



# Durham Cathedral Schools Foundation

## Safeguarding Policy

### 1. Policy Aims

- 1.1 The Durham Cathedral Schools Foundation (DCSF) is committed to providing a safe, supportive and nurturing environment in which all of its pupils can learn, develop and thrive, and all staff and volunteers have a crucial role to play in promoting children's wellbeing, welfare and safety. All staff and volunteers are expected to recognise that this policy is designed above all to protect the safety, wellbeing and best interests of pupils, to support staff and volunteers in the proper exercise of their safeguarding responsibilities, and to ensure that, in the case of a safeguarding concern, effective and timely action is taken. As such, this policy must be followed without exception by anyone who may become involved with a safeguarding issue.

The DCSF takes all reasonable measures to protect and support each pupil in its care by having in place:

- a rigorous Safer Recruitment Policy governing the appointment of all staff and volunteers;
- a programme of staff and volunteer training to ensure that all adults working within the DCSF community can identify safeguarding concerns and risks, and report them to the Designated Safeguarding Lead or appropriate Deputy Safeguarding Officer;
- a clear Behaviour Policy, underpinned by the DCSF's values of Moral integrity, Ambition, Responsibility and Kindness, which encourages pupils to support and respect others, whether in person or online;

- clear information and signposting to ensure that pupils feel able and confident to approach a member of staff for help, and to report their concerns to the DCSF or other appropriate body.

The Durham Cathedral Schools Foundation commits in this policy to observing the principles of the Equality Act 2010 and does not discriminate on any grounds.

This policy should be read in conjunction with the following DCSF policies:

- Safer Recruitment Policy
- Behaviour Policy
- Complaints Policy
- Whistleblowing Policy
- Photographs and Photography Policy
- Independent Listener Policy
- Visitor Policy
- Bring Your Own Device Policy and Acceptable Use Agreement (ICT)
- Educational Trips and Visits Policy
- Search for a Missing Pupil Policy

It should also be read in conjunction with:

- *Keeping children safe in education* (September 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping children safe in education 2020 - Update - September 2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_September_2021.pdf)

- The Durham Safeguarding Children Partnership document entitled *Durham Threshold Guidance: Keeping Children Safe* (2020) appended to this policy;

- The Durham Cathedral Safeguarding Policy

<https://www.durhamcathedral.co.uk/assets/media/editor/Safeguarding/cathedral-safeguarding-policy-2020.pdf>.

## 1.2 Staff, Volunteers and Safer Recruitment

- The DCSF ensures that all relevant recruitment checks and procedures are implemented with regard to staff, governors, volunteers and adults employed by other organisations who work with its pupils in accordance with the following guidance:

*Keeping children safe in education* (September 2021)

*Working together to safeguard children* (July 2018)

*Prevent Duty Guidance for England and Wales* (July 2015)

*Independent Schools Standards (England) Regulations* (2014)

*National Minimum Standards for Boarding Schools*

*Statutory Framework for the Early Years Foundation Stage*

- There is a thorough induction process for all newly-appointed staff and volunteers, which includes safeguarding training, and all staff and volunteers are required to read and sign the Staff and Volunteer Code of Conduct annually.
- In view of the potential seriousness of all issues of safeguarding, the procedures and guidelines contained in this policy must be rigidly adhered to by all staff and volunteers. This policy applies wherever staff or volunteers are working with pupils, including where this is away from the school site or on an educational trip or visit.
- The DCSF takes all reasonable measures to:
  - Comply with the requirements of the Disclosure and Barring Service [DBS] with regard to the termination of employment of any individual deemed unsuitable to work with children, as explained in the Safer Recruitment Policy;
  - Ensure that, where staff from another organisation are working with its pupils on another site or online, assurances are received that appropriate safeguarding checks and procedures apply to those staff, and that appropriate supervision by the DCSF is in place;
  - Follow local inter-agency procedures of the Durham Safeguarding Children Partnership;
  - Establish and maintain an environment in which pupils feel secure, are encouraged to talk, and are listened to;
  - Embed in the curriculum and co-curricular programmes of the DCSF activities and opportunities to equip pupils with the knowledge and skills they need to stay safe from abuse, whether in person or online, and to seek help when they need it;
  - Communicate promptly with other schools and institutions to ensure the safe transfer of pupils to and from the DCSF;
  - Ensure that visiting speakers and staff from other organisations are appropriately screened, authorised and supervised by DCSF staff.

