

Safeguarding & Child Protection Policy

including School Procedures

Approved by:	Achievement & Well-being	Approved on:	Tuesday 6 th November 2018
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Version	11		

“The Church recognises the personal dignity and rights of all Vulnerable People towards whom it has a special responsibility. The Church and individual members of it undertake to take all appropriate steps to maintain a safe environment for all and to practice fully and positively Christ's Ministry towards children, young people and vulnerable adults and to respond sensitively and compassionately to their needs in order to help keep them safe from harm.

The Church authorities will liaise closely with statutory agencies to ensure that any allegations of abuse are promptly and properly responded to and where appropriate survivors supported and perpetrators held to account.

The Church wishes to ensure that its parishes and Religious Congregations have the confidence to enable vulnerable people to have peace of mind, knowing they will be cared for and loved by their Christian community.”

Catholic Safeguarding Advisory Service

I. Preamble

The Catholic Church in England and Wales is striving towards a culture of safeguarding where all are safe from harm and abuse and where every person is encouraged and enabled to enjoy the fullness of life in Jesus Christ through the prayerful, caring, nurturing, supportive and protective endeavours of the Catholic community, both individually and collectively.

Every human being has a value and dignity which we, as Catholics, recognise as coming directly from God's creation of male and female in his own image and likeness. Our communities must be a place of welcome, where each person is respected and loved, and in which everyone receives and shares their unique gifts. Parishes must be communities where we support and protect each other. We must take particular care of those who may be vulnerable because of age, illness or disability or who may be vulnerable because of current or past life experiences.

Children 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.

This policy is underpinned and shaped by legislation and guidance contained in a variety of documents including

- (a) The Children Act 1989; Children Act 2004
- (b) The Education Act 2002; Education and Inspections Act 2006
- (c) Working Together to Safeguard Children, July 2018
- (d) Local Multi-Agency Safeguarding Arrangements and Procedures (www.durham-lscb.org.uk)
- (e) What to do if you're worried a child is being abused – DfES 2015
- (f) Keeping Children Safe in Education. Statutory guidance for schools and colleges. September 2018
- (g) Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013
- (h) County Durham Practice Framework: Single Assessment Procedures and Practice Guidance September 2015
- (i) Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
- (j) A Guide for Professionals on the Sharing of Information

- (k) County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children Board
- (l) Operating Procedures for children and young people who either go missing from home or go missing from Care. Durham Constabulary and Durham County Council May 2012
- (m) *Prevent Duty Guidance: for England and Wales* (HM Government 2015)
- (n) The Prevent duty Departmental advice for schools and childcare providers (Department for Education June 2015)
- (o) The Channel Duty Guidance, DfE, April 2015

2. Safeguarding: an overview

Every human being has a value and dignity which we as Catholics acknowledge as coming directly from God's creation of male and female in his own image and likeness. We believe therefore that all people should be valued, supported and protected from harm.

In the Catholic Church this is demonstrated by the provision of carefully planned activities for children, young people and adults; supporting families under stress; caring for those hurt by abuse in the past; ministering to and managing those who have caused harm.

It is because of these varied ministries that we need to take all reasonable steps to provide a safe environment for all which promotes and supports their wellbeing. This will include carefully selecting and appointing those who work with children, young people and vulnerable adults at risk; responding robustly where concerns arise.

The main Government guidance setting out duties and responsibilities for all agencies and organisations who work with Children and Families is 'Working Together to Safeguard Children' which was published by the Department for Education in 2013; it provides guidance under the Children Acts 1989 and 2004. 'Working Together to Safeguard Children' refers directly to Faith Communities and sets out the responsibilities and expectations of all churches and faith communities in safeguarding children and promoting their welfare. Wherever a child is at risk or concerns are raised about a child, all adults have a duty to act to safeguard that child and promote his or her welfare. The need to safeguard children is not confined to any particular age group or groups in the community and all concerns should be responded to equally, always bearing in mind that the welfare of the child is paramount.

'Keeping children safe in Education', DfE, 2018, defines safeguarding and promoting the welfare of children as:

'Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. 'Children' includes every one under the age of 18.'

2.1 Safeguarding at St Leonard's Catholic School

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Members of staff at St Leonard's are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Schools and their staff form part of the wider safeguarding system for children

by working with social care, the police and health services both to promote the welfare of children and protect them from harm.

Safeguarding children 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 related policies in school:

- School Behaviour policy
- Anti-Bullying Policy, including cyber-bullying and other forms of peer-peer abuse
- Health and Safety policies
- Medication in school / First Aid policies
- Educating pupils with Health Care Problems
- School visits including risk-assessments
- ICT/E-safety
- Special Educational Needs Policy
- Procedures for Looked After Children
- Attendance Policy and Procedures
- Equalities Policy
- Accessibility Policy and Plan

Please note that this list is not exhaustive.

- Local Multi-Agency Safeguarding Arrangements and Policies are on the following website: www.durham-lscb.org.uk *This online document is always current.*
- County Durham Practice Framework: Single Assessment Procedure & Practice Guidance (August 2016)
- Managing Allegations against Staff (Durham online Local-Multi-Agency Safeguarding Arrangements and Policies)
- Keeping Children Safe in Education, September 2018

2.2 Safeguarding throughout School Life

In *'taking Christ as the model for life'* we work tirelessly to create and maintain an inclusive caring ethos where all members of the school community, children and adults, feel safe, secure and valued. If children feel happy and enjoy 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 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**.

2.3 Safeguarding in the Curriculum

All pupils and students at St Leonard's have access to an appropriate curriculum, 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 learn skills to question and challenge to enable them to make informed choices now and later in life. A protective factor for children is personal resilience including strong social and emotional skills. All work with children 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.

Children 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 Counter-Terrorism and Security Act 2015 we are aware of the importance of building pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. Schools can build pupils' 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.

PSHE, Religious Education, Art, Music, Drama, English are some of the areas of the curriculum in which children can discuss and debate important issues including lifestyles, health, safety and well-being (physical and emotional), sex education and healthy relationships, family life, child care and parenting, forced marriage, domestic abuse, religious beliefs and practices as well as human rights issues. These subjects can be used to teach children and young people to recognise and manage risk, make safer choices, and recognise when pressure from others threatens their personal safety and wellbeing. They can develop effective ways of resisting pressure, including knowing when, where and how to get help.

2.4 Safeguarding through universal services and specialist support staff

The following professionals are also available to support individual children in school:

Designation	School Nurse	Name:	
Contact Number:	03000 261 645		
Designation	Education Welfare Officer	Name:	To be confirmed
Contact Number:	03000 261 505		
Designation	School Counsellor	Name:	Joanne Lawrence
Contact Number:	0191 384 8575		
Designation	Educational Psychologist	Name:	Madeleine Portwood
Contact Number:	via SENCO, 0191 384 8575		
Designation	Team Around the School	Name:	One Point
Contact Number:	via One Point Hub		

Please note that these telephone numbers may change.

The following visitors also contribute to our work to safeguard and promote the welfare of our pupils, students and staff.

- Local Clergy
- Community Police Officers
- Lifeline Workers
- CAMHS Support Workers
- SENDIS (Special Educational Needs and Disability Information Service)

please note that this list is not exhaustive

2.5 Safeguarding during the extended day

The School has supervised areas on site, daily from 8.00am until 4.30pm. There are also numerous after-school clubs and activities coordinated and supervised by a wide variety of staff.

A full list of co-curricular activities is published on a regular basis.

Each of these activities provides further opportunities for pupils and students to develop positive and caring relationships with adults, 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 school and other children are additional protective factors that boost children's resilience. Staff will always work with children in a professional way and are reminded to respond to disclosures sensitively and appropriately. All adults in school know the names of the designated safeguarding lead (The Designated Teacher for Child Protection) and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

2.6 Working with Parents and Carers

St Leonard's is committed to effective communication with parents and carers. We welcome parent/carer views and concerns about the welfare of their children and use this feedback to regularly review our practices. Parental views are obtained in a variety of ways including surveys and questionnaires.

We keep parents informed about important and topical issues, including child protection elements of safeguarding, via weekly emails, the school website, half-termly newsletters and training/information sessions.

At St Leonard's we work tirelessly to have good working relationships with parents and carers and to work in partnership with them through transparency and honesty. However, we do not forget that their child's needs and welfare are our paramount concern, thus obtaining consent to take matters further is **not** always appropriate.

