. 12).

- 8.21. In our school we do these regular updates through:
- Weekly Safeguarding updates from the designated safeguarding lead.
 - Staff/Student/Parent Dashboard.
 - Safeguarding presentations in Staff Briefings.
 - 1-1 meetings.
 - Training and Development (CPD).
 - NQT/New staff training.
 - Volunteer training.
 - DSCP/LA training.
 - Safeguarding Dashboard.
 - Weekly Staff Briefing Notes.
- 8.22. The school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), unless by doing so the child/young person would be put at further risk of harm. First Contact Service: 03000 267979.
- 8.23. **Where a child or young person is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.**
- 8.24. Anyone can make a referral. When referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed, as soon as possible, that a referral has been made.

Early Help Assessment Procedure & Practice Guidance

- 8.25. *'All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.'* KCSIE 2025 (para. 6). This relates to work with other universal agencies and following DSCP procedures and guidance.
- 8.26. A new Early Help Assessment and Child and Family Plan has been developed by partners, children, young people, parents and carers which will help families get the support they need at the earliest opportunity.
- 8.27. It is much more streamlined, family friendly and signs of safety/well-being focussed. The documents can be accessed through the [Children's Services Portal](#).
- 8.28. Our school is aware that 'no single practitioner can have a full picture of a child's needs and circumstances'. Also, that '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'. KCSIE 2025 (para. 3).
- 8.29. Please see Appendix C for the training log which lists names, dates and types of training completed by staff, Governors and Trustees.
- 8.30. This school believes that information sharing is a key element when delivering coordinated services for children and young people. It is essential to enable early help and support and for promoting child protection and welfare. Our staff understand when, why and how they should share information so that they can do so confidently and appropriately as part of their day-to-day practice.
- 8.31. This school works with the consent of parents and carers to jointly undertake assessments where an unmet need has been identified. However, we are aware that it may be necessary to meet with other services and agencies even if this consent for a 'Team around the Family' meeting is not forthcoming. These professionals' meetings are important to share concerns, suggest ways forward along with further

work to encourage participation by parents/carers in early help processes. One Point colleagues and Early Help Advisers are also a useful source of advice in these circumstances.

- 8.32. Guidance on Early Help in County Durham can be found here: durham-scp.org.uk/professionals/early-help. This includes information on how to make a request for additional early help and provides details of Locality Early Help Conversations.
- 8.33. Professionals can make a request for (additional) early help by completing an online Early Help Request Form on the [Children's Service Portal](#) or by telephoning the Early Help Triage Team on 03000 267 979, Option 1, Option 2, Option 4, (Mon – Thurs 08.30 – 17.00, Fri 08.30 – 16.30).
- 8.34. Team around the Family (TAF) is an early means of intervention to provide appropriate advice and support for the parents/carers and young people by working with appropriate local agencies through TAF arrangements.
- 8.35. Our local Family Hub, Families First Team and Early Help Adviser contact details are:
- Family Hub: 03000 261 111.
 - Families First Team: 03000 265 770.
 - Early Help Adviser: EarlyHelpAdvisorSupport@durham.gov.uk.
- 8.36. **Durham Multi-Agency Safeguarding Hub (MASH):** Where concerns are identified as amber or red on the MASH Process Pathway, our school will cooperate promptly and fully, with relevant information, to inform further assessments undertaken by the MASH team.
- 8.37. **The Extended Role of the Virtual School Head:** This is a strategic role. In Durham a team of professionals work together to provide schools with the Vulnerable Pupil lists through the Schools Portal. This includes all children/young people with a social worker currently open to Social Care and those who have been closed in the last six years.
- 8.38. The Virtual Head updates the designated safeguarding lead through DSL Network Meetings. Where attendance is a concern, the school will work within the framework of the Attendance Toolkit for CWSW (Children with a Social Worker), available on the Schools Portal. The school, by working together with partners, aims to achieve the best outcomes for CWSW by identifying and addressing the child's/young person's needs at the earliest opportunity.
- 8.39. KCSIE 2025 extends the duties of the Virtual Head to provide advice to Informal as well as Formal Kinship Carers. The Previous Children in Care Officer can be contacted via DurhamVirtualSchool@durham.gov.uk.

Child in Need

- 8.40. See Section 17 of the 1989 Children Act/ Working Together to Safeguard Children 2018.

'A child in need is defined under the [Children Act 1989](#) as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under [section 17 of the Children Act 1989](#)' (KCSIE 2025, para. 60).

- 8.41. This school recognises the importance of early support and intervention work in more complex cases, undertaken with the consent of parents and carers, and follows the Threshold guidance document which sets out local criteria for action and includes links to additional information which may assist professional judgement in understanding and subsequently meeting a child/young person and family's needs. DSCP toolkits and guidance (including Threshold Guidance) can be found [here](#).

Child Protection and Significant Harm

- 8.42. Section 47 of the 1989 Children Act/ Working Together to Safeguard Children 2018
'Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under [section 47 of the Children Act 1989](#) if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment. This includes all forms of abuse, neglect and exploitation' (KCSIE 2025, para. 61).
- 8.43. Significant harm is where some children and young people are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children and young people.

Prepare for the unexpected

- 8.44. Staff are aware from their training that some children and young people might display worrying signs/symptoms or disclose information suggesting abuse, when they have never previously given rise to concern. Staff must contact the designated safeguarding lead for child protection **without delay** so concerns can be discussed with First Contact Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in the school.
- 8.45. 'Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best interests** of the child' (KCSIE 2025, para. 49).

Low Level Concerns

- 8.46. Please see: KCSIE 2025, para. 437-449.
- 8.47. As part of our safeguarding culture, ALL concerns regarding adults are shared responsibly in line with our safeguarding reporting systems and will be recorded in CPOMS. Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and appropriate actions taken.
- 8.48. We will ensure that:
- Staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
 - Staff know how to share any low-level safeguarding concerns and are empowered to do so.
 - Unprofessional behaviour is addressed and the individual is supported to correct it at an early stage.
 - We will provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
 - We will use concerns to help identify any weakness in the school safeguarding system.
- 8.49. We will instil a culture where staff feel safe to report any concerns using our safeguarding reporting system identified in this Policy. We would also encourage the staff member themselves to report any behaviour that could be classed as a low level concern. Where the report has been made by a third party, as much evidence as possible will be gathered by the Principal from the person reporting the concern, the individual named and any witnesses. All of this will be recorded to determine whether any further action needs to be taken alongside a recorded rationale as to the decisions taken.
- 8.50. In the case of reports about supply staff and contractors, we will report any concerns to their line managers so that any concerning, problematic or inappropriate patterns of behaviour can be identified.

- 8.51. We will retain information regarding low level concerns in line with KCSIE guidance (see para. 444 which recommends that it is retained until the individual leaves the Trust's employment).
- 8.52. *'Low-level concerns should not be included in references unless they relate to issues which would normally be included in a reference, for example, misconduct or poor performance. It follows that a low-level concern which relates exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference'* (KCSIE 2025, para. 445).

