

# Keeping children safe in school: Child protection within safeguarding

Policy and Guidance for Durham Schools



**St Joseph's**  
RCVA Primary Coundon

*Mrs M Brown HT*  
*Mrs A Hall Chair of Governors*

*Date: September 2017*  
*Date for review: September 2018*

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### 3. Child Protection Policy

- (1) Establishing a safe environment in which children can learn and develop.**
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.**
- (3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding.**
- (4) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe.**
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse.**
  - Names of designated safeguarding leads in school
  - Recording concerns
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  - Recording and response of the designated lead professional
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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.

Our school is committed to promoting the welfare of all children by working in partnership with parents and carers, the Local Authority (LA) and multi-agency partners in early help and child protection, in accordance with locally agreed Local Safeguarding Children Board procedures and practices.

Our policy applies to members of the school community in its widest sense. Thus this includes children and young people, their parents/carers, school staff, governors, visitors, specialist staff, and the local and wider community where they interface with the school. Within its framework, the policy outlines entitlements and responsibilities in securing the protection of children who attend the school (Appendix 1).

Our policy is underpinned and shaped by legislation and guidance contained in a variety of documents including: -

- The Children Act 1989; Children Act 2004
- The Education Act 2002; Education and Inspections Act 2006
- Working Together to Safeguard Children 2015
- The Local Safeguarding Children Board (LSCB) procedures ([www.durham-lscb.org.uk](http://www.durham-lscb.org.uk))
- What to do if you're worried a child is being abused – DfES 2015
- Keeping Children Safe in Education. Statutory guidance for schools and colleges. May 2016 (effective from September 2016)
- Use of reasonable force. Advice for head teachers, staff and governing bodies. DfES. July 2013
- County Durham Practice Framework: Single Assessment Procedures and Practice Guidance September 2015
- Confidential Reporting Code, (Durham Schools Extranet; Documents Library/HR)
- A Guide for Professionals on the Sharing of Information  
County Durham Safeguarding Adults Inter-Agency Partnership and Durham Local Safeguarding Children Board
- 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
- *Prevent* Duty Guidance: for England and Wales  
HM Government 2015
- The Prevent duty Departmental advice for schools and childcare providers  
Department for Education June 2015

To emphasise the caring ethos of our school, the staff and governors are committed to the following principles:-

- ◆ The welfare and well-being of each child is of paramount importance.

- ◆ Our policy works on the premise that abuse takes place in all communities and that school staff are particularly well-placed to identify and refer concerns and also to act to prevent children and young people from being abused.
- ◆ We respect and value each child as an individual.
- ◆ We are a listening school, and encourage an environment where children feel free to talk, knowing that they will be listened to.
- ◆ The protection of children from abuse is a whole-school issue, and the responsibility therefore of the entire school community.
- ◆ Our policy should be accessible in terms of understanding and availability. Regular training will ensure all adults in school are aware of indicators of concern or abuse and the designated safeguarding leads that such information should be promptly passed on to.
- ◆ Our policy will be developed and kept up to date with information from our relevant partners in early help and child protection as well as national documentation issued by HM Government and The Department for Education.
- ◆ We will use the school curriculum to resource our children to protect themselves from abuse, both as victims and as potential perpetrators.
- ◆ The school runs in an open, transparent way.

# 1. Overview: Safeguarding

## ➤ **Definition of 'safeguarding'**

'Keeping children safe in education', DfES, 2015, 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 everyone under the age of 18'.

## ➤ **Safeguarding within this school**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff 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 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
- Whole-school Anti-bullying policy, including cyber-bullying
- Health and Safety policies
- Medication in school/First Aid policies
- Intimate care policy
- School visits including risk-assessments
- ICT/e-safety
- SEN/LAC
- Equal Opportunities

⇒ Durham Local Safeguarding Children Board Child Protection Policy on [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk) The online document is always current.

⇒ County Durham Practice Framework: Single Assessment Procedure & guidance. September 2015

⇒ Managing Allegations against Staff (Appendix 5 of Durham LSCB Child Protection Procedures)

⇒ Keeping children safe in education. May 2016

## ➤ **Safeguarding throughout school life**

### **Caring ethos**

We aim to create and maintain a **caring ethos** where all 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 Safeguarding Children Board (LSCB) procedures followed without delay if there is a risk/likelihood of, or actual **significant harm**.