2.7 Safeguarding and Child Protection Training

St Leonard's complies with the advice and guidance set out in 'Working together to Safeguard Children' 2018 and 'Keeping children safe in education' September 2018 to undertake regular training.

In June 2018 all teaching staff completed Level 1 Child Protection Training delivered by Designated Safeguarding Leads. All support staff completed Level 1 training online either in June 2015 or September 2015.

The Designated Safeguarding Leads completed Level 2 refresher training in 2015 and all Heads of Year received Level 2 Training in 2015. This training has been updated in September 2018.

A record of all training may be found in the Single Central Record.

In January 2015 all members of staff completed Prevent Training (online). 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 from the risk of radicalisation (The Prevent Duty DFE June 2015)

The Head Teacher, other staff responsible for recruitment and several Governors have attended 'Safer Recruitment Training'.

All volunteers also receive appropriate training.

3. Child Protection within the Safeguarding Arrangements

There is a series of layers of care and intervention ranging from safeguarding for all or universal services (single-agency activities) through to multi-agency work under the Children Acts 1989 and 2004:

- (i) Safeguarding arrangements in school: entitlements under Every Child Matters;
- (ii) Early Help within universal services (Level 2 Durham Stairway – Yellow)
- (iii) More complex cases requiring Early Help (Level 3 Durham Stairway – Amber)
- (iv) Child in Need (Level 4 Durham Stairway – Red)
- (v) Child Protection (Level 4 Durham Stairway – Red ‘Safeguarding’)

The Single Assessment Procedures & Practice Guidance, August 2016 show these diagrammatically on the ‘Durham Staircase and continuum of Need’. The five steps span a continuous process of assessment from Early Support and Intervention (i – iii) to statutory arrangements (iv-v) .

3.1 Every Child Matters

The Children Act 2004 sets out in statute the five outcomes that are seen as key to children and young people’s wellbeing:

- be healthy;
- stay safe;
- enjoy and achieve;
- make a positive contribution;
- achieve economic wellbeing

Schools have a significant role in promoting these five outcomes as part of their every-day safeguarding work with pupils. The Children, Young People and Families Plan 2016/2019, produced by the County Durham and Families Partnership includes the following objectives that link directly to our safeguarding work in schools:

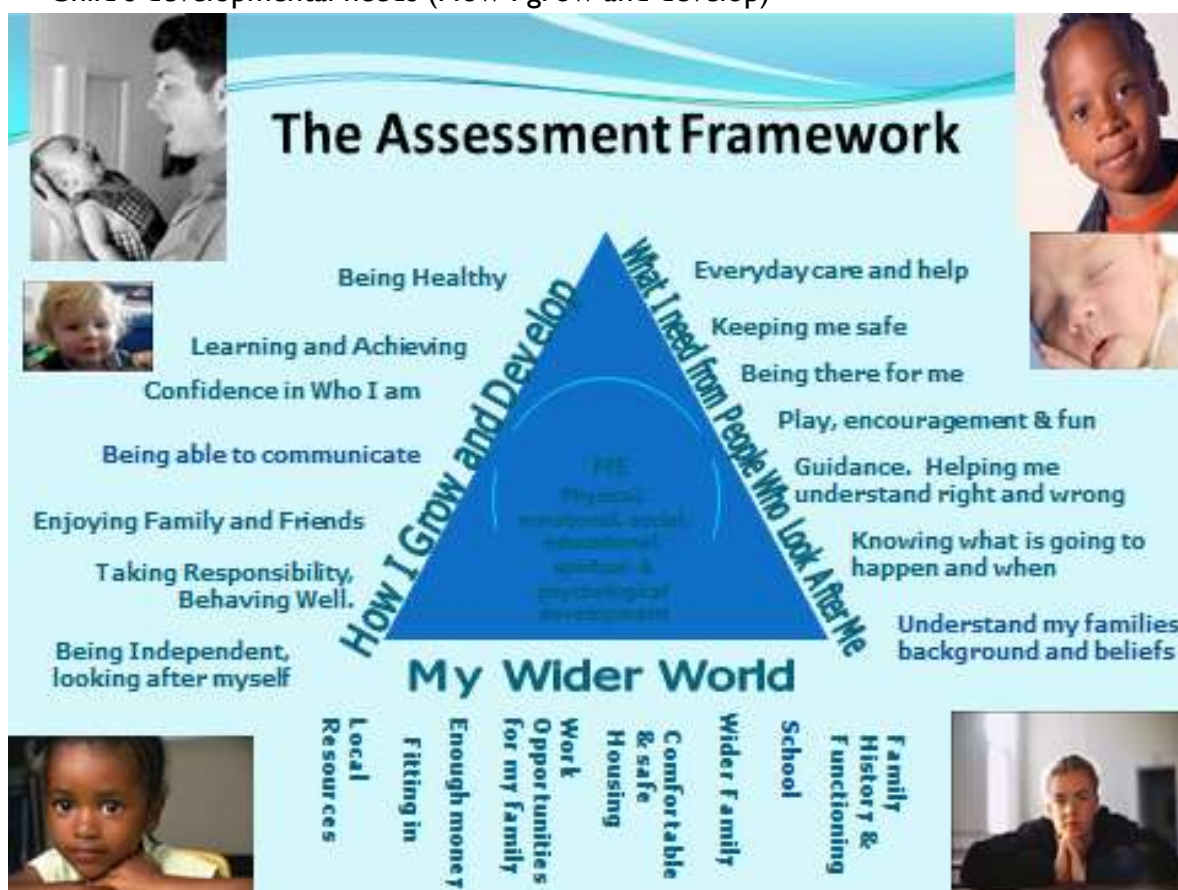
Objective 1	Children and Young People realise and maximise their potential:	Outcome 1:	Children are supported to achieve and develop during their early years
		Outcome 2:	Children and young people are supported to achieve and attain during school years to prepare them for adulthood
		Outcome 3:	Young people are supported to progress and achieve in education, employment and training to achieve their potential
		Outcome 4:	Children with additional needs are supported to achieve and attain
Objective 2	Children and young people make healthy choices and have the	Outcome 5:	Negative risk-taking behaviour is reduced
		Outcome 6:	Children and young people are more resilient

	best start in life	Outcome 7:	A range of positive activities are available for children and young people
Objective 3	A think family approach is embedded in our support for families	Outcome 8:	Early intervention and prevention services improve outcomes for families
		Outcome 9:	Children are safeguarded and protected from harm
		Outcome 10:	Children who cannot live with their families achieve permanence and stability

3.2 Life at Home

The Framework for Assessment triangle, reproduced below, summarises every aspect of a child's life under three headings:

- 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)

This structure is mirrored in the Single Assessment Framework Early Help assessment and the Referral form for the First Contact Service.

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

The Head Teacher and Governing Body of St Leonard's Catholic School believe that it is essential to work with parents and carers in the best interests of their children. However, good relationships with parents and carers should not detract from our primary concern which is the welfare of children in this school.

All teachers and support staff are made aware in training of the 'toxic quad' issues in home life that could have an impact on the way children 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 in that household:

- domestic abuse (violence)
- substance misuse (alcohol and or drugs)
- Adult mental health
- Learning Disabilities

Neglect is the largest category for children being on the Child Protection list (nationally and in Durham). There is Neglect Practice Guidance produced by the LSCB on the website containing factors and that can elevate and/or reduce risk.

3.3 Signs and behaviours of concern

'All school and college staff members should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'.¹

Paragraph 18 of the document emphasises that staff 'should be particularly alert to the needs for early help for the following groups of children':

- is disabled and has specific additional needs;
- has special educational needs (whether or no they have an EHCP);
- is a young carer;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems, or domestic abuse; and/or
- has returned home to their family from care.

'All staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via e-mail, e-bulletins and staff meetings), as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively'.²

In addition to discussion and resources from the introductory course that all staff attend, it is vital that staff are regularly reminded of these between their three-year cycles of training. At St Leonard's we constantly keep these issues to the fore through:

- Friday Bulletin
- Staff Meetings & Briefings
- Pastoral (Tutors) Meetings
- Noticeboards

¹ Keeping children safe in education, September 2018, Part 1 Section 19

² Keeping children safe in education, September 2018, Part 1(13).

- Email Updates

We understand and affirm that it is generally best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm or if seeking advice as to how we should proceed.

First Contact Service: 03000 267979.

