

# Safeguarding Policy

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## **Policy statement and principles**

The owners of Darlington Learning Zone are fully committed to keeping all students safe. We will deal with any issue in a timely manner and consult with other individuals as required.

This Safeguarding Policy will be reviewed by the Senior Designated Safeguarding Lead (Fay Blythman) on a regular basis to ensure it remains current and incorporated all revisions made to local or national safeguarding guidance. The policy will be reviewed at least once a year.

Date of last review: September 2024

Date of next review: September 2025

Role	Name	Contact Details
Senior Designated Safeguarding Lead	Fay Blythman	01325 467770
Deputy Safeguarding Lead	Glen Blythman	01325 467770

Our policy applies to all staff working at Darlington Learning Zone and takes into account the statutory guidance provided by the Department for Education.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this Safeguarding Policy.

These duties and responsibilities, as set out within the Education Act 2002 section 175 and 157, [DfE Statutory Guidance Keeping Children Safe in Education](#) and [HM Working Together to Safeguard Children 2023](#) are incorporated into this policy.

## **Child protection and safeguarding statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse, neglect and exploitation and follow our procedures to ensure that children received effective support, protection and justice.

The procedures contained in this policy apply to all staff at Darlington Learning Zone.

## **Maintaining a child centred and coordinated approach to safeguarding**

Everyone who works at Darlington Learning Zone understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all our staff will ensure their approach is child-centre and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

**Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

**Safeguarding and promoting the welfare of children is defined as**

- Protecting children from maltreatment, whether that is within or outside the home, including online.
- Preventing the impairment of children's mental and physical health or development.
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcome.
- Working Together to Safeguard Children 2023.

**NB Definition:** Children includes everyone under the age of 18.

**Approach to safeguarding**

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- At Darlington Learning Zone we have a responsibility to provide a safe environment in which children can learn.
- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- Any staff member who has any concerns about a child's welfare should follow the processes set out in this safeguarding policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should expect to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our snr designated safeguarding lead will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care, police, early help and health were required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including**

- Pupils' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- Online safety and associated issues.
- Appropriate arrangements to ensure school security, taking into account the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KSCIE Annex A.

All our staff are aware of the indicators of abuse, neglect and exploitation and know what to look for is vital for the early identification so that support can be put in place. Our staff are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation and child sexual exploitation and know to report concerns directly to the designated safeguarding or deputy safeguarding lead for children who may be in need of help or protection.

**All staff** should **always** speak to the designated safeguarding lead, or deputy at the earliest opportunity.

At Darlington Learning Zone we are aware that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside their families. This is known as Extra-familial harms and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing,

and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

Should an incident or disclosure be made by a child our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe.

### **Identifying Concerns**

All members of staff will know how to identify pupils who may be being harmed and then how to respond to a pupil who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed. Parents will be reminded of the importance of pupils being safe online if the need arises.

Staff understand that abuse, neglect, exploitation, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

**The four categories of child abuse are as follows:**

**Physical Abuse**

**Emotional Abuse**

**Sexual Abuse**

**Neglect**

### **Indicators of abuse, neglect and exploitation**

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

**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 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 expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from 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 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 violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look 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. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**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, for example, 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 (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.

**Exploitation:** abuse might not just occur in the home, but it may also occur outside of the home environment, even online. Exploitation can include instances where a child or young person may be groomed to become involved in sexual or criminal activity.

### **Safeguarding issues**

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, unexplained and/or persistent absences from education and consensual and non-consensual sharing of nudes and semi-nude images and/or videos can be signs that children are at risk.

The safeguarding and deputy leads are in constant communication about the students who attend Darlington Learning Zone. Any safeguarding issues are shared with the relevant parties including schools.

Students do not access any social media platforms on the computers at Darlington Learning Zone. If they attend with a phone, this is not used in any part of the learning.

Our ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Every individual within Darlington Learning Zone will play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate if the need arises.

If a child discloses a safeguarding issue, we will deal with it efficiently and appropriately, dealing with their needs as our main priority.

The safeguarding and deputy leads will support children with any mental health problems as required and pass this information onto the relevant school to provide further support if needed. Staff are aware of the signs that a child may be at risk of suffering abuse, neglect or exploitation and deal with this appropriately.

Our aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead. Although we advocate that any staff can make a referral to children's social care or MASH, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL) is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL any actions to be taken, they are able to escalate their concerns and contact MASH, or social care to seek support for the child if despite the discussion with the DSL their concerns remain.

When a new student starts to attend at Darlington Learning Zone, we are provided with relevant information and usually hold a meeting to introduce everyone and discuss expectations. We are in communication with different agencies throughout a student's time with us about their learning and needs.

As an alternative education provider, we rely on schools/local authorities to provide us with the relevant information to enable us to support children effectively.

The Senior Designated Safeguarding Lead (DSL), who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

Our main contact for a student is the member of staff at the school/local authority who arranged the placement. If we have any concerns, the DSL will contact them to find out what action needs to be taken next. If the student is in immediate danger, the Multi-Agency Safeguarding Hub (MASH) and/or the police will be contacted first.

Staff receive regular safeguarding training which reminds them how to report concerns or disclosures. Information from these courses is kept for future reference.

Note from 1st September 2021 KCSiE places additional requirements on schools to: The Senior DSL and deputy maintains a key role in being aware of the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college, see KCSiE.

The Senior DSL along with the Designated Teacher will be aware of the students who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances.