## **Curriculum**

Children 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. (See Section 9)

PSHCE curriculum, 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.

## **Universal services and specialist support staff**

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

One Point Team in Bishop Auckland Hub

The school nurse: Paula Waddell

Attendance and Inclusion Officers

School Counsellor: Bernie Gibson (One Point)

Educational Psychologist: Kathryn Bailey

Child and Adolescent Mental Health Service

Learning mentors

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

Parish priest, Sr Anna Ryan, PCSOs, Community police, Jet and Ben stranger danger, Fire Brigade/safety carousels, domestic abuse workers, sexual health advisors/drop in sessions, drugs workers providing information and therapeutic cessation work, Child line in schools etc. NSPCC.

## **The extended day**

Breakfast club

Lunchtime activities, meals and supervision by catering/supervisory staff

After-school activities on and off site



These all provide further opportunities for 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 CP- HT/ DHT) and should be made aware of their responsibility to pass on any issues of concern without delay and make a written record.

### **Working with parents and carers**

Our school believes in 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 the following ways: surveys, questionnaires, parent's evenings etc

We keep parents informed about important and topical issues, including child protection elements of safeguarding, in the following ways:

Newsletters, letters home, website, training/information sessions e.g. e-safety, bullying workshops and assemblies etc

We aim 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. This obligation is set out in our school prospectus/brochure (see Appendix 4).

### ➤ ***Safeguarding and Child Protection training for all staff/adults working in school***

Our school complies with the advice laid down in 'Working Together to Safeguard Children' 2015 and 'Keeping children safe in education' 2016 to undertake regular training.

This is covered in more detail in Section 3

Date of last training: June 2016 (L1)

A record of those trained may be found in the Single Central Record/ Safeguarding file. Individuals have a certificate to verify their attendance (attendance register).

- Training for the designated safeguarding lead and other designated teachers in school is undertaken every 2 years: Madeleine Brown, Angela Davidson, Imelda Hutchinson, Claire White (June 2016 and Feb 2017)
- Prevent training  
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). Staff and Governors all trained in 2016.
- The Nominated Governor with responsibility for Child Protection is Anne Hall.
- The Head Teacher, other staff responsible for recruitment and one Governor have attended 'Safer Recruitment Training'  
Date of training and provider: DFE Sep 2013- Madeleine Brown

- There is a leaflet entitled 'Behaviour Guidelines for Staff and Volunteers' with important practical advice (Appendix 3)
- Guidance for safer working practice for those working with children and young people in education settings. The Safer Recruitment Consortium. October 2015.

## 2. Child Protection within safeguarding arrangements for all children/young people in school

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

- Safeguarding arrangements in school: entitlements under Every Child Matters
- Early Help within universal services
- Child in Need
- Child Protection

The Single Assessment Procedures & Practice Guidance, September 2016, show these diagrammatically on the 'Durham Staircase and continuum of Need' (page 16).

The five steps span a continuous process of assessment from Early Support and Intervention to statutory arrangements.

### ➤ ***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

Education settings 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 2015/2018, 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 best start in life**

Outcome 5: Negative risk-taking behaviour is reduced

Outcome 6: Children and young people are more resilient

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

#### ➤ **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



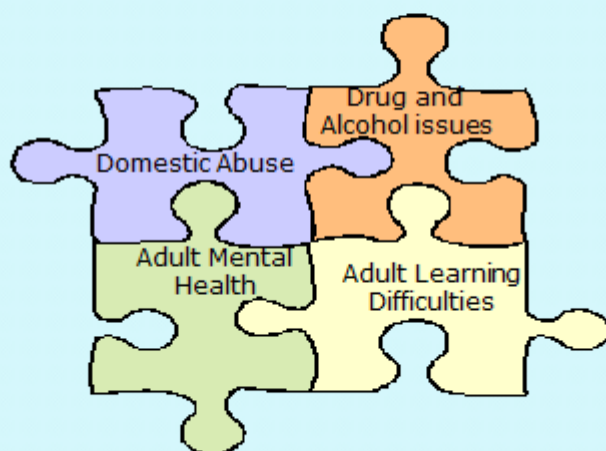
Aspects from all three domains combine in home life and staff and adults in school should be mindful of these connections as they work with children and their parents/carers in school.