‘Where a child 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. 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’.³

3.4 Early Help, The Single Assessment Procedure & Practice Guidance

‘All school and college staff should be prepared to identify children who may benefit from early help’.⁴

This is related to work with other universal agencies on Level 2 of the Durham Staircase and Continuum of Need. Our school is aware that ‘no single professional 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.’⁵ This new initiative from April 2014 has resulted in a re-configuration of Early Help/One point, safeguarding and child protection services within the County.

The following staff have attended briefings/training:

Mr D. P. Murray,	Deputy Head Teacher
Mrs S. Etherington	Assistant Head Teacher
Mr N. Dodds	Assistant Head Teacher
Miss J. M. Smith	Assistant Head Teacher
Mrs S. Storey	Head of Year
Mr G. Johnson	Head of Year
Miss J. Blackie	Head of Year
Mrs A. Grainger	Head of Year
Mrs C. McKelvie	Head of Year
Mr Q Hughes	Head of Year

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 from the new document, ‘A Guide for Professionals on the Sharing of Information’ (Durham, 2014) 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. This is an early means of intervention to provide appropriate advice and support for the parents/carers and young person by working with appropriate local agencies through Team around the Family arrangements. See [³ Keeping children safe in education, September 2018, Part 1 \(29\).](http://www.durham-</u></p></div><div data-bbox=)

⁴ Keeping children safe in education, September 2018, Part 1 (9).

⁵ Keeping children safe in education, September 2018, Part 1 (9)

lscb.org.uk . If families are reluctant to engage with these processes, we will continue to encourage them to participate for the benefit of their child.

3.5 Child in Need

Section 17 of the 1989 Children Act, Working Together 2018, Durham LSCB Child Protection procedures 1.18 www.durham-lscb.gov.uk

“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.”⁶

This school recognises the importance of this early support and intervention work undertaken with the consent of parents and carers at Steps 3 and 4 of the Durham Staircase and Continuum of Need. We work with parents/carers, the child and other relevant agencies. We recognise the importance of attendance at Team around the Family / Child Care Plan meetings and contributing relevant and timely information for updating the Family Plan..

3.6 Child Protection and Significant Harm (Step 4 Safeguarding Concerns)

Section 47 of the 1989 Children Act, Working Together 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, including all forms of abuse and neglect, female genital mutilation or other so called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.”⁷

“Significant harm is where some children 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.”

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not cause/present a delay), or unless by doing so the child would be at further risk of harm.

First Contact Service: 03000 267979

3.7 Prepare for the Unexpected

Staff are aware from their training that some children 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 the Initial Response 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 school.

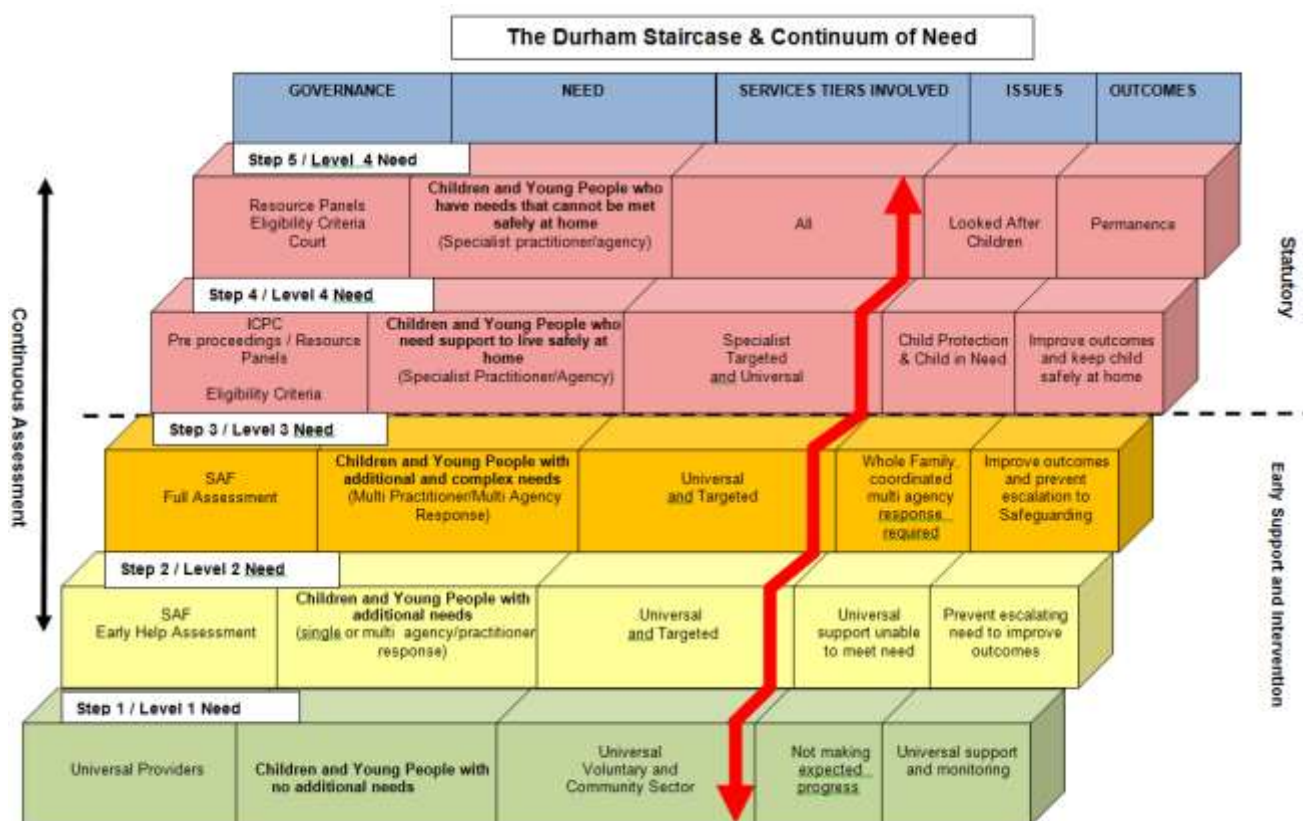
⁶ Keeping children safe in education, September 2018 Part 1 (29)

⁷ Keeping Children Safe in Education, 2018 paragraph 29

“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.”⁸

3.8 The Durham Staircase

This is a diagrammatic representation of the continuum of assessment and intervention in Durham from universal services through to child protection arrangements.



Level 1 – Universal Provision with no additional needs

Children and young people who are achieving expected outcomes and have their needs met through universal service provision. Typically, these children/young people are likely to live in a resilient and protective environment. Families will make use of community resources. Universal Services remain in place regardless of which level of need a child is experiencing.

Level 2 – Early Help – Targeted Provision Children with Additional Needs which can be met by a single practitioner/single agency or where a coordinated multi-agency response is needed.

In general, children and young people with disabilities will have their needs met through early help and targeted services at Levels 1, 2 and 3.

⁸ Keeping Children Safe in Education, 2018, paragraph 21

These are children and young people identified as having an additional need which may affect their health, educational or social development and they would be at risk of not reaching their full potential. The single assessment process Early Help Assessment is the tool to use to identify need and plan help for the family.

Level 3 – Early Help – Targeted Provision for Children with multiple issues or complex needs where a coordinated multi-agency response is required.

These are children and families whose needs are not being met due to the range, depth and significant of their needs which makes them very vulnerable and at risk of poor outcomes. A multi—agency response is required using either the single assessment framework whole family assessment tools, as in most instances there will be issues for parents which are impacting on the children achieving positive outcomes. These families need a holistic and coordinated approach and more intensive intervention and help. Lead Professionals could come from a range of agencies as the key issue will be the quality of the relationship that exists between practitioner and family to assist them to make the change(s) and reduce the likelihood of moving into Level 4 Services.

Level 4 – Services to keep the child safely at home – where a statutory response is required.

These are children whose needs and care is significantly compromised and they may be at risk of harm or at risk of becoming accommodated by the Local Authority. These families require intensive support on a statutory basis. This will include support provided by Children’s Services under a Child Protection Plan and may require the use of legal orders. The assessment and multi-agency response will be coordinated by a social worker, will be holistic and consider the needs of all family members.

Level 4 (step 5) - Need that cannot be managed safely at home.

Children and young people who require intensive help and support from a range of specialist services. These children will often need to be accommodated outside of their immediate family or may require admission into hospital or other institutional settings. In most cases the multi-agency involvement would be led by a social work Lead Professional.