9. Multi-Agency Work in Child Protection

- 9.1. See Appendix A: Summary of multi-agency meetings.
- 9.2. For up-to-date school responsibilities and LA arrangements and procedures please see the local partnership website - durham-scp.org.uk/about-us/multi-agency-safeguarding-arrangements

Initial Child Protection Conference: School responsibilities

- 9.3. See local partnership procedures for more details: <https://durham-scp.org.uk/practitioners/>
- 9.4. Following the final strategy meeting (some complex cases like forced marriage, fabricated and induced illness and organisational abuse may require several strategy meetings) a decision might be made to hold an Initial Child Protection Conference. This work continues within Family First teams within the County.
- 9.5. A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren)/young person/young people. The date will be within **15 working days** after the last strategy meeting.

Attendance at Conference

- 9.6. It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays).

Preparation of a report

- 9.7. The school will prepare a report based upon information and guidance provided on the [Child Protection Conference Report Template](#).

Chronology of significant events

- 9.8. A single-agency chronology should also be produced for this meeting. The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by the school.

Sharing of the report

- 9.9. The report should be shared with parents/carers of the child/young person at least **two working days** before the conference. Part of the report may also be shared with the young person, where age appropriate. This will give the family a chance to question or clarify any issues raised within the report prior to the conference.
- 9.10. The report will be passed to the Conference Clerk via the e-mail system ready for dissemination to other professionals attending the conference.

Membership of a Core Group

- 9.11. The school recognises that membership of a core group is a responsibility that necessitates time and commitment to attend regular meetings and complete the work detailed in the Child Protection Plan.
- 9.12. The merged multi-agency chronology will be regularly updated as part of this ongoing work.

Review Child Protection Conference

- 9.13. The school will complete the relevant report for the first review conference, after 10 weeks and for any subsequent reviews at intervals of 5 months. The report will detail work undertaken by the school with parents/carers and the child/young person to complete the tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place. This report will detail the progress made towards the tasks outlined in the Child Protection Plan.

10. Information-Sharing

- 10.1. Staff at our school are aware of the need to share information appropriately (KCSIE 2025, para. 114 - 122).
- 10.2. If there are concerns that sharing of information with individuals could result in significant harm to any individual, legal advice should be sought before the information is shared.
- 10.3. Our school takes care to ensure that information about a child/young person is only given to the appropriate external people or agencies. Staff will take names and ring back via a main switchboard if unsure. All staff within the school will be aware of the confidential nature of personal information about a child/young person and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

Parents/Carers

- 10.4. Where we have concerns about a child/young person's safety and decide to share information to protect them from harm, we will explain to parent(s) or carer(s) and the child/young person as appropriate what information we intend to share and with whom and why, wherever it is safe and practical to do so. This is unless there are concerns that seeking to discuss a concern could result in a risk of harm to any individual.
- 10.5. Parents/carers must be aware that once matters have been referred to the First Contact Service, the school can only explain the procedure and is not able to give 'progress reports' on the case.

School Staff

- 10.6. There is a delicate balance to be struck between alerting members of staff to the concern about the child/young person and the need to protect the child/young person from too many people knowing. Information should only be divulged on a 'need to know' basis. Other members of staff need to know sufficient detail to prepare them to act with sensitivity to a distressed student. They do not need to know details.

Children/young people transferring to another school

- 10.7. When a child/young person is the subject of a Child Protection Plan and they move to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information securely and separately from other records.
- 10.8. If a child/young person for whom there are other existing serious concerns transfers to another school the new receiving provider will be informed immediately, and written records will follow. Both schools should maintain evidence of the secure transfer and receipt of information. Schools that both use CPOMS should use this system to transfer records securely.
- 10.9. Data that is not being transferred to another school should be kept in line with the school's Data Retention Policy, e.g. electively home educated students or moving to full time employment.

Guidance and Protocols

- 10.10. Please see the following guidance:
- [Information Sharing](#) on the Durham Safeguarding Children Partnership website.
 - [DfE Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers - May 2024.](#)

- [The Data Protection Act 2018.](#)

11. Allegations Against Staff and Volunteers

- 11.1. See Part Four of KCSIE 2025, para. 356-449.
- 11.2. [The Durham Safeguarding Children Partnership website](#) provides information about dealing with allegations against staff and volunteers (including supply staff) who have contact with children and young people in their work or activities.
- 11.3. Allegations of abuse by adults and peers in schools must be investigated in accordance with the [DSCP procedures](#), and when dealing with any allegation against adults and peers, it is vital to keep the welfare of the child/young person as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child/young person and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

Receiving an allegation

- 11.4. On receiving an allegation, the Principal will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, see contact details in Section 3) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Principal must not start to investigate.**
- 11.5. If an allegation is made for a person not directly employed by the school/Trust, recognised procedures should be followed. This includes supply staff, sports coaches and any individual or organisation using the school premises for the purposes of running activities for children and young people (for example community groups, sports associations, or service providers that run extra-curricular activities). Under no circumstances should a school cease the use of a supply teacher, sports coach etc. due to safeguarding concerns without liaising with the LADO (see KCSIE 2025, para. 377-380).
- 11.6. Allegations regarding the Principal should be passed to the CEO. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Principal should not be informed of the allegation (the same process as for any member of staff/adult in the school). The CEO should be informed as soon as possible and asked to contact the LADO.
- 11.7. **Where it is suspected that a crime has been committed, then the matter should be reported to the police with immediate effect.**

Local Authority Designated Officer (LADO)
Sharon Lewis/Louise Brookes 03000 268835
First Contact Service
03000 267979
CYPSLADOSecure@durham.gov.uk

Carrying out an investigation

- 11.8. Investigations will be carried out by the appropriate agencies.
- 11.9. In dealing with any allegation the Principal/CEO/Governors/Trustees need to balance:
- The seriousness of the allegation.
 - The risk of harm to students.
 - Possible contamination of evidence.
 - The welfare of the person concerned.

- 11.10. Suspension of the member of staff/adult will be considered:
- if there are any grounds for doubt as to the suitability of the employee to continue to work.
 - where suspension may assist in the completion of an investigation.
- 11.11. Suspension will be carried out in line with LA/Trust guidelines. Principals should contact Human Resources for guidance (HRSchools@durham.gov.uk).
- 11.12. Suspension should not be an automatic response. It should only be considered where there is cause to suspect child(ren)/young person/young people is/are at risk of harm or the case is so serious there may be grounds for dismissal. If in doubt, advice should be sought from HR and the LADO. Based on advice and a risk analysis, alternatives may be: redeployment of the individual; providing an assistant to be present when the individual has contact with children and young people; moving the child/children/young person/young people, but only if it is in the best interests of the child/young person, their views have been sought and parents/carers have been consulted. See KCSIE 2025, Part Four, para. 383-390.
- 11.13. During the investigation, support will be offered to both the student making the allegation and the adult/peer concerned. The welfare of a child/young person is paramount, and this will be the prime concern, however employers have a duty of care to their employees and should act in accordance with paragraph 391 of KCSIE 2025.
- 11.14. Once police and Intervention and Assessment teams have decided if further action is necessary or not, a meeting will take place with a representative from the school, LADO and HR to decide next steps and if an internal disciplinary investigation is needed - KCSIE 2025, para. 409.