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Heads to promote the educational achievement of previously looked after children.

## **Our Safeguarding Policy**

### **There are seven main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse.
- Supporting pupils who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of Darlington Learning Zone.



- Working in partnership with agencies and safeguarding partners in the 'best interest of the child'.
- Ensuring we have appropriate policies and procedures to deal with child on child abuse (child on child) abuse and sexual violence and sexual harassment.

We recognise that because of the day to day contact with children, Darlington Learning Zone are well placed to observe the outward signs of abuse.

**Darlington Learning Zone will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to and heard.
- Ensure children know that there are trusted adults at Darlington Learning Zone who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers and colleagues from other agencies.
- Recognising and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child abuse, sexual violence and sexual harassment, the sharing of nude and semi -nude images which has replaced sexting.
- Developing healthy relationships and awareness of domestic violence which may extend beyond signs of physical harm, and abuse which is linked to 'honour' such as female genital mutilation and forced marriage, bullying and child on child abuse.
- Recognising how pressure from others can affect their behaviour.
- Knowing that as an alternative education provider we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying.
- Maintain an on-line safety policy, which take into account remote learning, and use of mobile and smart technology and is reviewed regularly to take into account any new threats.

We work with schools and local authorities to provide English and maths education and will support the safeguarding teaching provided by the school/local authority.

- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the Darlington Learning Zone environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.
- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote pupil health and safety.
- Promote safe practice, and challenge unsafe practice.

- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers (KCSiE) and Part Four Section two for dealing with low-level concerns, and the NSCP local multi-agency procedures.
- Provide first aid and meet the health needs of children with medical conditions.
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.

**We will follow the guidance issued by the DfE in Keeping Children Safe in Education to:**

- Ensure we have a Senior Designated Safeguarding Lead (DSL) and a Deputy Safeguarding Lead for child protection/safeguarding who has received appropriate training and support for this role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities included (as defined in KCSiE Annex C).
- Ensure every member of staff knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection and safeguarding.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral and actions to safeguard.
- Ensure all records are kept securely; these are kept on a password protected system.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.

- Apply the local authority escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

### **Supporting children**

We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school/alternative education provider may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff are advised to maintain the attitude of **'it could happen here'** where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

### **Darlington Learning Zone will endeavour to support the pupil through:**

- Maintaining an ethos which promotes a positive, supportive and secure environment, and which gives pupils a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child on child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable pupils in our provision.
- Our provision will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our provision they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- We will talk through any issues 1 to 1 with our students and involve other agencies if required.
- Ensuring that, where a pupil leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported by identifying and issues as soon as possible and dealing with the appropriately.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence or sexual harassment.
- The staff member if not the designated safeguarding lead will be informed immediately, and actions taken in accordance with the provisions child on child/ sexual violence and sexual harassment between children in school and college policy.

## Safe Staff and Safe Recruitment

- The owners of Darlington Learning Zone will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE.
- Staff will be appropriately trained in safer working practices and have accessed safer recruitment training.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and were any concerns arise we will seek advice and act in accordance with national guidance.
- Darlington Learning Zone has in place recruitment, selection and vetting procedures in accordance with KCSiE and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Employee Code of Conduct, which includes contact between staff and pupils outside the work context. Concerns regarding **low-level concerns** will be included in our Code of Conduct in line with KCSiE Part Four Section two.
- Newly appointed staff will be informed of our arrangements for safer working practices through discussion before beginning working and contact with pupils.
- In the event of any complaint or allegation against a member of staff, the Designated Safeguarding Lead will be notified immediately. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO) LADO/Allegation Officer.
- Advice and support will be made available by the Safeguarding Education Officer.
- All new employees will be appropriately inducted to their role.

## Roles and Responsibilities

### All staff

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone in Darlington Learning Zone who comes into contact with children and their families have a role to play in safeguarding children. All staff at Darlington Learning Zone consider, at all times, what is in the best interests of children.

All staff work 1 to 1 with students and are therefore able to identify any issues quickly and respond accordingly. All staff are aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or may not recognise their experiences as harmful.

All staff at Darlington Learning Zone are particularly important as they are in a position to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by observing appropriate behaviour and communication.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead and understand they may be required to support other agencies and professionals in assessments for early help.

Parents/Carers are given our contact details when a student starts to attend and it is made clear they can contact us as needed.

We understand the importance of children and social workers meeting during the school day where required. We will be part of these meeting if required and, if not, relevant information will be shared with us after the meeting.

### **Safeguarding Training**

All our staff are aware of systems within Darlington Learning Zone and these are explained to them as part of staff induction, which include our safeguarding policy; the employee code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education.

All our staff receive safeguarding and child protection training which is updated every three years. In addition to this training, all staff members receive child protection and safeguarding updates when required, but at least annually.

Training is provided by Darlington Borough Council.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse, neglect and/or exploitation. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

### **Staff responsibilities**

All staff have a key role to play in identifying concerns and provide early help for children.

#### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Attend training in order to be aware of and alert to the signs of abuse.
- Maintain an attitude of "it could happen here" with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practical that day. If the DSL is not contactable immediately a Deputy DSL should be informed.

- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputy is not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the guidance issued by the DfE KCSiE.
- Support pupils in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret”.
- Notify the DSL or their Deputy of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding Policy, the Behaviour Policy, the Staff Behaviour Policy (or Code of Conduct), procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.

### **Designated Safeguarding Lead**

We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role.