- The DCSF Designated Safeguarding Lead (DSL) is responsible for overseeing all safeguarding structures, measures and concerns, including:
  - staff, volunteer and pupil (School Monitors) training;
  - pupil education on safeguarding issues such as bullying, peer-on-peer abuse and sexual harassment;
  - communication with parents on safeguarding, wellbeing and welfare;
  - liaison with relevant external agencies such as the Durham Safeguarding Children Partnership, Social Care, Police and CAMHS.
  
- The DSL will ensure that staff and volunteer training covers, at least annually, and more frequently when there are significant changes to safeguarding guidance, policy or procedures:
  - The identities, responsibilities and contact details of the Designated Safeguarding Officers;
  - The key principles, themes and specific safeguarding concerns identified in *Keeping children safe in education* (September 2021);
  - Vulnerable pupils, including those with special educational needs and/or disabilities, young carers, Looked-After Children and children who are privately fostered, boarders, international pupils, and pupils with English as an additional language.
  - The Staff and Volunteer Code of Conduct, with particular emphasis on ensuring that the behaviour and actions of colleagues embody good safeguarding practice, and do not place pupils or colleagues themselves at risk of harm, or of allegations of harm.
  - The DCSF policy on physical restraint, which is included in the Behaviour Policy;
  - Signs, symptoms and indicators of harm and abuse;
  - Procedures to be followed in the event of a safeguarding concern, including actions to be taken in emergencies, when receiving disclosures of any kind of abuse or harm, or when possible indicators of abuse or harm are observed or reported;
  - Any amendments to the Safeguarding Policy and its associated procedures since the previous safeguarding update;
  - The duty to report safeguarding concerns and to implement the Whistleblowing Policy where required.

The latest DCSF safeguarding training took place in September 2021.

- Staff and volunteers will be issued with a hard or electronic copy of key documents, which are also stored in the staff area of Microsoft Teams. All DCSF staff and volunteers are required to read Part 1 of *Keeping children safe in education* (September 2021). Members of the Senior Leadership Team and Governors of the

DCSF are required in addition to read Annex A of this document. The DSL is responsible for notifying staff of any significant amendments to key documents.

- The DCSF makes contact with a number of outside organisations and providers, most notably taxi drivers who transport boarders locally. All licensed taxi drivers operating in Durham are DBS checked and receive safeguarding training through the Durham Safeguarding Children Partnership. Staff and pupils are advised only to use those organisations who are appropriately licensed and approved by the DCSF.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the DCSF's safeguarding provision, and should feel confident that such concerns will be taken seriously by the Senior Leadership Team. Staff have a professional duty to consult the Whistleblowing Policy if their concerns about the management of or response to a safeguarding issue persist.
- Senior pupils who hold positions of responsibility in the DCSF, such as School Monitors, receive safeguarding training at the start of their term of office from the DSL. This training includes the appropriate action to be taken if they receive a disclosure or have a concern about the welfare or safety of a fellow pupil.

### 1.3 Designated Safeguarding Officers (September 2021)

<b>Safeguarding Role</b>	<b>Name</b>	<b>Location</b>
Designated Safeguarding Lead for the Durham Cathedral Schools Foundation	Patricia Abbott	Durham, Senior
Deputy Safeguarding Officers	Harriet Thompson	Durham, Senior
	Kath Rochester	Durham, Senior
	Mark Younger	Durham, Senior
Deputy Safeguarding Officers	Andrew Chandler	The Chorister School, Cathedral
	Rachel Faulkner-Walford	The Chorister School, Cathedral
	Gary Brown	The Chorister School, Cathedral
	Joss Plummer	The Chorister School, Cathedral
Safeguarding Lead for the EYFS	April Davies	The Chorister School, Bow
Deputy Safeguarding Officer	Jill Wilson	The Chorister School, Bow