Recommendations following an investigation

- 11.15. Where recommendations are made to the school regarding the outcome of a Child Protection investigation, the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to the school, the date of that return should be communicated.
- 11.16. The following definitions are now used when determining the outcome 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 or cause harm to the person subject to the allegation.
 - **False:** there is sufficient evidence to disprove the allegation.
 - **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
 - **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.
- 11.17. Where it is considered that an individual has engaged in conduct that has harmed (or is likely to harm) a child/young person or if a person otherwise poses a risk to harm a child/young person, the Principal and/or CEO will make a referral to the Teaching Regulation Agency (TRA) and DBS in line with their legal requirement to do so - KCSIE 2025, para. 406-407.

12. Safe Touch

Physical contact other than to control or restrain

- 12.1. Our school has a Reasonable Force and Safe Touch Policy this includes such points as:
- Where students have medical needs or disabilities that make it appropriate, additional support such as intimate care risk assessments and staff training will be put in place.
 - Examples of where touching a child/young person might be proper or necessary, such as:
 - Using physical contact to demonstrate exercises or techniques, for example, sports lessons or coaching.

- Administering First Aid.
- Giving appropriate comfort to a child/young person who is distressed.
- Recognising that physical contact is a sensitive issue for some cultural groups.
- Acknowledging that physical contact becomes increasingly open to question as children reach and go through adolescence.
- Ensuring a consistent approach where staff and students are of different genders.
- Acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued.

13. Physical Control and Restrictive Physical Intervention: Use of Reasonable Force

- 13.1. See KCSIE 2025, para. 163-165. Our school has a policy, the Reasonable Force and Safe Touch Policy, on the use of restrictive physical interventions, relating to the appropriate use of reasonable force that all staff are made aware of and follow. Our school policy relates to the following DfE guidance: [Use of reasonable force in schools](#).
- 13.2. Our Reasonable Force and Safe Touch Policy gives guidance on areas including:
- When it is appropriate for staff to use physical control and restraint.
 - Who is allowed to use physical control and restraint.
 - What forms of physical control and restraint may take place in particular circumstances.
 - What forms of physical control and restraint are not acceptable.
 - How the additional vulnerability of students with SEND, mental health problems or medical conditions will be considered.
 - Ensure our duties under the Equality Act 2010 are considered.
 - Recording of incidents where physical handling has been used.
 - The Policy also makes it clear that corporal punishment is NOT allowed.

14. The Prevent Duty

- 14.1. See KCSIE 2025, pages 157 to 159. The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfE has produced non-statutory advice, [The Prevent Duty: an introduction for those with safeguarding responsibilities](#) September 2023. In addition there is [Prevent duty guidance: for England and Wales](#), Home Office 2024.
- 14.2. 'Similar to protecting children from other forms of harms and abuse, protecting children from this risk' (KCSIE, page 157) is a part of our safeguarding approach as it is possible to intervene to prevent vulnerable people being radicalised. We use the above documents and advice in the following documents [The Prevent duty: safeguarding learners vulnerable to radicalisation](#) and [Managing risk of radicalisation in your education setting](#) to support us in our work to form risk assessments, working in partnership, staff training, IT policies and building children and young people's resilience to radicalisation.
- 14.3. In our school:
- Staff can identify children and young people who may be vulnerable to radicalisation. Information or concerns are shared with the designated safeguarding lead in the same way as other information that might be a safeguarding concern, who will then follow procedures in line with safeguarding DSCP guidance.
 - Policies and procedures are in line with those of Durham County Council, Durham Constabulary and the DSCP.
 - Throughout the life of the school as well as in specific lessons, students build resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.

- We have robust IT policies and are mindful of guidance within KCSIE 2025 and DfE [Teaching Online Safety in Schools](#) and [Meeting digital and technology standards in schools and colleges](#).

- 14.4. [Prevent Duty Guidance: England and Wales \(2023\)](#), para. 175-177, notes ‘Settings should have measures in place to prevent their facilities being exploited by radicalisers. This includes seeking to ensure that any event spaces or IT equipment are not being used to facilitate the spread of extremist narratives which encourage people into participating in or supporting terrorism. Such measures will help to limit access to platforms that can be used to radicalise others. This does not mean that the Prevent duty should limit discussion of these issues. Instead, education settings should be spaces in which people can understand and discuss sensitive topics, including, where appropriate, terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. When doing so, settings should encourage learners to respect other people, with particular regard to the protected characteristics set out in the Equality Act 2010.’
- 14.5. We will follow the County Durham Prevent Referral Flowchart (September 2022, Appendix B) when any concerns are identified. Through discussion with the specialist colleagues at Durham Constabulary it may be appropriate to make a referral to the Channel programme. This programme focuses on support at an early stage, tailor-made to the individual young person. Engagement with the programme is entirely voluntary. A school representative may be asked to be a member, if a student from the school is to be discussed at the Channel panel.
- 14.6. FIMUNorth@CTPNE.police.uk
- 14.7. <https://www.durham.police.uk/advice/advice-and-information/t/prevent/prevent/beta/prevent-team-referral/>

15. Child Sexual Exploitation (CSE)

- 15.1. We ensure all of our staff are trained to be aware of young people who could be at risk of sexual exploitation. See KCSIE 2025 (para. 38-40).
- 15.2. Refer also to: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\)](#)
- 15.3. CSE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child/young person into taking part in any sexual activity and can be experienced by both boys and girls. It is a form of child sexual abuse. The abuse can be perpetrated by males or females, and children or adults.
- 15.4. Sexual abuse may involve both physical and non-contact sexual activities. It can happen online. It can occur over time or be a one-off occurrence and may happen without the child/young person’s immediate knowledge, for example, through others sharing videos or images of them on social media. Our staff know that some children and young people may not realise they are being exploited, for example if they believe they are in a genuine loving, consensual relationship, and will handle these situations appropriately. CSE can affect any child/young person who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex.
- 15.5. DSCP has a section of their website devoted to resources, guidance and a risk assessment matrix that assists schools: [Child Exploitation Risk Assessment Information Form \(durham-scp.org.uk\)](#).

16. So-called 'Honour'-Based Abuse/Violence (including Female Genital Mutilation and Forced Marriage)

- 16.1. This 'encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community' (KCSIE 2025, page 161).
- 16.2. **If there are concerns that an act of Female Genital Mutilation (FGM) has been undertaken on a girl under the age of 18, this MUST be reported to the police immediately.**
- 16.3. 'Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police' (KCSIE 2025, para. 42).
- 16.4. FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. This is illegal in the UK (The FGM Act 2003), abusive and has varied long-lasting consequences for the young girl.
- 16.5. There is an FGM Helpline also on 0800 028 3550 or they can be contacted by email: fgmhelp@nspcc.org.uk.
- 16.6. Guidance leaflets have been produced by the Home Office & the National FGM Centre: [Female Genital Mutilation: Guidance for schools](#)
[Female genital mutilation: resource pack](#)
- 16.7. The Home Office has also produced some free, informative, online training that designated leads might wish to access: [FGM Awareness & Prevention Training iHasco](#)
- 16.8. In addition the Home Office has provided [Multi-agency statutory guidance for dealing with forced marriage and multi-agency practice guidelines: Handling cases of forced marriage](#)
- 16.9. We recognise that all forms of Honour Based Abuse are abuse and if our staff have a concern regarding a child/young person who might be at risk or who has suffered this, it will be reported to the designated safeguarding lead and local safeguarding procedures will be followed.