We also have a Deputy Safeguarding Lead, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded and that specific duties are discharged.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding pupils. Our Designated Safeguarding Lead will ensure there is a structured procedure, which will be followed by all of the members of the school community in cases of suspected abuse.

### **The Senior Designated Safeguarding Lead is expected to:**

#### **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support staff who make referrals to children’s social care and other referral pathways.
- Refer cases where a person is dismissed or left due to risk/harm to a child and the DBS as required.
- Ensure arrangements are in place year round for all staff to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.

Discussions are had on a regular basis between staff at Darlington Learning Zone to inform everyone of any safeguarding concerns. Any concerns will also be shared with the Senior DSL at the school or Council where a student is on role.

### **Work with others**

- As required, liaise with the 'case manager' (KCSiE) and the LADO where there are child protection concerns/allegations that relate to a member of staff.
- Liaise with the case manager and the LADO/LADO Allegation Officer where there are concerns about a staff member.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with HM Working Together to Safeguard Children 2023 and the local Safeguarding Children Partnership procedures and practice guidance.
- The Designated Safeguarding Leads are aware of the local arrangements put in place by the local Safeguarding Children Partnership and know how to access the SCP website and training.

### **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually. The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and maintains a register or data base to evidence the training.

The training undertaken should enable the Designated Safeguarding Lead to:

- Have a working knowledge of how the local Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the safeguarding policy and procedures.
- Be alert to the specific needs of children in need, including those with special educational needs and or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE).
- Understand the reporting requirements for FGM.

- Understand and support children to keep safe when online and when they are learning at home (KCSiE).
- Encourage a culture of protecting children; listening to children and their wishes and feelings.

### **Raise awareness**

- Ensure that the child protection policies are known, understood and used appropriately.
- Ensure that the safeguarding policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within Darlington Learning Zone.
- Ensure that the safeguarding policy is available to parents and carers and make parents/carers aware that referrals may be made about suspected abuse, neglect or exploitation.
- Ensure all staff receive induction training covering child protection before working with children and can recognise and report any concerns immediately as they arise.

### **Child Protection file**

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school or college their 'child protection', 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP. CiN and LAC concerns is maintained.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Darlington Learning Zone will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance. (KCSiE).

The Senior DSL will ensure all concerns and incidents are reported, recorded and responded to. This information is usually kept in paper files and is shared with the relevant parties as required or when a student leaves our provision.

### **Availability**

- During term time the Senior Designated Safeguarding Lead (or a Deputy) will always be available (during Darlington Learning Zone opening hours) for staff to discuss any safeguarding concerns. Darlington Learning Zone is also open for less hours during holidays where any concerns can also be dealt with.

### **Looked After Children – The Role of the Designated Safeguarding Lead**

- The Designated Safeguarding Lead will have details of the child's social worker and the name of the Assistant Head of the Virtual School. We will ensure their ongoing safety and



wellbeing as well as supporting their education, through linking with their social worker, carers and parents where appropriate.

- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them. We will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

## **Prevent**

Prevent is the name given to the Government's strategy to respond to the challenge of extremism; it is part of its broader counter terrorism strategy which is known as Contest. We recognise that Prevent is an integral part of safeguarding and that it is not separate and does not stand alone. For example, we will be mindful of its potential significance in respect of:

- Recruitment and selection;
- Online safety;
- The curriculum and our duty to promote and support children's spiritual, moral, social and cultural development.

Staff will be alert to changes in children's behaviour that could indicate that they may be in need of help or protection. Staff will use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include the DSL making a Prevent referral.

## **Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barrier can exist when recognising abuse, neglect and exploitation for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communications barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child on child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse, neglect and exploitation in this group of children which include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to;
- addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

### **LGBT+ pupils**

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

### **Mental health support**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

### **Child criminal exploitation (CCE)**

For the purposes of this policy, "child criminal exploitation" is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

Darlington Learning Zone will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. Any gender are at risk of CCE.

Staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.

- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

### **Child sexual exploitation (CSE)**

For the purposes of this policy, “child sexual exploitation” is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Darlington Learning Zone will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil’s immediate knowledge, e.g. through others sharing videos or images of them on social media. CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. Pupils may not realise they are being exploited, e.g. they believe they are in a genuine romantic relationship.

Staff will be aware of the key indicators that a pupil is the victim of CSE, including:

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

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

### **FGM**

For the purposes of this policy, “FGM” is defined as all procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police.

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of "'honour-based' abuse (HBA)", which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA

are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

### **Taking action where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger.

If staff have concerns about a child, they will need to decide what action to take. A discussion should take place with the Senior Designated Safeguarding Lead to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to the Multi-Agency Safeguarding Hub (MASH) and/or the police immediately by the member of staff if required, with the Designated Safeguarding Lead being informed of the referral.

### **If a child chooses to tell a member of staff about alleged abuse, there are a number of actions that staff will undertake to support the child:**

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g. to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions;
- Leading questions should be avoided as much as possible
- Questioning should not be extensive or repetitive
- Staff will not/ should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written record will be kept by the staff duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed, unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to the MASH. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse or danger.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

### **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to the Designated Safeguarding Lead and/or to children's social care. When a child is in immediate danger children's social care/the police will be contacted.