This school believes 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.

Staff are made aware in training of the 'toxic four' 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

## Toxic Factors in Family Life



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 can elevate and reduce risk.

### ➤ **Signs and behaviours of concern**

'All school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection'. Keeping children safe in education, May 2016, Part 1 (16) (Sep 2016)

'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'. *Keeping children safe in education, May 2016, Part 1(13)*. (Sep 2016)

In our school we do these regular updates through:  
Staff training and updates in each staff meeting where appropriate.

Our school understands that it is best practice to discuss concerns with parents/carers before contacting First Contact Service (providing this does not present a delay), or unless by doing so the child would be put at further risk of harm. First Contact Service: 03000 267979.

**'If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police 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'. *Keeping children safe in education, May 2016, Part 1 (28): September 2016*

## ➤ **Single Assessment Procedure & Practice Guidance**

'All school and college staff should be prepared to identify children who may benefit from early help' *Keeping children safe in education, May 2016, Part 1 (9)*. (Sep 2016) This related to work with other universal agencies on Level 2 of the Durham Staircase and Continuum of Need.

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. These professionals meetings are important to share concerns, suggest ways forward along with further work to encourage participation by parents/carers in early help processes.

Team around the Family (TAF) 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 [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk)  
Our local One point hub and Families First Team and contacts are: One Point Hub at Bishop Auckland.

### **Durham Multi-Agency Safeguarding Hub (MASH)**

Where concerns are identified as Level 3 or 4 on the Durham Staircase, our school will cooperate promptly and fully with relevant information to inform further assessments undertaken by the MASH team.

## ➤ **Child in Need**

Section 17 of the 1989 Children Act  
Working Together 2013

Durham LSCB Child Protection procedures 1.18 [www.durham-lscb.gov.uk](http://www.durham-lscb.gov.uk)

*.... 'those (children) whose vulnerability is such that they are unlikely to reach or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services, plus those who are disabled'*

This school recognises the importance of this 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 Child Care Plan meetings and the production of relevant reports for these.

## ➤ **Child Protection and significant harm**

Section 47 of the 1989 Children Act  
Working Together 2015

Durham LSCB Procedures 1.20 [www.durham-lscb.org.uk](http://www.durham-lscb.org.uk)