17. Online Safety

- 17.1. See KCSIE 2025 (para. 134-148).
- 17.2. We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. To address this, the school aims to:
- Have robust processes in place (including filtering and monitoring) to ensure the online safety of students, staff, volunteers, Governors and Trustees.
 - Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology.
 - Set clear guidelines for the use of mobile phones for the whole school community.
 - Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.
- 17.3. Our approach to online safety is based on addressing the following categories of risk:
- **Content:** being exposed to illegal, inappropriate or harmful content, such as pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

- **Contact:** being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

17.4. To meet our aims and address the risks above we will:

- Educate students about online safety as part of our curriculum. For example:
 - The safe use of social media, the internet and technology.
 - Keeping personal information private.
 - How to recognise unacceptable behaviour online.
 - How to report any incidents of cyber-bullying, ensuring students are encouraged to do so including where they are a witness rather than a victim.
- Train staff as part of their induction on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and their expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year, ensuring they are familiar with this Policy and the procedures it outlines.
- Educate parents/carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety.
- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:
 - Staff will not take pictures or recordings of students on their personal phones or cameras.
- Make all students, parents/carers and staff aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.
- Explain the sanctions we will use if a student is in breach of our policies on the acceptable use of the internet and mobile phones.
- Make sure all staff, students and parents/carers are aware that staff have the power to search students' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#).
- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.
- Carry out an annual review of our approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by our school community.
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively.
- Review this Policy, including online safety, at least annually ensuring that procedures and implementation are updated and reviewed regularly.

17.5. Our school has a separate Online Safety Policy which links to KSCIE 2025 and takes into account DfE [Teaching Online Safety in Schools](#) guidance.

17.6. There is a Professionals Online Safety Helpline 0844 381 4772.

17.7. Schools are reminded that a criminal offence has been committed if a person aged 18 or over intentionally communicates with a child under 16, who the adult does not reasonably believe to be 16 or over, if the

communication is sexual or if it is intended to encourage the child to make a communication which is sexual. The offence will be committed whether or not the child communicates with the adult. This is the offence of sexual communication with a child under section 67 of the Serious Crime Act 2015.

Artificial Intelligence

- 17.8. Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, students and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Gemini.
- 17.9. Our school recognises that AI has many uses to help students learn, but may also have the potential to be used to facilitate abuse (e.g. bullying and grooming) and/or expose students to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.
- 17.10. Our school will treat any use of AI to bully students in line with our Climate for Learning and Attendance Policy, available on our website [here](#).
- 17.11. Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out a risk assessment where new AI tools are being used by the school. Our school's requirements for filtering and monitoring also apply to the use of AI, in line with KCSIE 2025, para. 143.

18. Child-on-Child Abuse (Including Sexual Violence and Sexual Harassment)

- 18.1. Our school has a zero tolerance approach to child-on-child abuse including sexual violence and sexual harassment (KCSIE 2025: Part One, para. 30 – 33 and Part Five). Our staff are aware that children and young people are capable of abusing other children and young people, and that this can happen both in and out of the school, online and offline.
- 18.2. Refer also to: [Sharing nudes and semi-nudes: advice for education settings working with children and young people \(updated March 2024\)](#). For further information about nudes/sexting and our protocols to safeguard students in regards to this, please see our Online Safety Policy.
- 18.3. Education settings are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting, and we ensure that we fully participate in this role.
- 18.4. All staff are supported to understand that, even if there are no reports in our school, it does not mean it is not happening, it may be the case that it is just not being reported. As such, it is important that when staff have any concerns regarding child-on-child abuse, sexual violence or sexual harassment, they should speak to the designated safeguarding lead (or deputy).
- 18.5. Our school will respond to all signs, reports and concerns of child-on-child abuse including sexual violence and harassment, including those that have happened outside of the school premises and/or online. We have clear systems in place that all staff are aware of, and will work with our local authority partners in children's social care and police where a crime may have been committed. Where a report of sexual violence has occurred, the designated safeguarding lead or deputy designated safeguarding lead will make an immediate risk and needs assessment taking into account the 5 points identified in KCSIE 2025, para. 484. The need for a risk assessment for sexual harassment will be considered on a case by case basis.
- 18.6. We ensure that all staff understand what constitutes child-on-child abuse or sexual violence and sexual harassment and that children and young people's sexual behaviour exists on a wide continuum from normal and developmentally expected to inappropriate, problematic, abusive and violent. Our designated safeguarding lead and deputies have a good understanding of Harmful Sexual Behaviour in order to

support the development of our whole school approach.

- 18.7. In this school, all staff understand the importance of challenging inappropriate behaviours between children and young people that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” (KCSIE, para. 32) can lead to a culture of unacceptable behaviours, an unsafe environment for children and young people and, in worst case scenarios, a culture that normalises abuse, leading to children and young people accepting it as normal and not coming forward to report it. We recognise that it is more likely that girls will be victims and boys perpetrators (as per para. 157 in KCSIE 2025), but all child-on-child abuse is unacceptable and will be taken seriously.
- 18.8. Abuse may take different forms, such as bullying (including cyberbullying, prejudice-based and discriminatory bullying), abuse in intimate personal relationships between children and young people (also known as teenage relationship abuse), physical abuse which can include hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm, sexual violence and sexual harassment, consensual and non-consensual sharing of nude and semi-nude images and/or videos, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party, upskirting and initiation/hazing type violence and rituals. Abuse may take different forms for sexual violence and sexual harassment. Please see KCSIE 2025, para. 157, 455 to 458.
- 18.9. The following steps are taken to minimise these risks. The school:
- Will provide a developmentally appropriate Relationships, Sex and Health Education curriculum which develops students' understanding of acceptable behaviour, educates them about consent and keeping themselves safe and is in line with DfE guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#).
 - Challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images.
 - Ensure students are able to easily and confidently report abuse using our reporting systems.
 - Will ensure that all reports of alleged abuse or sexual harassment will be acted upon in line with KCSIE 2025, Part Five.
 - Will reassure all young people who have experienced abuse that they are being taken seriously and that they will be supported and kept safe. A young person who has experienced abuse 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.
 - Will support children who have witnessed child-on-child abuse, including sexual violence. We will do all we can to make sure the victim, alleged perpetrator(s) and any witnesses are not bullied or harassed.
 - Where a report of rape, assault by penetration, sexual assault or causing someone to engage in sexual activity without consent is made, the starting point is that this will be passed on to the police.
 - Will have robust risk assessments in place where appropriate and in line with KCSIE 2025, Part Five.
 - Has relevant policies in place (e.g. Climate for Learning and Attendance Policy which includes behaviour in schools and anti-bullying policy).
- 18.10. Victims, alleged perpetrators and any other child/young person affected by child-on-child abuse and/or sexual harassment will be supported by a nominated, appropriate member of staff. KCSIE 2025 para. 545 includes further support, advice and information links.