The Senior Designated Safeguarding Lead will disclose personal information about a pupil to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

### **Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment and service provision to keep children safe. Serious Case Reviews (SCR's) and Rapid Reviews (R.R's) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare of children (Working Together to Safeguard Children 2023).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE has been updated to further clarify about GDPR and withholding information and additional information added which makes clear about the powers to hold and use information when promoting children's welfare.
- HM Working Together to Safeguard Children 2023.
- HM Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (which has been updated to reflect the General Data Protection Regulation (GPDR) and Data Protection Act 2018.

## **Records and Monitoring (KCSiE)**

Any concerns about a child will be recorded in writing within 24 hours. All records will provide a factual and evidence-based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such.

At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person; this type of behaviour could lead to the staff member being taken into managing allegations procedures. The body maps should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g. MASH or the child's social worker if already an open case to social care.

A chronology will be kept in the main school file prior to the commencement of a concern file. Staff, will record any minor concerns on the chronology and will take responsibility for alerting the Designated Safeguarding Lead should the number of concerns rise or, in their professional judgement, become significant. At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Darlington Learning Zone will ensure all files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

## **Why recording is important**

Our staff will be encouraged to understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Darlington Learning Zone maintains paper 'child protection confidential' Files.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

## **The Child Protection (CP), Child in Need (CiN) or Confidential file**

(KCSiE).

The establishment of a Child Protection, CiN or Confidential Safeguarding file, which is separate from the child's main school file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of

concerns which relate to ordinary life events. It should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

**A 'child protection' or 'confidential' file should be commenced in the event of:**

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

**All 'child protection' or 'confidential' file should contain:**

- A front sheet.
- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

Darlington Learning Zone will keep written paper records of concerns about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the separate concerns file.

Records will be kept up to date and reviewed regularly by the Senior Designated Safeguarding Lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse, neglect or exploitation.

The 'confidential' file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan or Early Help and this level of activity can be recorded on the front sheet as a start and end date. If future concerns arise, they can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

**Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):**

Darlington Learning Zone will adopt the file transfer guidance contained in KCSiE and ensure when a child moves school/education provision their child protection/confidential file is sent securely to their new educational setting when the child starts/ leaves the school/academy.

For those children subject of social care and safeguarding agency involvement will ensure the file is able to evidence the child's journey and include key information as described in KCSiE. Should a child subject to social care involvement transfer schools, college or education provider



we will ensure the child's child protection or confidential file move is transferred within 5 days required by KCSIE.

Our Senior DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

### **Recording Practice**

Timely and accurate recording will take place when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. This will include any contact from other agencies who may wish to discuss concerns relating to a child. Actions will be agreed, and roles and responsibility of each agency will be clarified, and outcomes recorded.

The chronology will be brief and log activity; the full recording will be on the record of concern.

Further detailed recording will be added to the record of concern and will be signed and dated. Records will include an analysis of the event or concerns and will take account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge, and this will assist in promoting an evidence-based assessment and determining any action(s) that needs to be taken.

This may include no further action, whether an Early Help Assessment should be undertaken, or whether a referral should be made to MASH/Children's Social Care.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and DSL team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk or abuse.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

## **Helplines and reporting**

Children can talk to a Child Line counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **Appendices**

**Appendix 1** - Case record and Chronology form

**Appendix 2** - Logging concern about a child's safety and welfare

**Appendix 3** - Body maps guidance and Body maps

**Appendix 4** - Additional information and advice

**Appendix 1**

**Case Record/Chronology**

**CONFIDENTIAL**

**Sheet Number:**

Complete for all incidents of concern including where a 'logging the concern' sheet has not been completed. If one has been completed, then add a note to this chronology to cross reference (significant information may also be added).

<b>Name:</b>		
<b>DOB:</b>		<b>Form:</b>
<b>Date</b>	<b>Information/Details of concerns or contact</b>	<b>Print Name and Signature</b>

**Appendix 2**

**Logging a concern about a child's safety and welfare**

**Part 1 (for use by any staff)**

<b>Pupil's Name:</b>	<b>Date of Birth:</b>	<b>FORM:</b>
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>	
<b>Name:</b>		
<b>Print</b>	<b>Signature</b>	
<b>Job Title:</b>		
<b>Note the reason(s) for recording the incident.</b>		
<b>Record the following factually: Who? What (if recording a verbal disclosure by a child use their words)? Where? When (date and time of incident)? Any witnesses?</b>		
<b>Professional opinion where relevant (how and why might this have happened?)</b>		
<b>Note actions, including names of anyone to whom your information was passed.</b>		
<b>Any other relevant information (distinguish between fact and opinion).</b>		

**Check to make sure your report is clear to someone else reading it.**

**Please give this form to your Snr Designated Safeguarding Lead**

**Part 2 (for use by the Snr Designated Safeguarding Lead (DSL))**

<p><b>Time and date information received by DSL, and from whom.</b></p>		
<p><b>Any advice sought by DSL (date, time, name, role, organisation and advice given).</b></p>		
<p><b>Action taken (referral to MASH/children's social care/monitoring advice given to appropriate staff/EHA etc. with reasons.</b></p> <p><b>Note time, date, names, who information shared with and when etc.</b></p>		
<p><b>Parent's informed Y/N and reasons.</b></p>		
<p><b>Outcome</b></p> <p><b>Record names of individuals/agencies who have given information regarding outcome of any referral (if made).</b></p>		
<p><b>Where can additional information regarding child/incident be found (e.g. Pupil file, serious incident book)?</b></p>		
<p><b>Should a concern/confidential file be commenced if there is not already one? Why?</b></p>		
<p><b>Signed</b></p>		
<p><b>Printed Name</b></p>		