4. Child Protection Policy statement

- 4.1 This policy has been authorised by the Governors of St Leonard's Catholic School and the Trustees of the Durham Martyrs’ Multi-Academy Trust and is addressed to all members of staff and volunteers, is available to parents on request and is published on the School website. This policy can be made available in large print or other accessible format if required. It applies wherever staff or volunteers are working with pupils even where this is away from the School, for example at an activity centre or on an educational visit.

4.2 The Catholic Church has a long tradition of educating young people and it believes that every pupil in its care should feel safe and protected from any form of abuse which, in this policy, means any kind of neglect, non-accidental physical injury, sexual exploitation or emotional ill-treatment.

4.3 St Leonard's Catholic School (the **School**) is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School will take all reasonable measures to:

- ensure that where the School ceases to use the services of any person (whether employed, contracted, a volunteer or pupil) because that person was considered unsuitable to work with children, a prompt and detailed report is made to the Durham Local Safeguarding Children Board (LSCB);
- ensure that we carry out all necessary checks on the suitability of people who work for St Leonard's Catholic School, whether employed or in voluntary capacity, or who serve on the School's Governing Body, in accordance with the above regulations and guidance
- ensure that where staff from another organisation are working with our pupils on another site, we have received assurances that appropriate child protection checks and procedures apply to those staff;
- follow the local inter-agency procedures of the Durham Safeguarding Children Board:
 - protect each pupil from any form of abuse, whether from an adult or another pupil;
 - be alert to signs of abuse both in the School and from outside;
 - deal appropriately with every suspicion or complaint of abuse;
 - design and operate procedures which promote this policy;
 - design and operate procedures which, so far as possible, ensure that teachers and others who are innocent are not prejudiced by false allegations;
 - support children who have been abused in accordance with his/her agreed child protection plan;
 - be alert to the medical needs of children with medical conditions;
 - operate robust and sensible health & safety procedures;
 - take all practicable steps to ensure that School premises are as secure as circumstances permit;
 - operate clear and supportive policies on drugs, alcohol and substance misuse; consider and develop procedures to deal with any other safeguarding issues which may be specific to individual children in our School or in our local area; and
 - have regard to guidance issued by the Secretary of State for Education (**DfE**) in accordance with section 157 of the Education Act 2002 and associated regulations.

4.4 Training

4.4.1 Induction

All staff, including temporary staff and regular volunteers, will be provided with induction training that includes:

- this policy
- the Staff Code of Conduct (Staff Handbook) including the Whistleblowing procedure
- the role, identity and contact details of the Designated Safeguarding Lead and Deputies
- a copy of Part 1 of Keeping Children Safe in Education (July 2015) and;
- the online general aware training module on Prevent and Channel

4.4.2 Child Protection Training

All staff including the Head Teacher will receive a copy of this policy and Part 1 of Keeping Children Safe in Education 2018 and will be required to confirm in writing that they have read these. All Governors have undertaken basic online safeguarding training and this is updated annually.

The Head Teacher, all staff members of and the nominated Governor will undertake appropriate child protection training, which will be updated every 2 years and following consultation with the Durham Local Safeguarding Children Board. Training will include guidance on the duties of staff in relation to both children in need and children at risk of harm.

Staff development training will also include training on e-safety, and, where they have not been able to access other Prevent training assessed as appropriate for them by the School, the online general awareness training module on Channel.

The School will also make an assessment of the appropriate level and focus for staff training and responsiveness to specific safeguarding concerns such as radicalisation, child sexual exploitation, female genital mutilation, cyber-bullying and mental health.

The nominated Safeguarding Governor and the Chair of Governors will also receive appropriate safeguarding training to enable them to fulfil their safeguarding responsibilities.

4.4.3 Safer Recruitment Training

St Leonard's Catholic School will comply with the requirements outlined on the LSCB website 'Key Safeguarding Employment Standards' and in the LSCB Child Protection procedures Section 6.227 onwards as well as national documentation in 'Keeping children safe in education' September 2018.

The school will refer to its responsibilities regarding safeguarding and child protection in all job descriptions, and/or to its profile in the school, in the general information distributed with application forms. Annex B in Keeping Children Safe in Education September 2018 has specific details of the role of the designated safeguarding lead.

The school will undertake appropriate pre-employment checks on all staff working in school, including criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information, as detailed in Part 3: Safer Recruitment in Keeping children safe in education, September 2018.

As outlined in Keeping Children Safe in Education 2018 (p. 109-116), 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 the duties involved (p.99). As the majority of staff will be engaging in a regulated activity, an enhanced DBS certificate which includes barred list information will be required for most appointments (p.100).

A **supervised** volunteer who regularly teachers or looks after children is not in regulated activity. Volunteers will not be left unsupervised with groups of children,

nor will they be in areas where they cannot be fully seen by the supervising teacher. 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 seek to find employment (paid or otherwise). Our staff should be vigilant about all inappropriate behaviour with children that gives cause for concern. The Head Teacher and Governors must be aware of the Durham Martyrs' Multi-Academy Trust's Confidential Reporting Code arrangements.

The school will ensure that all supply staff have appropriate DBS checks are carried out before engagement. The Governing Body is aware of its responsibilities in connection with staff appointments and similarly aware of their liabilities.

Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure. Volunteers and helpers are feel able to discuss difficulties with the teacher, 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 are given a leaflet that covers behaviour guidelines for staff and volunteers.

Relevant staff are required by the Head Teacher to complete the 'Disqualification by Association' declaration form. This is included in the pre-employment checks for those posts covered by the provision as part of recruitment. (Durham Schools Extranet, Document Library/HR).

4.4.4 Training and Support for Staff

'All staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction'.

This should include:

- The Child Protection Policy
- The Staff Code of Conduct
- The safeguarding response to children who go missing from education
- The Role of the Designated Safeguarding Lead⁹

Copies of policies and a copy of Part I of Keeping Children Safe in Education, September 2018, are given to all members of staff during their induction and is accessible to all staff via the CPOMS Document Library

'If staff have any concerns about a child's welfare, they should act on them immediately.' KCSIE Part I p.23. They should not assume that a colleague or another professional will take action. Staff should also be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.

⁹ KCSIE September 2018 Part I (12)

In addition staff (including temporary, supply staff, contracted staff and volunteers) receive an induction covering signs and symptoms to be aware of, response to disclosures and the need for prompt communication to the designated safeguarding leads and accurate recording. All staff are informed who the designated safeguarding lead is and other trained designated teachers supporting this work within school. All staff will be made aware of the practical government guidance document 'Guidance on Safer Working practice for Adults who Work with Children and Young People', Safer Recruitment Consortium. October 2015.

All adults working in school receive regular whole-school Safeguarding and Child Protection training on an annual basis. The majority of staff receive training in twilight sessions or INSET days. Training is usually delivered by the Education Development Service at County Hall or by members of the Safeguarding Team who have completed the relevant Local Authority Course. Staff who miss these sessions or join the school within the three-year cycle receive training either through e-learning, attendance at a neighbouring school or through an in-house briefing by the designated safeguarding lead in school.

4.4.5 Designated Safeguarding Lead

The Designated Safeguarding Lead and Deputies have undertaken child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals.

5. Raising Awareness of other safeguarding issues

The safeguarding team and pastoral staff at St Leonard's raise other related safeguarding issues with pupils and their parents/carers in the following ways:

5.1 Pupils / Children

Awareness of ICT, e-safety issues including cyber-bullying, sexting and hazing. We are mindful that pupils are safe from terrorist and extremist material when accessing the internet in school. St Leonard's operated a 'Smoothwall' filtering and monitoring system in place for managing potential 'risky' content. The Designated Safeguarding Lead reviews the records regularly to assess potential links other safeguarding concerns about particular individuals.

5.2 Parents / Carers

Our weekly email, school newsletter and website as well as ad hoc communications as necessary, re-enforce the message that St Leonard's is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously. Newsletters, letters/emails to parents, our website and Parents' Evenings are used to disseminate and re-enforce key safeguarding and children protection information.