19. Child Criminal Exploitation (CCE) including County Lines

- 19.1. See KCSIE 2005 para. 35-37 & Annex B p.150.
- 19.2. We will ensure that all staff are aware of the indicators that may signal that children and young people are at risk from or involved with CCE.
- 19.3. CCE is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child/young person into criminal activity and can be experienced differently by both boys and girls. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
- 19.4. The abuse can be perpetrated by males or females and children/young people or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.
- 19.5. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact, it can also occur through the use of technology. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. It can be linked to serious violence.
- 19.6. We will ensure that all staff are aware that children and young people can become trapped by this type of exploitation and that as they become involved they often commit crimes themselves. We will ensure that we recognise their vulnerability as victims even if the activity appears to be something they have agreed or consented to.
- 19.7. Some of the following can be indicators of CCE:
- Children and young people who appear with unexplained gifts or new possessions.
 - Children and young people who associate with other young people involved in exploitation.
 - Children and young people who suffer from changes in emotional well-being.
 - Children and young people who misuse drugs and alcohol.
 - Children and young people who go missing for periods of time or regularly come home late.
 - Children and young people who regularly miss lessons or education or do not take part in education.
- 19.8. If a member of staff suspects CCE, they will discuss this with the designated safeguarding lead who will trigger the local safeguarding procedures including a referral to the local authority's children's social care team and the policy, if appropriate.
- 19.9. Please see the Home Office guidance:
- [County lines and criminal exploitation toolkit.](#)
 - [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\).](#)
 - [Criminal exploitation of children and vulnerable adults: county lines - GOV.UK \(www.gov.uk\).](#)

20. Serious Violence

- 20.1. See KCSIE 2025, para. 46.
- 20.2. We will ensure that all staff are aware of the indicators that may signal that children and young people are at risk from or involved with serious violent crime.

- 20.3. Indicators may include:
- Unexplained gifts/new possessions - these can indicate children and young people have been approached by/involved with individuals associated with criminal networks/gangs.
 - Increased absence from the school.
 - Change in friendship/relationships with others/groups.
 - Significant decline in performance.
 - Signs of self-harm/significant change in well-being.
 - Signs of assault/unexplained injuries.
- 20.4. Staff will also be made aware that the likelihood of involvement in serious violence may be increased by factors such as:
- Being male.
 - Having been frequently absent or permanently excluded from school.
 - Having experienced child maltreatment and having been involved in offending, such as theft or robbery.
- 20.5. Staff will also be advised to access a fuller list of risk factors which can be found in the Home Office's [Serious Violence Strategy](#) and to access the [The Youth Endowment Fund \(YEF\) Toolkit](#) which sets out the evidence for what works in preventing young people from becoming involved in violence.
- 20.6. Please see the Home Office guidance: [Criminal exploitation of children and vulnerable adults: county lines](#)

21. Mental Health

- 21.1. See KCSIE 2025, para. 43-45.
- 21.2. We will ensure that all staff are aware that mental health problems could be an indicator that a child/young person has suffered or is at risk of suffering abuse, neglect or exploitation. If staff have a mental health concern about a child/young person that is also a safeguarding concern, immediate action will be taken following this Policy's procedures.
- 21.3. Staff will access training or information so that they are aware of how abuse, neglect and/or other traumatic childhood experiences can impact on children and young people's mental health, behaviour and education.
- 21.4. We will ensure that we access professional advice to support us in identifying students suffering from mental health problems as well as following best practice mental health guidance, including the following:
- [Mental health and behaviour in schools - GOV.UK \(www.gov.uk\).](#)
 - [Mental wellbeing | Overview | PHE School Zone.](#)

22. Domestic Abuse

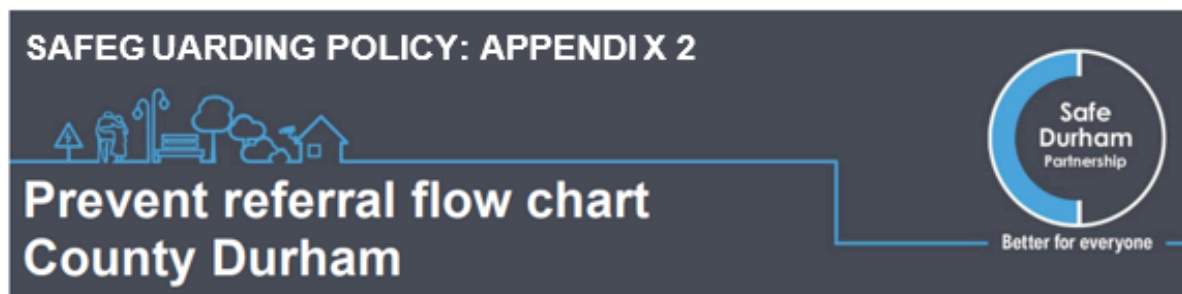
- 22.1. See KCSIE 2025, para. 41.
- 22.2. All of our staff are trained in understanding the detrimental impact on children and young people of experiencing domestic abuse. We sign up to our local Operation Encompass programme to ensure we are made aware of incidents by our local partners so that we can secure the help that children and young people need and, if required, refer in a timely way to those who have the expertise to help.