## Appendix 3

### Body Map Guidance for Schools

**Medical assistance should be sought where appropriate.**

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or school be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the appropriate safeguarding services,**

**e.g. MASH or the child's social worker if already an open case to social care.**

**When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the child's child protection file.

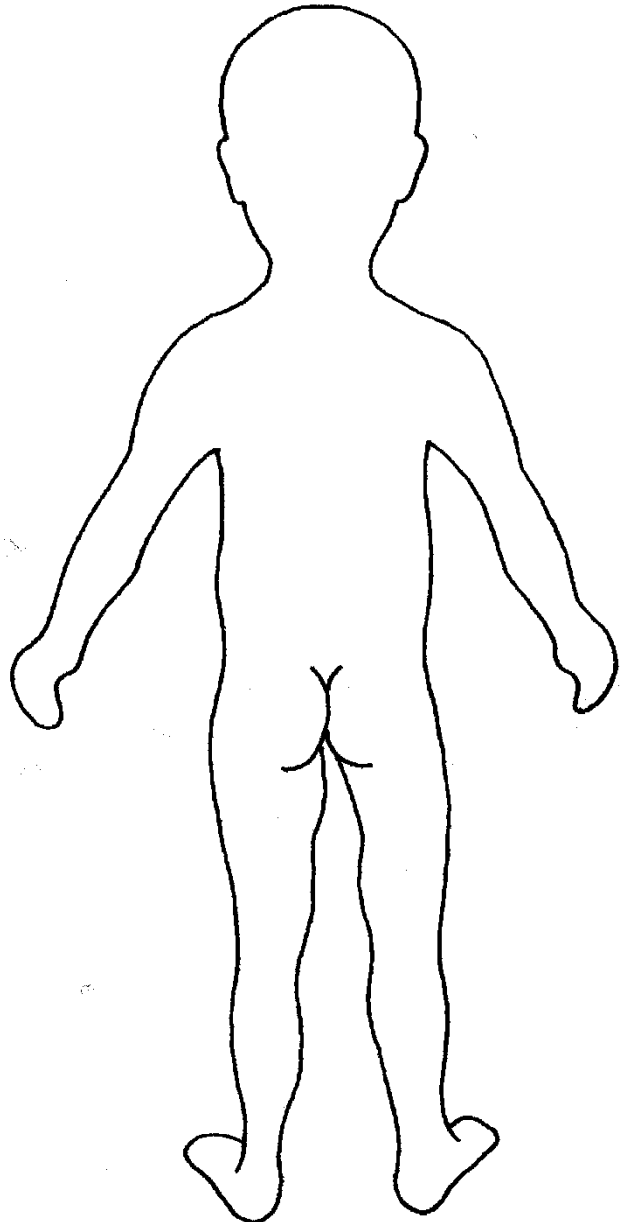
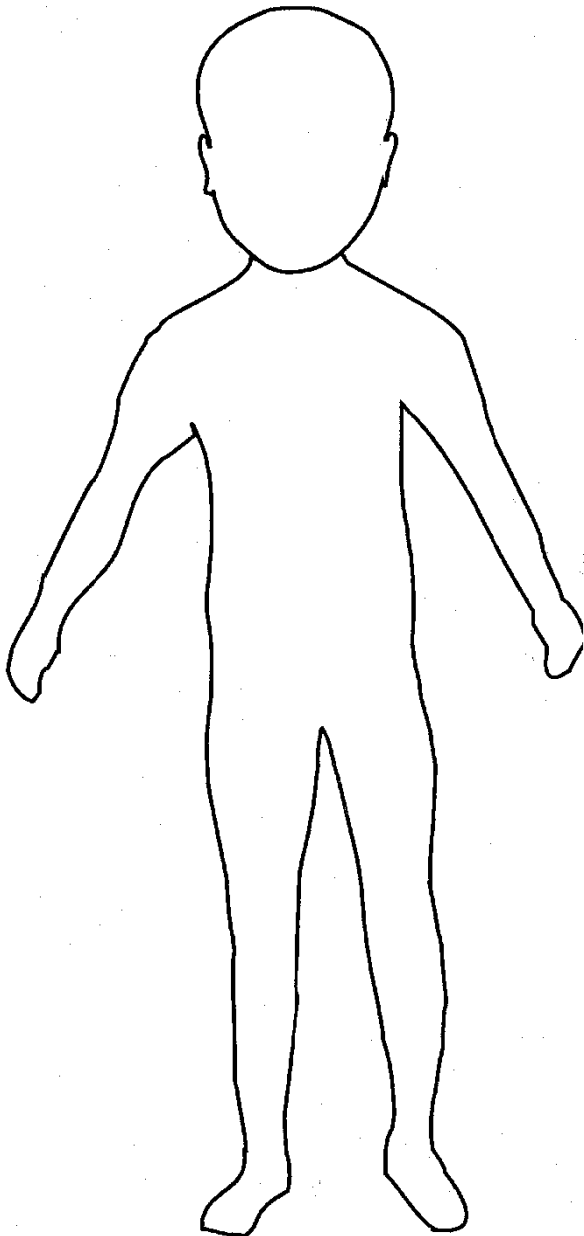
# BODYMAP

(This must be completed at time of observation)

Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

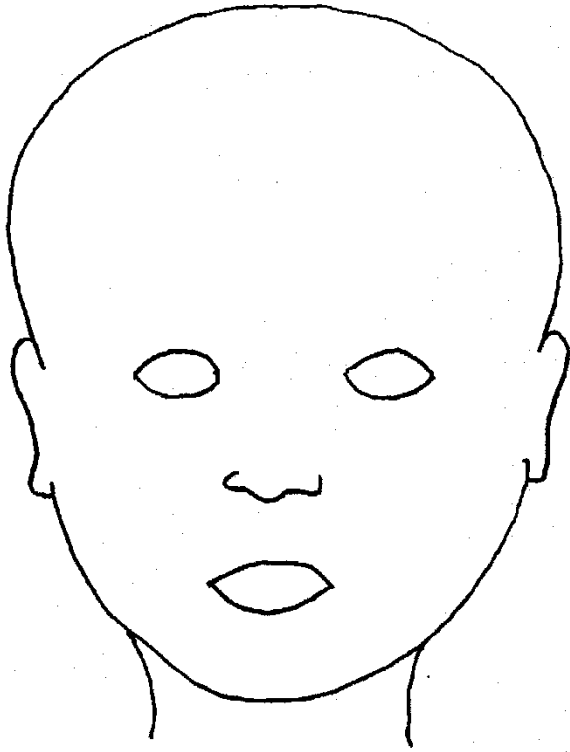
Name of Worker: \_\_\_\_\_ Agency: \_\_\_\_\_