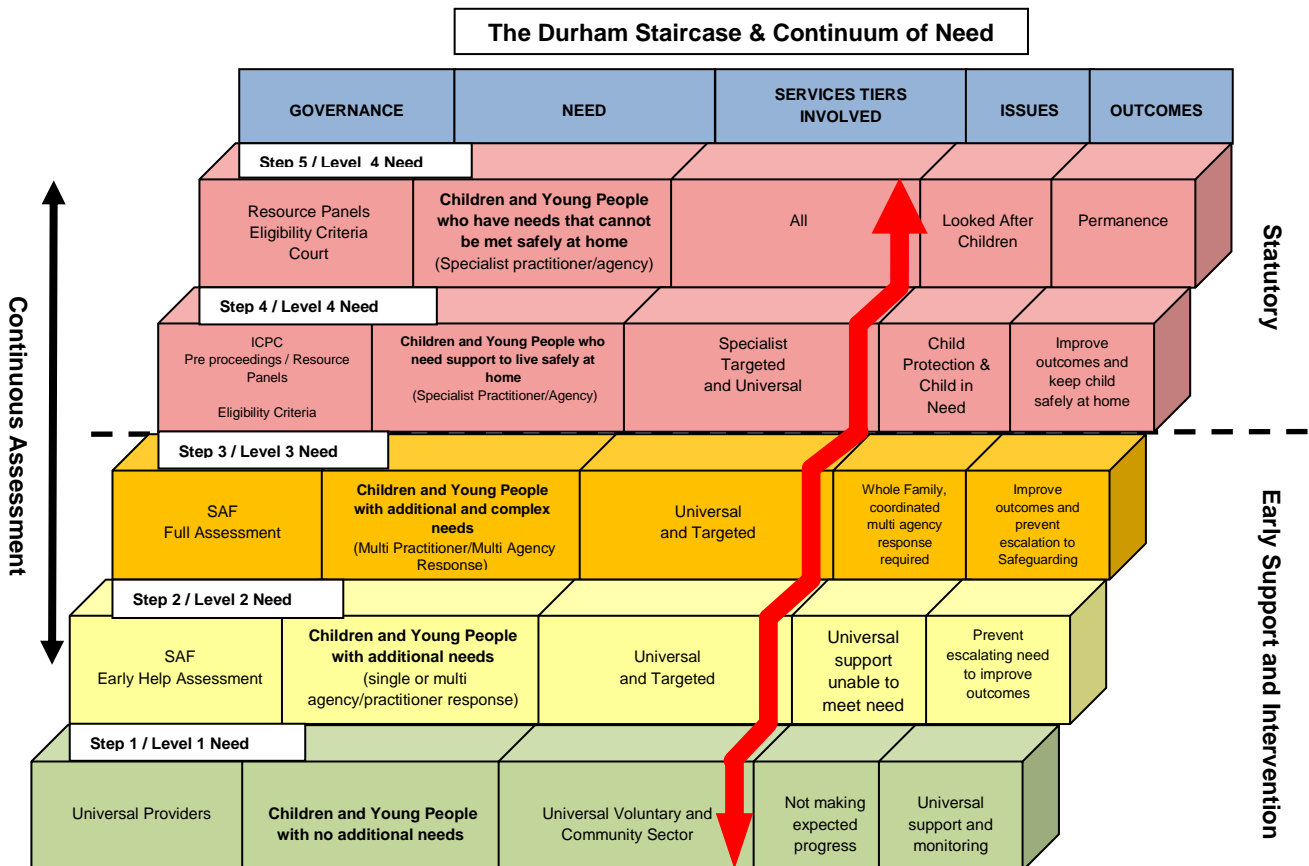
Significant harm is where some children are in need because they are **suffering, or likely to suffer, significant harm**. This is the threshold that justifies compulsory intervention in family life in the best interests of children.

## ➤ **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 First Contact Service as soon as possible. In all cases it should be borne in mind that other siblings might be at risk in the household as well as the one presenting concerns in school.

➤ **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 Children 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.**

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 co-ordinated multi-agency response is required.**

These are children and families whose needs are not being met due to the range, depth and significance 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 change 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

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. However, some children with a high level of need related to severe disabilities may require specialist services at levels 4.



### 3. Child Protection Policy for St Joseph's RCVA Primary, Coundon

This policy applies to all staff, governors and volunteers working in school. There are six main elements to the policy:

- (1) Establishing a safe environment in which children can learn and develop
- (2) Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children
- (3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding
- (4) Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
- (5) Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse
- (6) Supporting pupils who have been abused in accordance with their agreed child protection plan

#### **(1) *Establishing a safe environment in which children can learn and develop***

This links to the school's overall safeguarding arrangements and duty of care to all students.

#### **(2) *Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children***

The following staff and governors have received Safe Recruitment training:  
*Madeleine Brown and Lisa Caine 2013*

- Our 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' May 2016, Part 3. (Sep 2016)
- Our 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 May 2016 (Sep 2016) has specific details of the role of the designated safeguarding lead.
- Our 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, May 2016.
- The level of DBS and other checks required will depend on the role and duties of the applicant. Most staff will be in 'regulated activity' (see page 22 of Keeping Children Safe in Education May 2016- Sep 2016) thus most appointments will require an enhanced DBS check with barred list information.

- In a school or college 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). 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 County Council Confidential Reporting Code arrangements.
- Supply staff - ensure that appropriate DBS checks are carried out before employing supply staff, especially those not available via the Durham Supply Partnership.
- Our Governing Body will be aware of their responsibilities in connection with staff appointments and similarly aware of their liabilities especially if they fail to follow LA guidance.
- Volunteers and helpers will not be given tasks beyond their capabilities and therefore where they might feel under pressure.
- Volunteers and helpers should feel able to discuss difficulties with the teacher, 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 will be 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).