23. Appendix A: Summary of Multi-Agency Meetings

SAFEGUARDING POLICY: APPENDIX 1

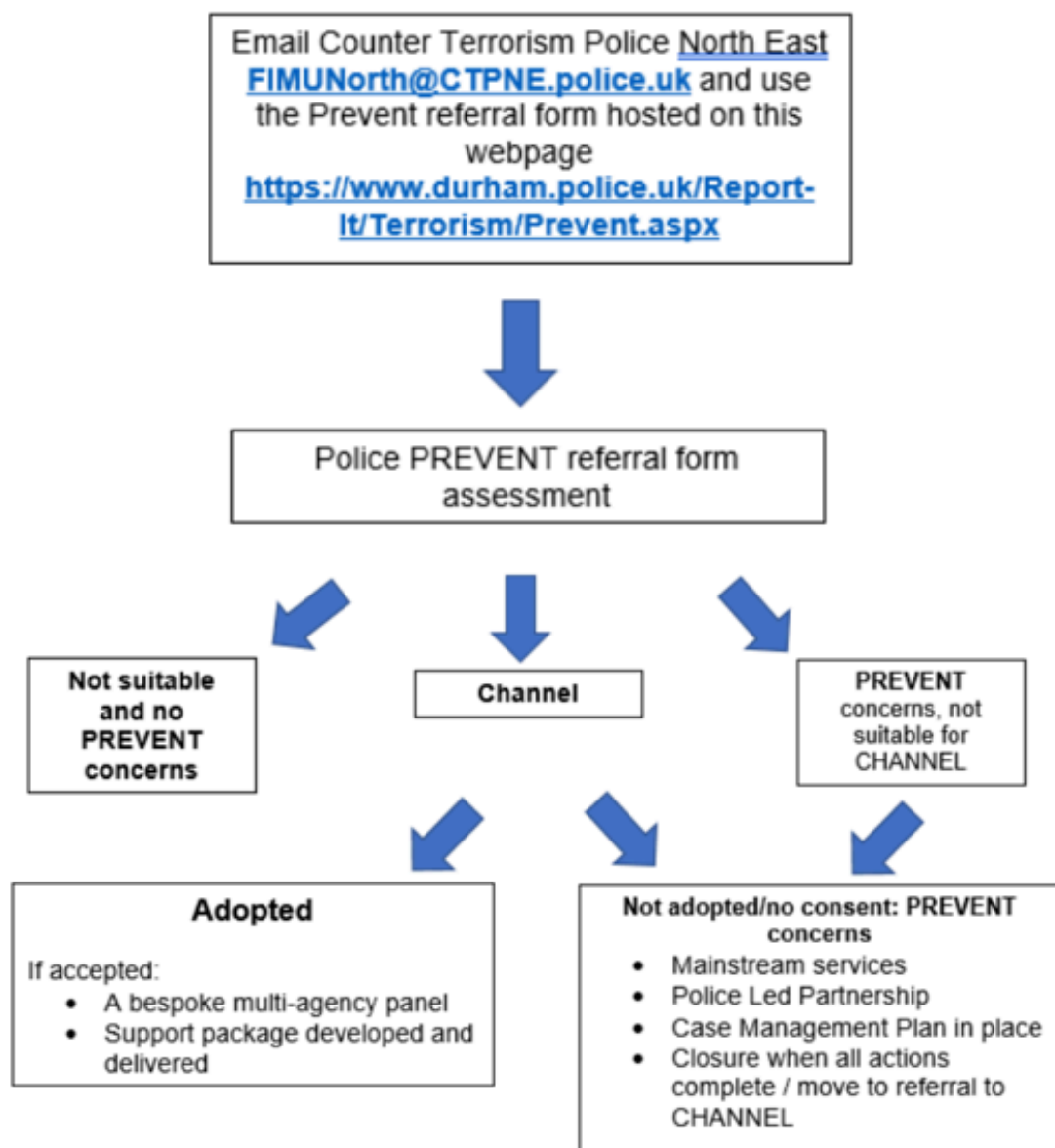
Multi-Agency Meetings		
 Strategy	•Referral taken up by First contact Service: 'reasonable cause to suspect child is suffering or likely to suffer significant harm'. •To agree whether to start s47 enquiries and to begin/complete a core assessment under Child Act 1989. •Professionals meeting only •Held at short notice (some professionals may be available by phone). Police Sergeant and investigating officer (VU); Assessment and Intervention Team manager and SW, Health, referrer (if professional) and other relevant colleagues. •Usually held in A&I Team office, hospital. •To PLAN how to look into the concern: share information, consider criminal investigation, medicals, interviews etc.	
 Initial Child Protection Conference	•15 DAYS after last strategy meeting •Accessible public building: A&I offices •Parents/carers (supporter/legal adviser) and all relevant professionals who work with family members and children attend •Conference is to decide whether the child(ren) are at continuing risk of significant harm and whether CP Plan needs to be put in place. •Tasks: prepare a report for the conference on all children in family you work with •Share report with parents and carers at least two working days before the conference (open/transparent procedure so parents can know and question all information in advance). •Ensure that child's views are given •Produce single-agency chronology. •If children not put on list then consideration of services needed, now passes to relevant Child Protection Team.	
 Core Group	•10 DAYS later. Date for this meeting and first Review Conference is set at the Initial Conference •This 'core' of essential professionals will work with the family and the young person to try and achieve change and improvement so that the child is not still at continuing risk of harm (these safety issues are dealt with before other 'welfare' matters) •Key worker is the social worker •The group complete the Child Protection Plan and complete work on the core assessment as part of this •The chronologies are merged and continuously updated as working documents •Initially meetings quite frequent but generally held about every 4-6 weeks	
 Review CP Conference	•10 WEEKS (3 months) before first Review conference. •Evaluate effectiveness of Core Group in effecting change and better care of the children •'..to review the safety, health and development of the child against the planned outcomes set out in the child protection plan' •to see whether CP plan should continue to be in place or should be changed •Child's wishes and feelings must be sought and taken into account •if the child is not still at risk of significant harm then they should not require a CP plan •Tasks: report needed and shared with parents/carers 7 days prior to conference: evaluation what has changed, the impact on child's welfare against objectives set out in the plan	

24. Appendix B: County Durham Prevent Referral Flowchart



Prevent referral flow chart for County Durham

The Channel Programme is a key part of the Prevent strategy. Section 36 of the Act requires local authorities and others to provide support for people who are vulnerable to being drawn into terrorism, before they commit an offence. This process, known as [Channel](#), operates in the pre-criminal space and aims to provide support to individuals at an early stage and help safeguard them from radicalisation.



25. Appendix C: Training Log

Role Name	Training (2023 onwards) *Unless otherwise stated, all courses were completed and certified through the National College. The Training Log is correct at the time of Policy approval and is updated at least annually in line with the Policy.	Date
CEO Ellen Beveridge	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	09.06.25
	Annual Certificate in Safeguarding for Staff for Secondary Schools & Academies	09.06.25
	The Prevent Duty: Statutory Priorities Secondary	09.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	04.07.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	04.07.24
	The Prevent Duty: Statutory Priorities Secondary	17.06.24
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2023-24)	03.10.23
	Annual Certificate in Online Safety for Education Settings (2022-23)	24.07.23
	HM Gov training - Prevent Duty Training	24.07.23
	Annual Certificate in Safeguarding for Staff (2022-23)	05.07.23
COFO Claire Rye	KCSIE 2025	September 2025
	The Prevent Duty: Statutory Priorities Secondary	09.06.25
	Annual Certificate in Safeguarding for Staff for Secondary Schools & Academies	09.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	09.06.25
	The Prevent Duty: Statutory Priorities Secondary	04.06.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	04.06.24
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	05.10.23
	HM Gov training - Prevent Duty Training	11.09.23
	Annual Certificate in Safeguarding for Staff (2022-23)	19.06.23
Principal Jo Lain	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	16.07.25
	The Prevent Duty: Statutory Priorities Secondary	17.07.25
	Annual Certificate in Safeguarding for Staff for Secondary Schools & Academies	23.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	02.07.24
	The Prevent Duty: Statutory Priorities Secondary	02.07.24