Date and time of observation: \_\_\_\_\_

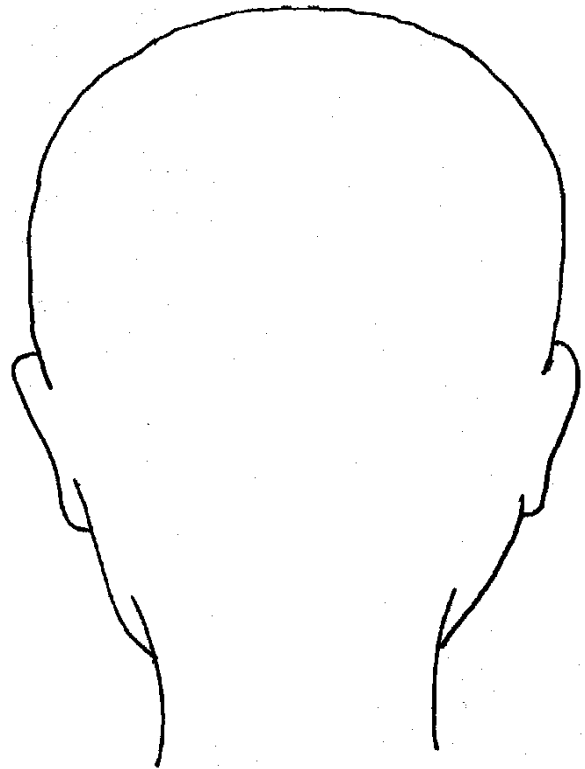


Name of Child: \_\_\_\_\_

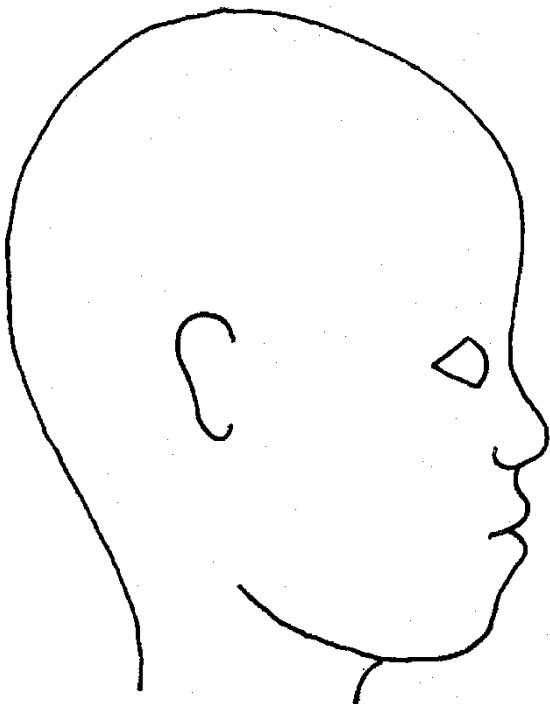
Date of observation: \_\_\_\_\_



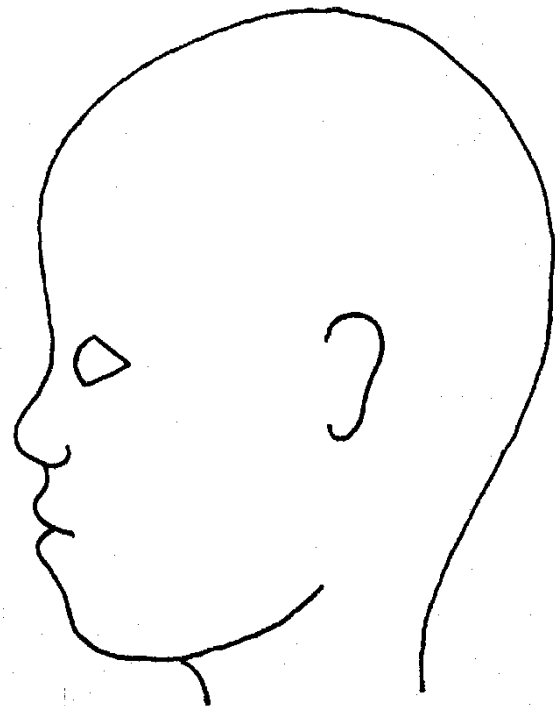
**FRONT**



**BACK**



**RIGHT**

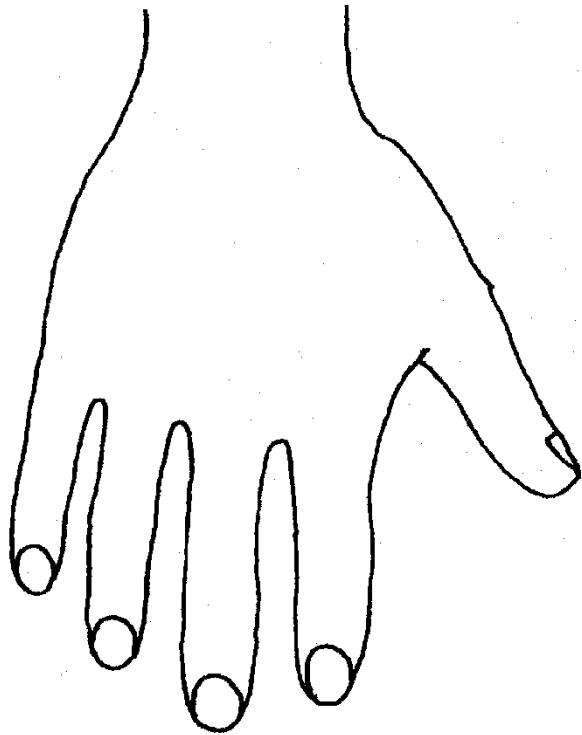


**LEFT**

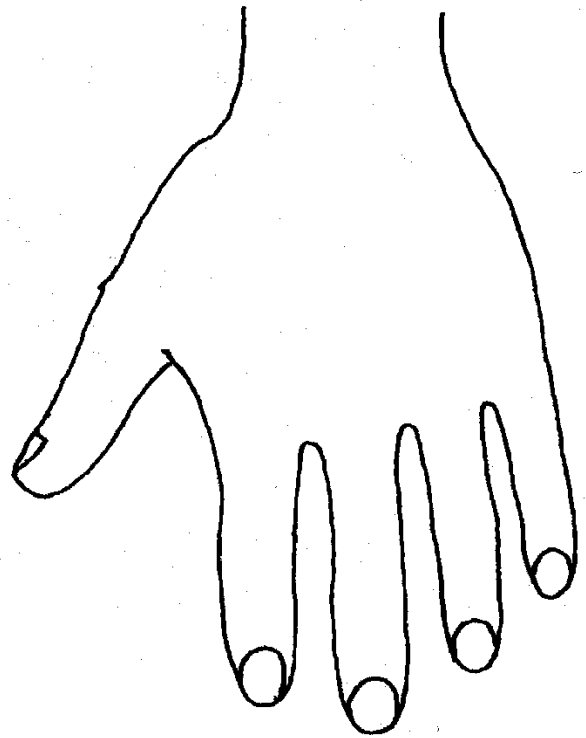
Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_