Parents are told that it is essential that school records are kept up to date. Parents are asked to keep the school informed of any changes. The school will update records held to reflect:

- current address and telephone contacts. We are aware that as a school we are required to hold more than one emergency contact number for each child.¹⁰
- which adults have parental responsibility
- court orders which may be in force
- children on the Child Protection list
- the child's name at birth and any subsequent names
- any other changes to home circumstances

6. The Designated Safeguarding Lead

6.1 The Governing Body has appointed a senior member of staff with the necessary status and authority (Deputy Head Teacher) to be responsible for matters relating to child protection and welfare. Parents are welcome to approach the Designated Safeguarding Lead if they have any concerns about the welfare of any child in the school, whether these concerns relate to their own child or any other. If preferred, parents may discuss concerns in private with the child's Head of Year who will notify the Designated Safeguarding Lead in accordance with these procedures.

6.2 The Designated Safeguarding Lead shall be given the time, funding, training and resources and support to enable him to support other staff on safeguarding matters, to contribute to strategy discussion and/or inter-agency meetings and to contribute to the assessment of children.

6.3 The main responsibilities of the Designated Safeguarding Lead are set out in Appendix 2.

6.4 The Designated Safeguarding Lead St Leonard's Catholic School is Mr D. P. Murray, Deputy Head Teacher.

He will:

- advise and act upon all suspicion, belief and evidence of abuse reported;
- keep the Head Teacher informed of all actions unless the Head Teacher is the subject of a complaint, in which case the procedures at paragraph 6.9 should be followed;
- liaise with the Children's Social Care (CSC) Department and other agencies on behalf of the School.

6.5 If the Designated Safeguarding Lead is unavailable his duties will be carried out by the **Deputy Designated** Safeguarding Lead, (Mrs S. Etherington, Assistant Head Teacher) who has received appropriate training.

6.6 The Designated Safeguarding Lead and the Deputy Designated Safeguarding Lead have undertaken basic child protection training and training in inter-agency working and will attend refresher training at two-yearly intervals.

6.7 In this policy, reference to the Designated Safeguarding Lead includes the Deputy Safeguarding Lead where the Designated Safeguarding Lead is unavailable.

7. Types of abuse

7.1 Abuse can be:

¹⁰ KCSIE 2018, paragraph 57

- physical abuse, for example beating or punching;
- emotional abuse, for example rejection and denial of affection;
- sexual abuse, for example sexual assault or encouraging a child to view pornographic material;
- neglect, for example failure to provide appropriate care including warmth or medical attention.

8. Signs of abuse

8.1 Possible signs of abuse include (but are not limited to):

- the pupil says s/he has been abused or asks a question which gives rise to that inference;
- there is no reasonable or consistent explanation for a pupil's injury; the injury is unusual in kind or location; there have been a number of injuries; there is a pattern to the injuries;
- the pupil's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour; or there is a sudden change in the pupil's behaviour;
- the pupil asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the pupil's development is delayed;
- the pupil loses or gains weight;
- the pupil appears neglected, e.g. dirty, hungry, inadequately clothed;
- the pupil is reluctant to go home, or has been openly rejected by his/her parents or carers.

9. Duty of employees, Governors and volunteers

9.1 Every employee, or Governor as well as every volunteer who assists the School is under a general legal duty:

- to protect children from abuse;
- to be aware of the School's child protection procedures and to follow them;
- to know how to access and implement the procedures, independently if necessary;
- to keep a sufficient record of any significant complaint, conversation or event;
- to report any matters of concern in accordance with this policy.

Every employee is under a legal duty to undertake appropriate training including refresher training at three-yearly intervals.

9.2 Whistleblowing

Staff and volunteers should also feel able to follow the School's separate Whistleblowing Policy to raise concerns about poor or unsafe safeguarding practices at the School, potential failures by the School or its staff to properly safeguard the welfare of students or other wrongdoing by staff in the workplace that does not involve the safeguarding and welfare of children.

10 Procedures

Every complaint or suspicion of abuse from within or outside of the School will be taken seriously and action taken in accordance with this policy.

10.1 Initial complaint:

A member of staff suspecting or hearing a complaint of abuse:

- must listen carefully to the child and keep an open mind. Staff should not take a decision as to whether or not the abuse has taken place;
- must not ask leading questions, that is, a question which suggests its own answer;
- must reassure the child but not give a guarantee of absolute confidentiality. The member of staff should explain that they need to pass the information to the Designated Safeguarding Lead who will ensure that the correct action is taken;
- must keep a sufficient written record of the conversation. The record should include the date, time and place of the conversation and the essence of what was said and done by whom and in whose presence. The record should be signed by the person making it and should **use names, not initials**. The record must be kept securely and handed to the Designated Safeguarding Lead as soon as possible.

10.2 Preserving evidence:

All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be safeguarded and preserved.

10.3 Reporting:

All suspicion or complaints of abuse must be reported to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead, or if the complaint involves the Designated Safeguarding Lead, to the Head Teacher. Details of procedures for reporting allegations against members of staff are given in paragraph 9.6 below.

St Leonard's uses the CPOMS system reporting and recording concerns. All members of staff directly employed by the Durham Martyrs' Multi-Academy Trust have access to CPOMS and have received appropriate training in use of this system. Where a member of staff working at the school is sub-contracted, they have access to the school's paper-based recording system. If at any point the electronic system CPOMS is inaccessible, staff should revert to the paper based system. Guidance on the use of CPOMS can be found in Appendix 5.

If at any point there is a **risk of immediate serious harm** to a child a referral should be made to First Contact immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. **All Heads of Year have also received appropriate training on the rare occasion that the Designated Lead is unavailable.**

All staff are particularly reminded:

- From October 2015, teachers must report to the police cases where they discover that an act of female genital mutilation appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve First Contact as appropriate.
- Normal referral processes must be used when there are serious concerns about children who may be at risk of being drawn into terrorism.

10.4 Action by the Designated Safeguarding Lead:

The action to be taken will take into account:

- the local inter-agency procedures of the Durham Safeguarding Children Board;
- where relevant, the local information sharing protocols relating to Channel referrals;
- the nature and seriousness of the suspicion or complaint. A complaint involving a serious criminal offence, including terrorist-related activity will always be referred to the Children's Social Care Department and/or the police;
- the pupil/student's wishes of feelings and;
- duties of confidentiality, so far as applicable.

If there is room for doubt as to whether a referral should be made, the Designated Safeguarding Lead will consult with the First Contact/Initial Response Team (IRT) on a names basis without identifying the family. However, as soon as sufficient concern exists that a child may be at risk of significant harm, a referral will be made without delay (and in any event within 24 hours). If the initial referral is made by telephone, the Designated Safeguarding Lead will confirm the referral Children's Social Care Department within 24 hours. If no response or acknowledgment is received within three working days, the Designated Safeguarding Lead will contact Children's Social Care Department again.

In circumstances where a pupil/student has not suffered and is not likely to suffer significant harm but is in need of additional support from one or more agencies, the Designated Safeguarding Lead will liaise with First Contact and where appropriate an inter-agency assessment will take place in accordance with Paragraph 3.4 of this policy.

10.5 External agencies:

Whether or not the School decides to refer a particular complaint to the Children's Social Care Department or the police, the parents and pupil will be informed in writing of their right to make their own complaint or referral to the Children's Social Care Department or the police and will be provided with contact names, addresses and telephone numbers, as appropriate, subject to 6.21 below.

10.6 Allegations against staff:

The School has procedures for dealing with allegations against staff (and volunteers who work with children) that aim to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from false or unfounded allegations. These procedures (which are set out more fully in the Appendix) follow the guidance in the DfE guidance *Dealing with Allegations of Abuse against Teachers and other Staff*.

Where an allegation or complaint is made against a member of staff or volunteer, the matter should be reported immediately to the Head Teacher, or in his absence the Chair of Governors of St Leonard's Catholic School. Where appropriate, the Head Teacher will consult with the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead and all allegations will be discussed with the LADO (Local Authority Designated Officer) before further action is taken.

The accused person will be informed of the allegation as soon as possible after the LADO has been consulted. Appropriate support will be provided and a representative will be appointed to keep the accused person informed of the progress of the case as appropriate.

10.9 Allegations against the Head Teacher or Chair of Governors

Where an allegation or complaint is made against the Head Teacher of St Leonard's Catholic School, the person receiving the allegation should immediately inform the Chair of Governors, or in his absence the Vice Chair, without first notifying the Head Teacher. If an allegation is made against the Chair of Governors, the allegation should be reported to the Vice Chair of Governors without notifying the Head Teacher / Chair first. Again, any such allegation will be discussed with the LADO before further action is taken.