**(3) Training and supporting staff to equip them to appropriately recognise, respond to and support children who are vulnerable and may be in need of safeguarding**

- '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 behaviour policy (sometimes called a code of conduct); and
- The role of the designated safeguarding lead', Kcsie May 2016 Part 1 (12)

Copies of policies and a copy of Part 1 of Keeping children safe in education, May 2016, (Sep 2016) should be provided to staff at induction.

- In addition staff (including temporary, supply staff, contracted staff and volunteers) should 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.
- They will be 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 a three-yearly cycle. The majority of staff receive training in twilight sessions or INSET days. Training is delivered by the Education Development Service at County Hall. 'Introduction to safeguarding and child protection' is regularly updated to reflect new priorities and concerns within the County and priorities of the LSCB.
- 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.
- Names of adults at these sessions are recorded in the Safeguarding File along with the Single Central Record.

## Safeguarding and Child Protection 2016

- In addition, the following staff are responsible for coordinating child protection and safeguarding work within the broader school curriculum and extended curriculum:

Madeleine Brown: HT  
Angela Davidson : DHT  
Imelda Hutchinson: Mentor  
Claire White: Class teacher

- Member of the team supporting the safeguarding lead specialise in promoting certain themes within school:

Young carers  
Domestic abuse awareness  
Child Sexual Exploitation  
Prevent

- ‘The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years’. Keeping children safe in education, May 2016, Part 2 (57). (Sep 2016) All designated teachers have up to date L2 training.
- Courses are delivered by Education Durham, Durham County Council, and details are displayed on the Durham Schools Extranet as well as in the CPD directory. In addition to school-specific single agency training courses, staff are encouraged to attend multi-agency courses available through the LSCB. These include a Level 2 Safeguarding processes course as well as specialist themes on Level 3 courses.
- The Nominated Governor with responsibility for Child Protection is Anne Hall
- The Head Teacher, other staff responsible for recruitment and one Governor have attended ‘Safer Recruitment Training’  
Date of training and provider: DFE Online training September 2013

### **(4) Raising awareness of other safeguarding issues, boosting resilience and equipping children with the skills needed to keep them safe**

We raise other related issues with children and their parents/carers in the following ways:

#### **Children**

- Awareness of IT, e-safety issues and cyber-bullying. We are mindful that children are safe from terrorist and extremist material when accessing the internet in schools. There is also suitable filtering in place for this and other potentially risky content. Online safety is continually emphasised in line with Annex C of Keeping children safe in education, May 2016. (Sep 2016)

- Names of staff and adults in school that children can speak to if they have concerns: Mentor/ DHT/ HT.
- Our PSHCE curriculum covers related themes including safe touch, feelings and healthy relationships
- Visitors and presentations e.g. 'Jet and Ben', NSPCC, Child line in schools etc.)

### **Parents/Carers**

- Our school brochure, web site and other means of communication with parents will re-enforce the message that our school is committed to the welfare and protection of all children in its care. School staff and governors take this duty of care very seriously.
- Appendix 4 is a copy of the statement relating to safeguarding and child protection from our school brochure
- Newsletters, letters to parents about specific issues, our school web site and Parents Evenings are used to disseminate and re-enforce key safeguarding and child protection information
- Parents are told that it is essential that school records are kept up to date. Parents are asked to keep school informed of any changes. School will accordingly update records held to reflect:
  - current address and telephone contacts
  - 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 (taking care over unusual spellings)
  - any other changes to home circumstances

### **(5) *Developing and implementing procedures for identifying and reporting cases, or suspected cases, of abuse***

#### **Names of designated safeguarding leads in school**

All staff, including part-time, peripatetic and adults working with children in school should be informed who these colleagues are. Crucially, this also applies to work-placement students, trainee teachers and supply staff who might be the fresh new face that a child might disclose something important to.

This information is clearly displayed in school and all visitors issued with this information on arrival.