	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	02.07.24
	HM Gov training - Prevent Duty Training	19.10.23
	Annual Certificate in Safeguarding for Staff (2023-24)	27.09.23
	Annual Certificate in Online Safety for Education Settings (2022-23)	18.10.22
Vice Principal Lesley Thompson	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	14.06.25
	The Prevent Duty: Statutory Priorities Secondary	13.06.25
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	14.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	21.06.24
	The Prevent Duty: Statutory Priorities Secondary	14.06.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	14.06.24
	Annual Certificate in Online Safety for Education Settings (2022-23)	14.07.23
	Annual Certificate in Safeguarding for Staff (2022-23)	13.07.23
	HM Gov training - Prevent Duty Training	13.07.23
Vice Principal and Deputy Designated Safeguarding Lead Lee Bone	KCSIE 2025	September 2025
	High Speed Learning - Designated Safeguarding Lead (Level 3)	30.10.24
	Annual Advanced Certificate in Safeguarding for Designated Leads for Secondary Schools & Academies (2024-2025)	14.10.24
	Annual Certificate in Safeguarding for Staff (2024-25) for Secondary Schools & Academies	17.07.25
	Annual Certificate in Online Safety for Teaching Staff (2024-25)	17.07.25
	Certificate in the Prevent Duty	06.10.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	02.07.24
	The Prevent Duty: Statutory Priorities Secondary	02.07.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	02.07.24
	HM Gov training - Prevent Duty Training	01.09.23
	Annual Certificate in Safeguarding for Staff (2022-23)	16.08.23
	Annual Certificate in Online Safety for Education Settings (2022-23)	03.11.22
	High Speed Learning - Designated Safeguarding Lead (Level 3)	27.10.22
Assistant Principal and Designated Safeguarding Lead Steven Robinson	NEW KCSIE 2025: Priorities & Key Themes Secondary	September 2025
	Annual Certificate in Health & Safety at Work (2024-25)	04.06.25
	Certificate in Data Protection & GDPR for Staff (2024-25)	04.06.25
	Annual Certificate in Online Safety for Teaching Staff (2024-25)	20.05.25

	Certificate in the Use of Reasonable Force (2024-25)	06.01.25
	Annual Certificate in the Prevent Duty (2024-25)	16.12.24
	Annual Certificate in Safeguarding for Staff (2024-25)	25.11.24
	Annual Advanced Certificate in Safeguarding for Designated Leads (2024-2025)	14.10.24
	High Speed Learning - Designated Safeguarding Lead (Level 3)	01.10.24
	Annual Certificate in Safeguarding for Staff (2023-24)	02.07.24
	NEW KCSIE 2024: Priorities & Key Themes Secondary	12.06.24
	Certificate in Understanding Fundamental British Values	08.05.24
	Annual Certificate in Online Safety for Teaching Staff (2023-24)	08.05.24
	Online Grooming: Prevention, Intervention & Response Secondary	19.03.24
	The Prevent Duty: Statutory Priorities Secondary	19.03.24
	KCSIE 2023: Statutory Safeguarding Priorities for the Academic Year 2023/24 Secondary	19.03.24
	LGBTQ+ Inclusiveness: Practical Guidance for Schools	23.01.24
	Annual Certificate in Understanding the Prevent Duty	17.01.24
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	03.10.23
	Annual Certificate in Safer Recruitment (2023-2024)	27.09.23
	Annual Certificate in Understanding the Single Central Record (2022-23)	07.07.23
	KCSIE 2023: Statutory Safeguarding Priorities for the Academic Year 2023/24 Post-16	07.07.23
	Certificate in Understanding Mental Health	06.06.23
	HM Gov Training - Prevent Duty Training	06.06.23
	Certificate in Understanding County Lines	10.02.23
	Certificate in Understanding Female Genital Mutilation (FGM) (2022-23)	10.02.23
	Managing Emotionally Based School Avoidance Secondary	16.12.22
	Developing a Coaching Culture in Schools and Colleges	16.12.22
	High Speed Learning - Designated Safeguarding Lead (Level 3)	25.11.22
	Annual Certificate in Safeguarding for Staff (2022-23)	19.10.22
	Understanding DfE Guidance on Sexual Violence and Sexual Harassment Between Students in Schools and Colleges 2021	19.10.22
	Annual Certificate in Safeguarding for Staff (2022-23)	19.10.22
	Annual Certificate in Online Safety for Education Settings (2022-23)	18.10.22
Assistant Principal and Deputy Designated Safeguarding Lead Ruth Watson	KCSIE 2025	September 2025
	Annual Certificate in Safeguarding for Staff (2024-25)	16.07.25
	Annual Certificate in Online Safety for Teaching Staff (2024-25)	16.07.25
	Annual Certificate in The Prevent Duty (2024-25)	16.07.25
	Annual Certificate in Health & Safety at Work (2024-25)	16.07.25

	Certificate in Data Protection & GDPR for Staff (2024-25)	16.07.25
	Certificate in the Use of Reasonable Force (2024-25)	06.01.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	14.06.24
	The Prevent Duty: Statutory Priorities Secondary	10.05.24
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	08.12.23
	Annual Certificate in Safeguarding for Staff (2023-24)	01.12.23
	Annual Certificate in Safeguarding for Staff (2022-23)	16.06.23
	HM Gov training - Prevent Duty Training	16.06.23
	Annual Certificate in Online Safety for Education Settings (2022-23)	06.11.22
	Certificate in the Role of the Senior Mental Health Lead	29.06.22
Assistant Principal Matthew Anglesea	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	03.06.25
	The Prevent Duty: Statutory Priorities Secondary	03.06.25
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	03.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	04.06.24
	The Prevent Duty: Statutory Priorities Secondary	04.06.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	03.06.24
	Annual Certificate in Online Safety for Education Settings (2022-23)	12.06.23
	HM Gov training - Prevent Duty Training	12.06.23
	Annual Certificate in Safeguarding for Staff (2022-23)	12.06.23
Assistant Principal (Temporary) Laura Neasham	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	14.07.25
	The Prevent Duty: Statutory Priorities Secondary	09.07.25
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	14.07.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	11.06.24
	The Prevent Duty: Statutory Priorities Secondary	06.06.24
	Annual Certificate in Safeguarding for Staff (2023-24) for Secondary Schools & Academies	06.06.24
	Annual Certificate in Online Safety for Education Settings (2022-23)	21.06.23
	HM Gov training - Prevent Duty Training	21.06.23
	Annual Certificate in Safeguarding for Staff (2022-23)	21.06.23
Nominated Governor for	KCSIE 2025	September 2025

Safeguarding Bianca McElrue	The Prevent Duty	27.01.25
	Essential Safeguarding for Governor and Trustees	03.11.24
	Safeguarding Link Governor	17.12.24
Governors/Trustees	All Governors and Trustees complete certificated annual safeguarding training (trainers include National College, NGA Learning Link and GovernorHub Knowledge).	Annually
Governors/Trustees and staff with Safer Recruitment training	Gillian Askew	21.12.23
	Ellen Beveridge	24.07.23
	Emily Church	13.11.24
	Sophie Daniels	21.05.24
	Steven Gardiner	27.06.22
	Carole Henderson	20.02.24
	Alan Houston	09.05.24
	Jo Lain	14.07.23
	James Miller	10.12.23
	David Nelson	04.09.24
	Claire Oates	02.09.24
	Katie O'Reilly	17.10.24
	Barry Piercy	07.12.24
	Catherine Reading	25.01.24
	Steven Robinson	27.09.23
	Lesley Thompson	17.07.23
Pastoral Support Manager Jessica Clayton	KCSIE 2025	September 2025
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	14.07.25
	Annual Certificate in the Prevent Duty (2024-25)	14.07.25
	Annual Certificate in Health & Safety at Work (2024-25)	11.07.25
	Certificate in Data Protection & GDPR for Staff (2024-25)	11.07.25
	Annual Certificate in Safeguarding for Staff (2024-25)	11.07.25
	Top Tips for Supporting Children to Return to Routine	06.01.25
	Annual Advanced Certificate in Safeguarding for Designated Leads (2024-2025)	25.09.24
	Annual Certificate in Safeguarding for Staff (2023-24)	02.07.24
	Annual Certificate in Online Safety for Teaching Staff (2023-24)	14.06.24
	The Prevent Duty: Statutory Priorities Secondary	13.06.24
	High Speed Learning - Designated Safeguarding Lead (Level 3)	16.01.24
	Annual Certificate in Online Safety for Education Settings (2022-23)	03.11.22
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2022-23)	05.10.22