10.10 Suspension:

Suspension will not be an automatic response to an allegation. The LADO will be consulted as to the appropriate action to take and full consideration will be given to all the options, subject to the need to ensure:

- the safety and welfare of the pupils or pupil concerned; and
- the need for a full and fair investigation.

10.11 Unfounded or malicious allegations:

Where an allegation by a pupil is shown to have been deliberately invented or malicious, the Head Teacher will consider whether to take disciplinary action in accordance with the School's policies.

10.11.1 Where a parent has made a deliberately invented or malicious allegation the Head Teacher will consider (in accordance with the School's terms and conditions) whether to require that parent to withdraw their child or children from the school on the basis that they have treated the school or a member of staff unreasonably.

10.11.2 Whether or not the person making the allegation is a pupil or a parent (or other member of the public), the school reserves the right to contact the police to determine whether any action might be appropriate.

10.12 Ceasing to use staff:

If the School ceases to use the services of a member of staff (or a Governor or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used and there will be a prompt and detailed report to the Independent Safeguarding Authority. Any such incidents will be followed by a review of the safeguarding procedures within the School, with a report being presented to the Governors of St Leonard's Catholic School without delay.

10.13 Resignation:

If a member of staff (or a Governor or volunteer) tenders his or her resignation, or ceases to provide his or her services, any child protection allegations will still be followed up by the School. Resignation will not prevent a prompt and detailed report being made to the Independents Safeguarding Authority in appropriate circumstances.

10.14 Staff Guidance:

Detailed guidance is given to staff to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. This guidance is

contained in the Staff Handbook. The School's policy on physical restraint is included in the Staff Handbook.

10.15 Allegations against pupils:

Allegations against pupils should be reported in accordance with the procedures set out in this policy. A bullying incident will be treated as a child protection concern if there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation and the School's policy on behaviour, discipline and sanctions will apply. Any incident of bullying will be treated as a child protection concern when there is reasonable cause to suspect that a student is suffering, or is likely to suffer significant harm.

The School will take advice from the First Contact on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the School will ensure that, subject to the advice of the First Contact Service and the police, that parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult.

Where an allegation is made against a pupil, both the victim and the perpetrator will be treated as being at risk and safeguarding procedures in accordance with this Policy will be followed.

10.16 Suspected harm from outside the School:

A member of staff who suspects that a pupil is suffering harm from outside the School should seek information from the child with tact and sympathy using 'open' and not leading questions. A sufficient record should be made of the conversation which should be referred to the Designated Safeguarding Lead as soon as possible.

10.17 Missing child procedures:

All staff are informed of the separate procedure to be used for searching for, and if necessary, reporting, any student missing from school. The procedure includes the requirement to record any incident, the action taken and the reasons given by the student for being missing. The School shall inform the applicable local authority (within which the student resides when not at the School) of any student who is going to be deleted from the admission register where he /she:

- has been taken out of school by his /her parents and are being educated outside the school system e.g. home education
- has ceased to attend the School and no longer live within reasonable distance of the School
- has been certified by the School medical officer as unlikely to be in a fit state of health to attend School before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the School after ceasing to be of compulsory school age
- is in custody for a period of more than four months due to a final court order and the School does not reasonably believe he/she will be returning at the end of that period or;
- has been permanently excluded

The relevant local authority must be notified as soon as the grounds for deletion are met, but no later than deleting the student's name from the register. This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education and;
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect

The School shall inform the relevant local authority of any student who fails to attend School regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

10.18 Informing parents:

Parents will normally be kept informed as appropriate of any action to be taken under these procedures. However, there may be circumstances when the Designated Safeguarding Lead will need to consult First Contact before discussing details with parents.

11 Secure school premises

11.1 School premises:

The School will take all practicable steps to ensure that School premises are as secure as circumstances permit.

11.2 Visitors Log:

The School keeps a Visitors Book at Reception. All visitors must sign in on arrival and sign out on departure and are escorted whilst on School premises by a member of staff or appropriately vetted volunteer. All visitors will be given a name badge with the title 'Visitor' which must be clearly displayed and worn at all times whilst on the School premises.

11.3 Camera and Mobile 'Phones

The School's policy on the use of cameras and mobile 'phones in the School, including in the Sixth Form is as follows:

- 10.3.1 The School's Acceptable Use of ICT Policy sets out the expectations on pupils in relation to the use of cameras and mobile 'phones.
- 10.3.2 Staff, Governors and Volunteers should use mobile 'phones and cameras in accordance with the guidance set out in the Acceptable Use of ICT and Managing Images of Children Protocols.
- 10.3.3 Parents may bring mobile 'phones onto the premises but may not take any photographs during events such as plays, concerts or sporting events. Parents are reminded that the taking and publication of such images (including on personal social networking sites even where access to the image may be limited) may be unlawful.

12 Confidentiality and information sharing

12.1 Confidentiality and information sharing:

The School will keep all child protection records confidential, allowing disclosure only to those who need the information in order to safeguard and promote the welfare of children, taking into account the School's obligations under the Data Protection Act 1998. The School will co-operate with police and Children's Social Care departments to ensure that all relevant information is shared for the purposes of child protection investigations under section 47 of the Children Act 1989 in accordance with the requirements of *Working Together to Safeguard Children (2015)*, *the Prevent Duty Guidance for England & Wales (2015)* and *Channel Duty Guidance: Protecting Vulnerable people from being drawn into terrorism (2015)*.

12.2 Allegations against staff:

Where allegations have been made against staff, the School will consult with the LADO and, where appropriate, the police and social services to agree the information that should be disclosed and to whom.

13 Contact numbers

12.1 The telephone number of the Durham County Council Children's Social Care Department is as follows: 03000 26 79 79

14 Multi-Agency Work

14.1 **Initial Child Protection Conference: school responsibilities** (See LSCB procedures 5.275)

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 Assessment and Intervention Teams within the County.

A conference will be called if there is thought to be an on-going risk or likelihood of significant harm to the child(ren). The date will be **15 working days** after the last strategy meeting.

14.2 School responsibilities

14.2.1 Attendance

It is understood that appropriate school staff should make every effort to attend an Initial Child Protection Conference (unless the date coincides with school holidays). In this case it might be possible for Education Welfare or Parent Support Officers to attend if they have a working knowledge of the child or family.

If no one is able to attend, the conference clerk and the Independent Reviewing Officer should be contacted without delay.

Likewise these colleagues should be informed if the invitation to attend the conference arrives too late to enable other responsibilities (writing report, sharing with parents) to be undertaken as laid down in the LSCB procedures.

The person attending the conference should be knowledgeable about the child. School will determine the most appropriate colleague: Class Teacher, Head Teacher, designated lead professional for child protection

This colleague should be fully briefed about preparation for and conduct of Initial (and Review) Child Protection conferences and they should be in a position to commit the school to continue the work and resources involved in monitoring the child's welfare and any other tasks allocated as part of the Child Protection Plan.

14.2.2 Preparation of a report

There is a template available to facilitate report-writing (see Appendix 8). Schools may wish to use the Early Help part of the Single Assessment as the basis of their report. Less experienced colleagues should be supported with the preparation of this document.

The report will contain objective facts and provide evidence to support the views contained within it. It will refer to all aspects of the child's life in school, noting specific changes or areas/situations where the child's attitudes and concentration differ from the norm. It will provide details of how the school has worked and might continue to work with the child and their family.

14.2.3 Chronology of significant events

A single-agency chronology should also be produced for this meeting using the template available on the LSCB website www.durham-lscb.org.uk.

14.2.4 Sharing of the report

This may cause tensions between school and the child's parents and carers but this is in line with LSCB procedures. It is the responsibility of all professionals attending the conference. The report should be shared with parents/carers of the child 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. If there are areas of the report which are confidential then the designated lead professional should contact the Independent Reviewing Officer who chairs the conference.

The report will be passed to the Conference Clerk via the secure e-mail system ready for dissemination to other professionals attending the conference.

14.2.5 Membership of a Core Group

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.

The merged multi-agency chronology will be regularly updated as part of this on-going work.

14.2.6 Review Child Protection Conference

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 to complete the

tasks assigned in the Child Protection Plan. This report should be shared **7 days** before the conference takes place.

15 Information Sharing

15.1 Parents/Carers

Staff and Head Teacher must **not** automatically contact parents if there is a disclosure by the child or there are other concerns that the child may be at risk of significant harm. Rather schools should discuss concerns with the First Contact Service. Information should not be shared with parents if there was a likelihood that by doing so it might place the child at further risk of harm.