#### **Recording concerns**

ALL concerns passed to the designated safeguarding leads must be written, signed and dated on the relevant '*Concern*' form: currently held in secure cupboard in Mentor's office.

The more relevant details staff document the better (approximate size, colour of injury, which arm, if burn is scabbing over etc.) Staff can express concern or sensitively remark about an injury (open ended questions), but should not ask direct questions. They should never do so in front of other children.

Disclosures of worrying information by children must also be recorded on a '*concern*' form.

‘**All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead....’

‘Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child’.

Keeping children safe in education, May 2016, Part 1 (16). (Sep 2016)

Staff should write the exact words used by the child. Any original notes/jottings/reminders made by the adult must be stapled to the form as first-hand information that could be important if a case went to court.

### **Listening to Children and Receiving Disclosures**

- We embrace our role as a listening school where children can discuss concerns with any member of staff or adult who works with them.
- Staff (teaching and support) will make time and be available should children approach them with a situation they are worried about.
- Concerns must be taken seriously and at face-value. It is easy to make speedy judgements based on previous knowledge of the child or young person.
- ‘Staff members 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 members should always act in the **best** interests of the child.’ Keeping children safe in education, May 2016, Part 1 (19). (Sep 2016)
- Staff receiving a disclosure are unable to promise ‘keeping a secret’ or confidentiality. They will need to explain that depending on what the child says they might need to share the information with someone who deals with these concerns in school
- If the child does not wish to continue and say anything further the adult should pass on the concern to the designated safeguarding lead that might wish to keep an eye on that student and may well be aware of other issues of concern.
- When the member of staff next comes across the child concerned, it would be appropriate to ask how they are and remind them that they are able to come and talk when they wish.
- Staff should never speak to another sibling in the family to make enquiries: to investigate concerns is not the role of the school and parents/carers would be rightly aggrieved.
- If there is concern about another member of staff or adult working in school, the matter must be passed straight to the Head Teacher. The member of staff concerned must not be spoken to.

#### **Please remember:**

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

### **Recording and Response of the designated lead professional**

All information received should be stored in the child's 'concern' file. This is kept securely in locked storage and away from the child's individual school records. (The child's individual file will be marked to show the existence of the additional 'concern' file). It is essential that all designated safeguarding leads can access these documents in an emergency.

Good practice is to have a simple 'chronology of events' sheet at the start of the file. This enables more efficient regular monitoring of children's files as part of the on-going work of the designated lead professional.

Schools should make use of the official LSCB chronology template, downloaded from the internet site. Chronologies are made use of in all multi-agency work from Early Help arrangements and Team around the Family right through to Child Protection conferences and meetings. The chronology along with a report is essential preparation for Initial Child Protection conferences. Care must be taken not to alter the fixed widths of columns on this template.

### **Discussing concerns with the First Contact Service 03000 26 79 79**

Section 5 of the LSCB Child Protection procedures (5.116 onwards), [www.lscb-durham.org.uk](http://www.lscb-durham.org.uk) has detailed information about the management of individual cases. In addition staff should refer to the County Durham Practice Framework: Single Assessment Procedure and Practice Guidance, September 2015.

The child's concern file has basic details of name (previous/present surnames), date of birth, address, parents/carers and who has parental responsibility) and telephone contact details. Staff should use the Early Help Assessment to marshal information and concerns to discuss with First Contact. It is essential to record the name of the First Contact colleague, the time and details of advice given and action to be taken. If it is not an immediate concern but likely to require early help, schools may send or fax these Early Help forms to First Contact.

If a concern is taken up as a **referral** under section 47: Child Protection, actual or likelihood of significant harm, parents or carers should be informed of this **unless to do so would place the child at further risk of harm**. First Contact will triage the concerns raised and pass on to colleagues in the appropriate One Point Hub or Families First team within the County.

If the child requires immediate medical attention staff will accompany the child to the nearest Accident and Emergency Department. First Contact will be informed immediately if the injuries are linked to a child protection matter, so an appropriate paediatrician sees the child. The Director of Children and Young People's Services will be informed and parents will be notified of the action taken.