- All Designated Safeguarding Officers undertake biennial certificated safeguarding training, and the DSL is responsible for keeping records of all such training and ensuring that it is renewed in a timely manner.
- Every interview panel will include a member of staff who has completed certificated training in Safer Recruitment. The following are staff who have completed this training:

<b>Name</b>	<b>Role</b>
Kieran McLaughlin	Headmaster (DCSF)
Sally Harrod	Headmistress (The Chorister School)
Andrew Pearson	Deputy Head Academic
Andrew Beales	Director of Development
Maura Regan	Safeguarding Governor

## **2. Safeguarding Concerns and Definitions**

### **2.1 Categories of Child Abuse**

Child abuse may fall into the following broad categories:

#### **Physical Abuse**

Physical abuse 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 or injury in a child.

#### **Emotional Abuse**

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

#### **Sexual Abuse**

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

**Child sexual exploitation** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always

holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying, including cyber-bullying, and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. It is essential for all adults working with children to acknowledge that such abuse by peers should never be dismissed as 'banter', 'a joke' or 'part of growing up'.

**Child-on-child sexual harassment, violence and abuse** involves situations in which sexual harassment or sexual assault occurs between children of any age and sex. Such abuse may occur entirely in person, entirely online, or a combination of both, and can take many forms, for example, sexual touching, the use of sexualised names, sexual jokes or taunting, the non-consensual sharing of sexual images and videos, and "upskirting". "Upskirting" is a form of abuse which typically involves taking a picture under a person's clothing without their knowledge, which is likely to cause the victim humiliation, distress or alarm. It has now been classed as a criminal offence. This behaviour, if witnessed, should be reported to the Designated Safeguarding Lead immediately. Staff and volunteers should be aware that some groups are potentially more at risk of sexual harassment, violence and abuse, namely girls, LGBT pupils, boarders, and pupils with special educational needs and/or disabilities. All staff and volunteers must be aware of the need to be alert to and challenge robustly any inappropriate behaviour of this nature, as dismissing or tolerating such behaviours risks normalising them, thereby fostering an environment in which serious harm may result. It must be clear that any such behaviour will not be tolerated and may never be dismissed as 'banter', 'a joke' or 'part of growing up'.

### **Neglect**

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

### **Domestic Abuse**

Domestic abuse refers to any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Domestic abuse can encompass, but is not limited to psychological, physical, sexual, financial and emotional abuse, and this policy acknowledges particularly the risk posed to children and young people who experience or witness these behaviours in their home or wider family environment.

## **2.2 Specific safeguarding issues**



All staff and volunteers should in addition be aware of the following specific safeguarding issues.

### Mental and Emotional Health Concerns

Mental and emotional health concerns can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately-trained professionals should attempt to make a diagnosis of a mental health concern. Staff and volunteers, however, are well-placed to observe pupils and identify those whose behaviour or presentation suggest that they may be experiencing mental or emotional difficulties, or be at risk of developing a mental health concern, and therefore to take appropriate action. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences (ACEs), this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

### Self-Harm

Self-harm, also known as self-injury or self-mutilation, occurs when a child intentionally and repeatedly harms themselves in a way that is impulsive and not intended to be lethal. Most commonly, self-harm takes the form of skin cutting, eating disorders, head-banging or hitting, or burning. Other forms of self-harm involve excessive scratching or rubbing to the point of drawing blood, punching self or objects, inserting objects into body openings, ingesting harmful substances, and trichotillomania (pulling out hair or eyelashes). Many individuals who engage in self-harm or non-suicidal self-injury (NSSI) hurt themselves in more than one way.

### Peer-on-peer abuse

Children can abuse other children. This is generally referred to as peer-on-peer abuse and can take many forms. This can include (but is not limited to): bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. All staff and volunteers must be aware that any form of peer-on-peer abuse must be considered as such, and never dismissed as 'banter' or 'a joke'. A victim of peer-on-peer abuse is likely to need significant support following an abusive experience. Equally, it is important to note that, while perpetrators of peer-on-peer abuse may pose significant risk to other children, it is possible that they themselves have unmet needs and may also have experienced abuse or significant harm. In instances of peer-on-peer abuse, it is important for support and advice to be offered to all parties. If it is necessary for a pupil to be interviewed by the police in relation to an allegation of abuse, the DCSF will endeavour to inform parents as soon as possible, and will ensure that the pupil is supported by an appropriate adult during the interview process.