Parents 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.

15.2 School staff

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

15.3 Children transferring to another school

When a child on the Child Protection List moves to another school the designated lead professional will inform the new school immediately and arrange the handover of confidential information separately from other records.

If a child for whom there are other existing serious concerns transfers to another school, the new receiving school will be informed immediately and written records will follow. If the school is within the County or close by, information could be handed over personally from one safeguarding lead to another. A form should be prepared for both schools to sign to confirm receipt of the records.

Any child transferring to another school (or at the end of a key stage) who has a concern file, this should be passed on promptly to the new school. If schools fail to do this the new school should phone the previous school and clarify that there are no issues that school should be aware of.

15.4 County Guidance and protocols

- Eight Golden Rules for Information-sharing and flowchart
- County Durham Protocol for Working Together in the Delivery of Services to Adults and Children
- LSCB Child Protection Procedures Section 2.234

15.5 A Guide for Professionals on the Sharing of Information

County Durham Safeguarding Adults Inter-Agency Partnership and Durham LSCB (2014).

Staff at our school are aware of the need to share information appropriately. The documents above emphasise the key point that if there is a suspicion that a child could be at risk of significant harm, they should refer the matter to the First Contact Service without delay. Concerns must always be followed up in writing.

Our school takes care to ensure that information about a child 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 school will be aware of the confidential nature of personal information about a child and the need for maintaining confidentiality. They will seek advice about parental responsibility issues if unsure.

16 Safe Touch

Safe Touch is physical contact other than to control or restrain. Our guidance is always, where possible, to avoid physical contact with pupils. The Governors recognise however that this is not always possible or appropriate. Our approach to 'Safe Touch' includes aspects such as:

- assisting in the washing of young children who have wet/soiled themselves;
- intimate care risk assessments for certain children with medical needs or disabilities;
- using physical contact to demonstrate exercises or techniques, for example, in PE, sports coaching, CDT;
- administering First Aid;
- supporting younger children and children with special needs who may need physical prompts or help;
- giving appropriate comfort to a child 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 pupils are of different genders;
- acknowledging that innocent and well-intentioned physical contact can sometimes be misconstrued;
- having a prescribed handling policy for children requiring complex or repeated physical handling, with specific training for staff who deal with them.

17 Use of Reasonable Force

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force contained within the school's Behaviour Policy. Our school policy relates to the following pieces of legislation:

- Education Act 1996
- Education and Inspections Act 2006
- Violent Crime Reduction Act 2006
- Apprenticeships, Skills, Children and Learners Act 2009
- Guidance: The use of force to control or restrain pupils (2013)

Our school Policy on the Use of Restrictive Physical Interventions gives guidance on:

- when staff may use physical control and restraint
- who is allowed to use physical control and restraint
- what forms physical control and restraint may take in particular circumstances
- what forms of physical control and restraint are not acceptable
- recording of incidents where physical handling has been used

The Policy also makes it clear that corporal punishment is NOT allowed.

18 The Prevent Duty

18.1 Our Legal Duty

The School has a legal duty to have due regard to the need to prevent people from being drawn into terrorism. The School aims to build students' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views. The School is committed to providing a safe space in which children, young people and staff can understand the risks associated with terrorism and develop the knowledge and skills to be able to challenge extremist arguments. The School has adopted the Government's definitions for the purposes of compliance with the Prevent duty:

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

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

18.2 Identification of those at risk

There is no single way of identifying an individual who is likely to be susceptible to a terrorist ideology. As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately. In particular, outward expressions of faith, in the absence of any other indicator of vulnerability, will not be regarded as a reason to make a referral to Channel. *Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015)* notes the following:

"36. There is no single way of identifying who is likely to be vulnerable to being drawn into terrorism. Factors that may have a bearing on someone becoming vulnerable may include: peer pressure, influence from other people or via the internet, bullying, crime against them or their involvement in crime, anti-social behaviour, family tensions, race/hate crime, lack of self-esteem or identity and personal or political grievances.

51. Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists
- changing their style of dress or personal appearance to accord with the group
- day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause"
- possession of materials or symbols associated with an extremist cause;
- attempts to recruit other to the group/cause/ideology; or
- communications with others should suggest an identification with a group/cause/ideology.

52. Example indicators that an individual has an intention to cause harm, use violence or other illegal means include:

- clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills
- using insulting or derogatory names or labels for another group
- speaking about the imminence of harm from the other group and the importance of action now
- expressing attitudes that justify offending on behalf of the group, cause or ideology
- condoning or supporting violence or harm towards others or
- plotting or conspiring with others

Protecting children from the risk of radicalisation is part of the School's wider safeguarding duties, and is similar in nature to protecting children from other harms (eg drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences. The School's PSHE programme supports students in building resilience to the risks of radicalisation through lectures from outside speakers, discussion and e-safety training. Visiting speakers are carefully vetted to ensure that the presentations they give are suitable and appropriate for the School's context.

The DfE's briefing note *The use of social media for on-line radicalisation (2015)* includes information on how social media is used to radicalise young people and guidance on protecting students at risk

18.3 Local Authority Guidance

This work is part of schools' broader safeguarding responsibilities and protecting children from other harms (drugs, gangs, neglect, and sexual exploitation). During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Keeping children safe in education (July 2015) summarises four areas in which schools might be involved: risk assessment, working in partnership, staff training and IT policies.

Schools should have:

- staff being able to identify children who may be vulnerable to radicalisation. Information or concerns should be passed to the Designated Safeguarding Lead in the same way as other information that might be a safeguarding concern. The DSLs will see if there are already concerns about the young person and might need to consult with Sergeants Jane Freeman and Steve Holden at Durham Constabulary.
- policies and procedures in line with those of DCC, Durham Constabulary and the LSCB.
- training needs more widely should be made in the light of a school's assessment of risk. However, it is a minimum requirement that the designated safeguarding lead undertakes Prevent awareness training. They can provide advice and support to other staff and may need to contact the relevant officers at Durham Constabulary or Community Safety.
- throughout the life of the school as well as in specific lessons to build pupils' resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views.
- robust IT policies

Prevent Duty Guidance in England and Wales (2015), paragraph 64, notes

'Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues'

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.

18.4 The Prevent Team

Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234
HQ special branch@durham.pnn.police.uk

DCC Community Safety 03000 265436/435 Community.safety@durham.gov.uk

19 Child Sexual Exploitation

*'Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.'*¹¹

Child Sexual Exploitation: involves exploitative situations, contexts and relationships where young people receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

There are varying degrees of coercion, intimidation or enticement that might also link to bullying, peer pressure and e-safety issues. National Serious Case Reviews highlight that sometimes these young people are perceived as 'bad' not 'sad'. Where there is a deterioration in behaviour, work, and changes to friendship patterns along with missing from home or absenting school the underlying factors need to be examined. If there is a concern that a young person may be at risk of sexual exploitation the designated lead should discuss with First Contact Service where there are specialist colleagues trained to assist in these cases.

¹¹ KCSIE Annex A, page 52.

Durham LSCB has section of their website devoted to resources, guidance, and a risk assessment matrix that assists schools.

A new website has been launched by a multi-agency ERASE team, as a source of help and information for children, parents and the wider community, www.eraseabuse.org

In Primary Schools 'Child line' offers a talk on 'The Underwear Rule' PANTS:

- **P**rivates are private
- **A**lways remember your body belongs to you
- **N**o means no
- **T**alk about secrets that upset you
- **S**peak up, someone can help

20 Female Genital Mutilation

This 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. If adults working with girls suspect that one might be at risk it is essential that they pass the information on to the designated safeguarding lead who will phone First Contact for advice.

There is a FGM Helpline also on 0800 028 3550.

There is also a useful website: fgmhelp@nspcc.org.uk

Female Genital Mutilation: professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

All staff must be aware of the requirement for teachers to report to the policy where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining students. This mandatory reporting duty commenced in October 2015. Once introduced, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the Designated Safeguarding Lead and involve children's social care as appropriate.

21 Peer on Peer Abuse

All staff at St Leonard's Catholic School are trained and supported to recognise that children are capable of abusing their peers. The school is an important part of the inter-agency framework not only in evaluating and referring concerns to Children's Services and the police, but also in the assessment and management of risks that the child or young person may pose to themselves and other in the school.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive or not, the school staff will consider:

- whether there is a large difference in power between the young people concerned (this may include age, size, ability or development);
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are other concerns about the intention of the alleged perpetrator.