If the situation is an emergency and staff are unable to speak to First Contact they should phone the Police on 0845 60 60 365 and ask to speak to a colleague in the Vulnerability Unit concerning a child.

<p style="text-align: center;"><b>Police Switchboard: 0345 6060365</b> <b>Ask for the nearest local Vulnerability Unit to school</b></p>
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### **Discussions with First Contact will be followed up in writing**

Discussions of concern and requests for support will be followed up in writing, using the format of the Early Help Assessment (see Appendix 5).

The information will be sent via secure e-mail to First Contact, by fax (taking extreme care to ensure the number is correct) or by tamper-proof envelope or by e-mail to a GCSX account. A copy is kept on the child's concern file.

If a member of staff feels that the designated safeguarding lead and/or Head Teacher are not taking concerns seriously enough, then it is appropriate for them to tell that person that they are going to consult with First Contact themselves.

'**Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27'. Keeping children safe in education, May 2016, Part 1 (10). (Sep 2016)

<p style="text-align: center;"><b>First Contact Service</b> <b>5, Parson's Court, Newton Aycliffe, DL5 6ZE</b> <b>Telephone: 03000 26 79 79</b> <b>Fax: 0191 383 5752</b></p>
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### **Attendance at Strategy meetings if assessed to be child protection concern**

Strategy meetings are one of four multi-agency meetings as part of Child Protection processes. LSCB procedures [section 5.150 onwards](#) has detailed guidance about these meetings [www.lscb-durham.org.uk](http://www.lscb-durham.org.uk)

There is a table to summarise multi-agency meetings, timescales and responsibilities of attendees in Appendix 7.

School staff may be invited by a Families First Team to a strategy meeting. These multi-agency meetings are called to decide whether the threshold for an s47 enquiry should commence to look into the concerns that have been raised.

These meetings may be called at short notice and we recognise that appropriate staff from this school should attend wherever possible. If the school is the referring agency they should be invited to attend these meetings that are usually held at Families First Team offices. (School is able to offer a venue if there is a suitable room where confidentiality can be assured).

Staff should make available any handwritten notes, dated and signed, as well as other records from the concern file including the single agency chronology of concerns. Any further written evidence from the child: stories, drawings etc. should be brought to the meeting.

In school, staff should monitor the child discreetly for any further concerns or signs that are worrying and give reassurance to the child.

All information should be treated with discretion and confidentiality and shared in accordance with 'A Guide for Professionals on the Sharing of Information'. Durham LSCB, 2014.



If concerns are not substantiated following the section 47 enquiries our school will work with other agencies to determine what further support the family and child require. The school will continue to monitor and support the child.

**(6) *Supporting pupils who have been abused in accordance with their agreed child protection plan: multi-agency work. See Section 4 below:***

## 4. Multi-Agency Work in Child Protection

### ***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 Family First 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 within **15 working days** after the last strategy meeting.

### **School responsibilities**

#### **Attendance**

It is understood that appropriate school staff should make every effort to attend (unless the date coincides with school holidays). In this case it might be possible for other colleagues with a working knowledge of the child and family to attend. 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.

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.

#### **Preparation of a report**

Schools may wish to amplify and develop information provided on 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 information 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.

#### **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](http://www.durham-lscb.org.uk). The detailed 'in house' school chronology should be streamlined to include key relevant incidents noted by school.

### **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.

### **Membership of a Core Group**

(See LSCB Child Protection Procedures section 5.458 onwards)

This 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.

### **Review Child Protection Conference**

(See LSCB Child Protection Procedures section 5.483 onwards)

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. This report will detail the progress made towards the tasks outlines on the Child Protection Plan.

## 5. Information-sharing

### (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.

### (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.

### (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.

### (4) County Guidance and protocols

(See LSCB website for further details, 'Information sharing')

### **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](#)

### **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.

**Further advice about legal issues is available from Corporate Legal Services**

## 6. Allegations against teachers and other staff

(Refer to **LSCB procedures, section 6.224** and Appendix 5 of those procedures and Part 4 of Keeping children safe in education May 2016.) (Sep 2016)

Allegations of abuse by staff in schools must be investigated in accordance with the LSCB procedures, and when dealing with any allegation against staff, it is vital to keep the welfare of the child as the central concern. However, as in all child protection issues, a balance needs to be struck between supporting and protecting the child and keeping the effects of possibly false allegations to a minimum. Thus, urgent consideration should be given to the substance of the allegations.