	Annual Certificate in Safeguarding for Staff (2022-23)	05.10.22
	Annual Certificate in Understanding Sexual Harassment and Sexual Violence for DSLs & Deputy DSLs	27.09.22
	HM Gov training - Prevent Duty Training	06.06.23
Pastoral Support Manager Lucy Shearer	KCSIE 2025	September 2025
	Annual Certificate in the Prevent Duty (2024-25)	17.07.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	14.07.25
	Annual Certificate in Safeguarding for Staff (2024-25)	26.06.25
	Annual Certificate in Health & Safety at Work (2024-25)	25.06.25
	Certificate in Data Protection & GDPR for Staff (2024-25)	25.06.25
	Annual Certificate in Safeguarding for Staff (2023-24)	13.06.24
	Annual Certificate in Online Safety for Teaching Staff (2023-24)	13.06.24
	The Prevent Duty: Statutory Priorities Secondary	13.06.24
	High Speed Learning - Designated Safeguarding Lead (Level 3)	12.02.24
	What Parents & Educators Need to Know about Five Nights at Freddy's	25.10.23
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	04.10.23
	Annual Certificate in Safeguarding for Staff (2022-23)	14.06.23
	HM Gov training - Prevent Duty Training	12.06.23
	What Parents & Educators Need to Know about Telegram	10.05.23
	Managing Emotionally Based School Avoidance Secondary	27.01.23
	Developing Essential Management Skills for Support Staff Secondary	18.11.22
	Annual Certificate in Online Safety for Education Settings (2022-23)	04.11.22
	Annual Certificate in Understanding Sexual Harassment and Sexual Violence for DSLs & Deputy DSLs (2022-23)	02.10.22
Pastoral Support Manager Joanne Smith	KCSIE 2025	September 2025
	Certificate in Understanding Female Genital Mutilation (FGM) (2024-25)	15.07.25
	Safeguarding Looked-After Children: Understanding Statutory Duties	10.07.25
	The Ofsted Recommendations for Safeguarding from Knife Crime	10.07.25
	Addressing Safeguarding Risks and Challenges Post-16	08.07.25
	Money Muling: Exploring Risk and Educating Young People	02.07.25
	Safeguarding & Attendance: Compliance to Reduce Risk to Pupils	02.07.25
	Certificate in Response to the Sharing of Nudes and Semi-Nudes	25.06.25
	Empowering Girls: Tackling Gender Stereotypes in Schools & Colleges	24.06.25
	Annual Certificate in Harmful Sexual Behaviour Awareness for DSLs & Deputy DSLs (2024-25)	23.06.25
	Certificate in Knife Crime Awareness (2024-25)	23.06.25

	Certificate in Modern Slavery Awareness (2024-25)	20.06.25
	Safeguarding Against Substance Misuse: Multi-Agency Approach Post-16	20.06.25
	Certificate in Understanding County Lines (2024-25)	19.06.25
	Trauma-Informed Practice in Safeguarding Secondary	19.06.25
	Certificate in Understanding Forced Marriage	19.06.25
	Certificate in Breast Ironing Awareness	19.06.25
	Understanding Safeguarding Acronyms & Terminology Secondary	19.06.25
	Certificate in Understanding Fabricated & Induced Illness	19.06.25
	Annual Certificate in Safeguarding for Staff (2024-25)	18.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	17.06.25
	The Prevent Duty: Statutory Priorities Secondary	13.06.25
	Annual Certificate in Health & Safety at Work (2024-25)	12.06.25
	Artificial Intelligence and Safeguarding: Understanding the Impact on Children	06.06.25
	Online Safety	06.06.25
	Certificate in Data Protection & GDPR for Staff (2024-25)	06.06.25
	High Speed Learning - Designated Safeguarding Lead (Level 3)	09.09.24
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	07.07.24
	Certificate in Understanding Fundamental British Values for Secondary Schools & Academies	04.07.24
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	04.07.24
	The Prevent Duty: Statutory Priorities Secondary	02.07.24
	Annual Certificate in Safeguarding for Staff (2023-24)	28.06.24
Pastoral Support Manager Rachel Thexton	KCSIE 2025	September 2025
	NICE Guidelines on Self-Harm: Role of Education Settings	08.07.25
	Annual Certificate in Harmful Sexual Behaviour Awareness for DSLs & Deputy DSLs (2024-25)	23.06.25
	Certificate in Response to the Sharing of Nudes and Semi-Nudes	23.06.25
	Understanding Safeguarding Acronyms & Terminology Secondary	20.06.25
	Annual Certificate in Safeguarding for Staff (2024-25)	17.06.25
	Annual Certificate in Online Safety for Teaching Staff for Secondary Schools & Academies	13.06.25
	Annual Certificate in the Prevent Duty (2024-25)	12.06.25
	Annual Certificate in Health & Safety at Work (2024-25)	12.06.25
	Certificate in Data Protection & GDPR for Leaders	12.06.25
	Annual Certificate in Online Safety for Teaching Staff (2023-24)	19.06.24
	The Prevent Duty: Statutory Priorities Secondary	18.06.24

	Annual Certificate in Understanding Sexual Harassment and Sexual Violence for DSLs & Deputy DSLs (2023-2024)	18.10.23
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads	05.10.23
	Annual Certificate in Safeguarding for Staff (2023-24)	03.10.23
	Certificate in Understanding Fabricated and Induced Illness	18.07.23
	The Prevent Duty: Policies, Response Strategies and Lessons for Educators	13.07.23
	Certificate in Knife Crime Awareness	10.07.23
	Annual Advanced Certificate in Safeguarding for Designated Safeguarding Leads (2022-23)	06.07.23
	Annual Certificate in Online Safety for Education Settings (2022-23)	05.07.23
	HM Gov training - Prevent Duty Training	04.07.23
	Clennell Education Solutions - Annual DSL Refresher 2022-23	19.06.23
All teaching, administration staff, support staff and premises staff	DSL in person safeguarding training Prevent Safeguarding Training Online Safety KCSIE 2025 *These courses are completed during the induction period by staff that commenced work at the school post September 2025.	July 2025 July 2025 July 2025 July 2025 September 2025*

APPROVED



Providence Learning Partnership is a company limited by guarantee [Companies House Number: 11652271] and an exempt charity registered in England and Wales.