In this school it will not be tolerated or passed off as ‘banter’, ‘just having a laugh’ or ‘part of growing up’. Peer on peer abuse can be such that girls are more likely to be victims and boys, perpetrators, however this is not always the case.

Peer on peer abuse may take different forms:

- physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- sexting
- initiating / hazing type violence and rituals

Safeguarding and Pastoral Staff are trained in DfE advice on sexual violence and harassment (2017) and on Sexting in Schools (2016).

Allegations against pupils will be dealt with in accordance with paragraph 10.15 of this policy. The school’s PSHE programme also aims to develop pupil’s understanding of acceptable behaviour and how to keep themselves safe.

22 Online Safety

Information regarding online safety can be found in the school’s E-Safety Policy available on the schools’ website.

23 Monitoring

- 23.1 The Designated Safeguarding Lead will ensure that the procedures set out in this policy and the implementation of these procedures are updated and reviewed regularly, working with the Governors of St Leonard's Catholic School as necessary. The Designated Safeguarding Lead will update the Senior Leadership Team regularly on the operation of the School's safeguarding arrangements.
- 23.2 Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School and a prompt report to the Governing Body. Where an incident involves a member of staff, the LADO will assist in this review to determine whether any improvements can be made to the School's procedures.
- 23.2 In addition, the Designated Safeguarding Leads will monitor the operation of this policy and its procedures and will make an annual report to the Governing Body of St Leonard’s Catholic School.
- 23.3 The Governing Body will undertake an annual review of this policy and how their duties under it have been discharged.
- 23.4 The Governing Body will ensure that any deficiencies or weaknesses in regard to child protection arrangements at any time are remedied without delay.

APPENDICES

Appendix I Types and signs of abuse

I.1 Types of abuse

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children. *Keeping Children Safe In Education 2015* defines the following types of abuse.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Keeping Children Safe In Education July 2015 also acknowledges the following as specific safeguarding issues:

- children missing from education;
- children missing from home or care;
- bullying including cyberbullying;

- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- force marriage;
- gangs of youth violence;
- gender-based violence/violence against women and girls;
- mental health;
- private fostering;
- preventing radicalisation;
- sexting;
- teenage relationship abuse;
- trafficking;
- Child Sexual Exploitation (see section 19);
- Female Genital Mutilation (see section 20).

1.2 Signs of Abuse

Possible signs of abuse include, but are not limited to:

- the student says he/she has been abused or asks a question or makes a comment which gives rise to that inference;
- there is no reasonable or consistent explanation for a student's injury, the injury is unusual in kind or location or there have been a number of injuries and there is a pattern to the injuries;
- the student's behaviour stands out from the group as either being extreme model behaviour or extremely challenging behaviour, or there is a sudden or significant change in the student's behaviour;
- the student asks to drop subjects with a particular teacher and seems reluctant to discuss the reasons;
- the student's development is delayed, the student loses or gains weight or there is deterioration in the student's general wellbeing;
- the student appears neglected, e.g. dirty, hungry, inadequately clothed;
- the student is reluctant to go home, or has been openly rejected by his/her parents or carers;
- inappropriate behaviour displayed by other members of staff or any other person working with children, e.g. inappropriate sexual comments; excessive one to one attention beyond the requirements of their usual role or responsibilities; or inappropriate sharing of images.

Appendix 2 The Designated Safeguarding Lead

In accordance with Annex B of Keeping Children Safe In Education 2015, the main responsibilities of the Designated Safeguarding Lead are:

2.1 Managing referrals

- 2.1.1 To take lead responsibility for referring all cases of suspected abuse of any student at the School to children's social care.
- 2.1.2 To take lead responsibility for referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff or volunteer.
- 2.1.3 To take lead responsibility for making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or has left due to risk / harm to a child.
- 2.1.4 To take lead responsibility for making referrals to the police where a crime may have been committed.
- 2.1.5 Liaising with the Head Teacher in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- 2.1.6 To act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

2.2 Raising awareness

- 2.2.1 Ensure this policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the Governing Body regarding this
- 2.2.2 Ensure this policy is available publicly
- 2.2.3 Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this
- 2.2.4 Maintain links with the Durham Local Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding
- 2.2.5 Where children leave the School ensure their child protection file is copied for any new school or college as soon as possible. This will be transferred separately from the main student file, ensuring secure transit and confirmation of receipt will be obtained
- 2.2.6 In accordance with the Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism (2015) the

2.3 Additional Responsibilities

Designated Safeguarding Lead has, in addition, the following responsibilities:

- 2.3.1 acting as the first point of contact for parents, students, teaching and non-teaching staff and external agencies in all matters relating to the Prevent duty;
- 2.3.2 co-ordinating Prevent duty procedures in the School;
- 2.3.3 liaising with local Prevent Co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and/or the police where indicated;
- 2.3.4 undergoing WRAP (Workshop to Raise Awareness of Prevent) or other appropriate training;
- 2.3.5 maintaining ongoing training programme for all school employees including induction training for all new employees and keeping records of staff training; and
- 2.3.6 monitoring the keeping, confidentiality and storage of records in relation to the Prevent duty.

The Deputy Designated Safeguarding Leads will carry out this role where the Designated Safeguarding Lead is unavailable. The Designated Safeguarding Lead and the Deputy Designated Safeguarding

Leads have undertaken child protection training and training in inter-agency working, and will attend refresher training at two-yearly intervals in order to:

- understand the assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be able to keep detailed, accurate, secure written records of concerns and referrals
- obtain access to resources and attend any relevant or refresher training courses
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them and to meet the requirements and procedures of the Durham Safeguarding Children Board

APPENDIX 3

SAFEGUARDING/CHILD PROTECTION CONCERN FORM

*Please complete this form if you have any concerns about a pupil/student and hand it **IN PERSON** to the Designated Safeguarding Lead*

Pupil Name		Received by:	Initials/Date/Time
Day/Date/Time		Date of Birth	
Member(s) of staff noting concern			
Concern (Please describe as fully as possible)			
Signature: _____ Date: _____			
Actions Taken			
Date	Person taking action	Action	Signature

Would you like feedback about this concern? Yes No Date Given: _____

Please pass this form to the Designated Safeguarding Lead when completed

GUIDANCE ON COMPLETING CONCERN FORMS

It is important that concern forms are fully completed in a timely way. The details are important. To help the Safeguarding Team respond appropriately, please follow the guidance below. **Please alert the Safeguarding Team to concerns as soon as possible.**

- Enter all the administration details, including date of birth (we are asked for this when we report a concern to Children's Services or the police)
- Include your FULL NAME (not initials)
- Make sure the concern is given in detail, preferably in the child's own words
- Don't report what other people have told you - they must write their own concern form
- Only write about one child on each concern form (use a separate form for each child)
- Remember that concern forms are used in court cases and inquests as primary documents, so they must be complete and accurate. Please avoid giving opinions or making personal judgements on the form.
- Make sure you use a Concern Form to record your concern. Do not use other any other form or piece of paper. Writing on the back of other forms can cause confusion and error.
- If you jotted your notes down on a piece of paper whilst talking to the student or immediately afterwards, attach that to the completed concern form.
- If there are no Concern Forms available in the box, please:
 - Please collect new forms from either Reception or the Head Teacher's PA
 - Finally, contact a member of the Safeguarding Team
- **Do not use email** to send your concern, complete a hard copy concern form instead. Emails get missed, go to the wrong person and cannot be signed.
- Completed concern forms must be either return in person to either of the Designated Safeguarding Leads.
- **Please alert the Safeguarding Team to concerns as soon as possible.** It can take several hours to deal with even urgent concerns and the earlier we start the better.
- Finally, please sign, date and time the concern form.

APPENDIX 4

ST LEONARD'S CATHOLIC SCHOOL DURHAM	
RECEIPT OF ACCEPTANCE OF CONFIDENTIAL FILES	
Child Protection Files enclosed for the following:	
Name of Young Person:	
School:	
Number of Files:	
Signed:	Date:
Name: (print)	

Received by:	
Signed:	Date:
Name: (print)	
School:	

Transferring school must complete this form (and keep a copy) and school receiving pupil should sign for documents received, copy form and return to transferring school.