- On receiving an allegation, the Head Teacher will proceed in line with recognised procedures - consulting immediately with LA officers (LADO, Local Authority Designated Officer, Sharon Lewis) and/or informing the First Contact Service. If the LADO is unavailable there should be no delay in discussing with First Contact. **The Head Teacher must not start to investigate.**
- Allegations regarding the Head Teacher should be passed to the Chair of Governors. Should this lead to delay, the person receiving details of the allegation should follow the advice above and report the matter immediately to the LADO and First Contact Service. At this stage the Head Teacher should not be informed of the allegation (the same process as for any member of staff or adult in school). The Chair of Governors should be informed as soon as possible and asked to contact the LADO.

<p><b>Local Authority Designated Officer (LADO)</b> <b>Sharon Lewis 03000 268835</b> <b>First Contact Service</b> <b>03000 26 79 79</b></p>
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- Investigations will be carried out by the appropriate agencies.
- In dealing with any allegation the Head Teacher and governors need to balance:
  - The seriousness of the allegation.
  - The risk of harm to pupils.
  - Possible contamination of evidence.
  - The welfare of the person concerned.
- Suspension of the member of staff will be considered:
  - (a) if there are any grounds for doubt as to the suitability of the employee to continue to work
  - (b) where suspension may assist in the completion of an investigation.
- Suspension will be carried out in line with LA guidelines. Head Teachers may find it useful to contact the LA Human Resources Department for guidance.
- During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.

- A disciplinary investigation will be carried out only after Police and Intervention and Assessment Teams propose to take no further action.
- Detailed records will be kept by all parties involved.
- Where recommendations are made to school regarding the outcome of a Child Protection investigation the school will advise Children and Young People's Services regarding their response to the recommendation. For example, if a person is suspended and returns to school, the date of that return should be communicated.

The following definitions are now used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation;
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation;
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

## 7. Safe Touch

### **Physical contact other than to control or restrain**

Our school has a policy/guidelines on the use of touch, including an Intimate Care policy and this includes such points 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 or other practical subjects.
- 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.



## **8. Physical control and restrictive physical intervention: Use of reasonable force**

Our school has a policy on the use of restrictive physical interventions covering the appropriate use of reasonable force.

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.

## 9. The Prevent duty

The Counter Terrorism and Security Act 2015 places a duty on certain bodies, including schools, to have 'due regard to the need to prevent people from being drawn into terrorism'. The DfES has produced non-statutory advice for schools, 'The Prevent duty' June 2015. This duty applies to all schools from 1<sup>st</sup> July 2015.

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.

Thus 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 and mindful of new guidance within Keeping children safe in education, May 2016, Annex C 'Online safety'. (Sep 2016)

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.

The Prevent Team  
Sgt. Jane Freeman and Sgt. Steve Holden 0191 375 2234  
HQ special [branch@durham.pnn.police.uk](mailto:branch@durham.pnn.police.uk)

DCC Community Safety 03000 265436/435  
[Community.safety@durham.gov.uk](mailto:Community.safety@durham.gov.uk)

*(The LSCB website 'Professionals; Prevent-Counter Terrorism; has examples of policies produced by the Safe Durham Partnership)*

## 10. Child Sexual Exploitation

Schools must be aware of young people who could be at risk of sexual exploitation. Keeping children safe in education , May 2016 provides a definition (that may be updated)

‘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’ Annex A, page 52.

The definition makes it clear that this is where there is an imbalance of power in a relationship when the young person receives something as a result of engaging in sexual activities. 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.

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](http://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

## 11. 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](mailto:fgmhelp@nspcc.org.uk)

The Home Office has produced some free, informative, on-line training that designated leads might wish to access:

Virtual college e-learning: Recognising and Preventing FGM.

If a teacher discovers that an act of FGM has been undertaken on a girl under the age of 18, they have a duty to report this to the police.