### Sexting

Sexting, or youth-produced sexual imagery, can be defined as images or videos of an indecent or sexual nature generated by children under the age of 18 or of children under the age of 18. It is important to be aware that pupils involved in creating or sharing sexual images or videos may be committing a criminal offence. Crimes involving indecent photographs (including pseudo-images) of a person under the age of 18 fall under Section 1 of the Protection of Children Act 1978 and Section 160 Criminal Justice Act 1998. Under this legislation it is a crime to take an indecent photograph or allow an indecent photograph to be taken; make an indecent photograph (this includes downloading or opening an image that has been sent via email or other electronic/online medium); distribute or show such an email or other electronic message; possess with the intention of distributing images; advertise; and possess such images. Any decision to charge individuals for such offences is a matter for the Crown Prosecution Service, and whilst it is unlikely to be considered in the public interest to prosecute children, young people need to be aware that they may be breaking the law. Staff should respond to any disclosure relating to sexting in the same way they would in any other safeguarding disclosure. Staff should be mindful that that sexting may expose children to a risk of abuse, but itself may be an indicator of abuse.

### Female genital mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place, or may have already taken place, can be found in *Multi-Agency Practice Guidelines: Female Genital Mutilation*. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. In line with Durham Safeguarding Children Partnership procedures, staff with a concern of this nature should telephone Durham Constabulary on 101, and seek advice from First Contact.

### Other, so-called 'honour-based' violence (HBV)

This refers to incidents or crimes committed to protect or defend the honour of a family and/or community, which, *KCSiE* points out, may include FGM, forced marriage, or practices such as breast ironing. School staff must be aware of the possibility that children may be at risk of such practices, and mindful of the complexity of these risks. HBV can involve a wide network of family and community pressures, as well as multiple perpetrators. Actions taken in response to concerns of this nature must therefore be carefully considered, informed by and in line with guidance from the appropriate external agencies and authorities.

### Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a

change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

### Radicalisation and Extremism

Section 26 of The Counter Terrorism and Security Act (March 2015) places a duty on schools in England and Wales to prevent people from being drawn into terrorism. This duty applies to all schools, whether maintained or independent, and organisations covered by the Early Years Foundation Stage framework. Radicalisation refers to the grooming process by which a person comes to support terrorism and others forms of extremism. There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online interactions, and specific needs or aspirations for which an extremist or terrorist group may appear to provide an answer. The internet, and the use of social media in particular, has become a major factor in the radicalisation of young people, and the DCSF operates ICT monitoring procedures designed to identify any suspicious or harmful online activity. It is important to recognise that radicalisation and extremism can be religious, political or focused around single-issue groups. While the overall risk and incidence are currently low in relative terms, awareness and vigilance are expected at all times.

### Children missing education (CME)

This refers to children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life. Accurate attendance registers and careful procedures for identifying and addressing pupil absence are important measures in ensuring that children engage with education.

### Vulnerable Children

Research indicates that when young people are vulnerable, for example when they have special educational needs or disabilities, have English as an additional language or are boarders living away from home, when they experience abuse or neglect, or suffer physical or emotional harm, they can find themselves at greater risk of such additional concerns as social exclusion, exclusion from education, delinquency, and being drawn into gang or peer violence. As a result, the principles of early intervention and long-term monitoring and support underpin this policy, with a view to protecting vulnerable young people from future risk and harm.

## 2.3 Corporal Punishment

The use of corporal punishment is forbidden by law, and no member of DCSF staff or volunteer may apply any sanction which is intended to cause or threaten pain, injury or humiliation.