R

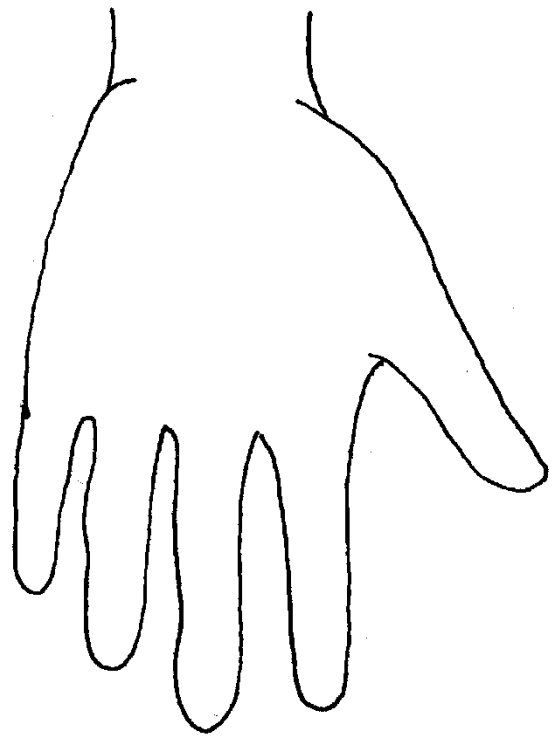


L

BACK



R

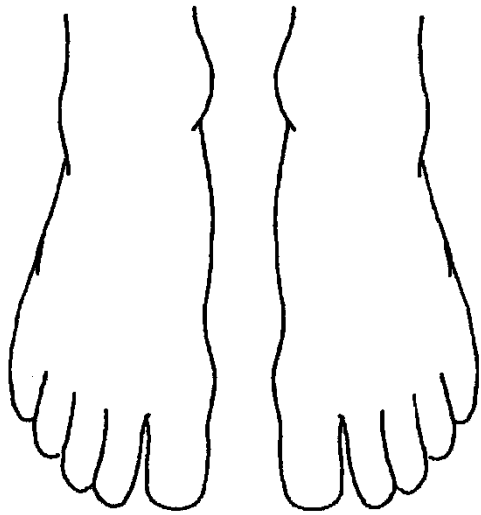


L

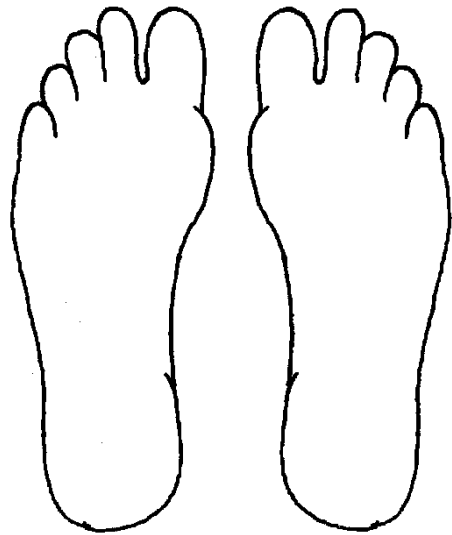
PALM

Name of Child: \_\_\_\_\_

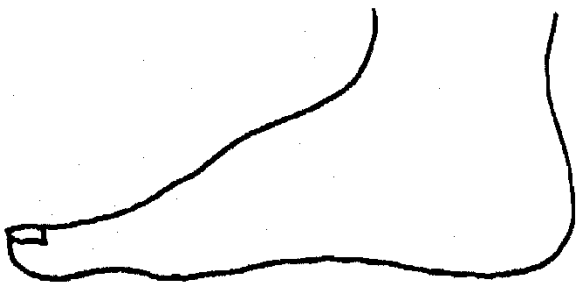
Date of observation: \_\_\_\_\_



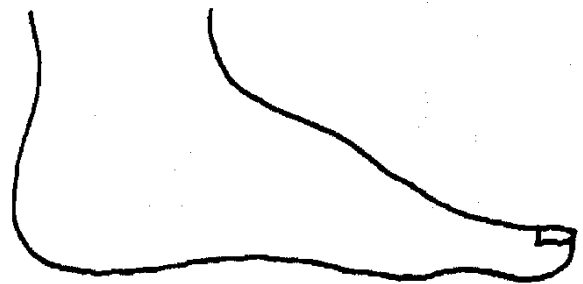
R TOP L



R BOTTOM L



R



L

INNER



R



L

OUTER

Printed Name and  
Signature of worker:

Date:

Time:

Role of Worker

Other information:

## Appendix 4

### Additional Information and Advice

This policy has been informed by current legislation and national & local guidance.

<https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>

Abuse or Safeguarding Concern	Link to Guidance/Advice	Source
Abuse	<a href="https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2">https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2</a>	DfE Advice
	<a href="https://www.gov.uk/domestic-violence-and-abuse">https://www.gov.uk/domestic-violence-and-abuse</a>	Home Office
	<a href="https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a>	DfE Advice
	<a href="https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a>	Home Office Website
Bullying	<a href="https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/">https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/</a>	DfE Advice
Children and the Courts	<a href="http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf">http://formfinder.hmctsformfinder.justice.gov.uk/ywp-5-11-eng.pdf</a>	MoJ Advice
	<a href="http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf">http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf</a>	MoJ Advice
Children Missing from Education, Home or Care	<a href="https://www.gov.uk/government/publications/children-missign-education">https://www.gov.uk/government/publications/children-missign-education</a>	DfE Statutory Guidance
	<a href="https://www.gov.uk/government/publications/children-who-run-away-or-go-missign-from-home-or-care">https://www.gov.uk/government/publications/children-who-run-away-or-go-missign-from-home-or-care</a>	DfE Statutory Guidance
	<a href="https://www.gov.uk/government/publications/missign-children-and-adults-strategy">https://www.gov.uk/government/publications/missign-children-and-adults-strategy</a>	Home Office Strategy
Children with Family Members in Prison	<a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a>	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	<a href="https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines">https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines</a>	Home Office Guidance
	<a href="https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners">https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners</a>	DfE
	<a href="https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance">https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance</a>	DfE and Home Office Guidance

Drugs	<a href="https://www.gov.uk/government/publications/drugs-advice-for-schools">https://www.gov.uk/government/publications/drugs-advice-for-schools</a>	DfE and ACPO Guidance
	<a href="https://www.gov.uk/government/publications/drug-strategy-2017">https://www.gov.uk/government/publications/drug-strategy-2017</a>	Home Office Strategy
	<a href="http://www.talktofrank.com/">http://www.talktofrank.com/</a>	Talk to Frank Website
	<a href="http://mentor-adepis.org/">http://mentor-adepis.org/</a>	Website developed by Mentor Uk
Honour Based Violence	<a href="https://www.gov.uk/government/collections/female-genital-mutilation">https://www.gov.uk/government/collections/female-genital-mutilation</a>	Home Office
	<a href="https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation">https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation</a>	DfE, DH, and HO statutory guidance
	<a href="https://www.gov.uk/forced-marriage">https://www.gov.uk/forced-marriage</a>	Foreign Commonwealth Office and Home Office

### Prevent contacts

**Police Prevent Team** (office hours) 0191 375 2234  
Non-urgent enquiries 101, Emergency calls 999

**To report illegal information, pictures or videos** found on the internet [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism).  
Anti-terrorist hotline: 0800 789 321

Due Diligence and Counter Extremism Group (DDCEG) Helpline - (020 7340 7264)  
For education staff to raise concerns relating to extremism directly and in confidence

**Designated Office at the Local Authority (LADO)**  
01325 405319  
[desingatedofficer@darlington.gov.uk](mailto:desingatedofficer@darlington.gov.uk)