#### 2.4 Use of Reasonable Force

The DCSF recognises that there are circumstances in which it may be necessary for staff or volunteers to use reasonable force to control or restrain a pupil. Such action may be required in order to:

- prevent a child from harming him/herself or others;
- prevent a child from committing a criminal offence;
- defend oneself from attack;
- prevent a child from leaving a supervised environment, thus putting his/her safety at risk.

Reasonable force should only be used as a last resort, and staff should use the minimum force required to achieve the desired result. Physical interventions that would be deemed 'reasonable force' in such circumstances include:

- pushing, pulling or taking the arm of a child to move him/her away;
- blocking a child's way;
- standing between two children to separate them.

Physical interventions which would be deemed inappropriate include:

- holding or pulling a child by the head, hair or neck;
- twisting limbs;
- kicking, hitting or slapping.

If reasonable force is used, the member of staff should remain calm throughout and explain clearly to the pupil what is happening and why. Any incident requiring a member of staff or volunteer to use reasonable force to restrain a child should be reported to the Deputy Head (Pastoral) as soon as is reasonably practicable.

### **3. Procedures**

#### **3.1 Durham Cathedral Schools Foundation Commitments**

In accordance with the guidance and legislation above, the Durham Cathedral Schools Foundation is committed to:

- cultivating and maintaining an environment in which safeguarding is a priority, and where it is understood by all that safeguarding is everyone's responsibility;
- sharing information and cooperating fully with social care, child protection and law enforcement agencies;
- keeping informed and up-to-date with national and local advice to understand existing and emerging safeguarding risks;
- ensuring that all staff and volunteers understand these risks through regular (at least annual) safeguarding training which refers to the possible indicators of abuse, contextual and online risks, and specific safeguarding issues such as radicalisation, sexual harassment, criminal and sexual exploitation, and mental health concerns;
- maintaining thorough and appropriate records of existing and emerging safeguarding concerns using CPOMS;
- monitoring pupil attendance and addressing unexplained absence from school;
- screening visiting speakers and outside groups who make use of school facilities;
- sustaining robust ICT protocols that filter out harmful or extremist material, and requiring all DCSF ICT users (staff and pupils) to sign an Acceptable Use Agreement that defines clear expectations regarding the use of ICT.

## 3.2 Proactive Safeguarding Measures

### **Children have said that they need**

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.

*Working together to safeguard children (July 2018)*

### 3.2.1 Proactive Procedures

The following procedures are employed to foster a safe and supportive environment and positive relationships of trust within the DCSF and thereby to minimise the risk of abuse and facilitate early intervention in safeguarding concerns.

- Pupils of the DCSF are nurtured to become tolerant and law-abiding citizens with a strong moral compass. The DCSF values (Moral integrity, Ambition, Responsibility and Kindness or MARK) encourage pupils to be mindful of the needs and vulnerabilities of others, and to behave responsibly, with integrity and kindness, towards their peers.
- Through safeguarding training and updates, it is made clear that staff, volunteers and senior pupils are expected to be proactive by setting a good example and positively contributing to an environment in which people are respected and listened to. Staff, volunteers and senior pupils are also expected to be reactive by challenging low-level behaviours (such as the use of sexist, homophobic or racist or sexualised language) which, if ignored or normalised, can lead to a culture in which abuse can occur.

- Pupils are encouraged, through Assemblies, LWE lessons, House Meetings, Tutor and Form Time, as well as through component parts of subject-specific schemes of work, to consider different points of view, to analyse and critically evaluate their own and others' beliefs, and to be tolerant and respectful in their interactions with others.
- Pupils are supported, through group discussions and individual conversations, to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation and grooming, with particular attention to the safe use of online resources, social media and ICT.
- The DCSF's pastoral structure (involving Tutors, Matrons, School Nurses, Housemasters and Housemistresses, the Chaplain, the Chorister Supervisor, Heads of Section, and members of the Senior Leadership Team with specific safeguarding and pastoral responsibilities) provides an effective framework for getting to know pupils very well such that concerns are shared and acted upon swiftly. Safeguarding and pupil welfare concerns are a standing item on agendas for the Senior Leadership Team and the Committee of Housemasters and Housemistresses.
- Staff with particular responsibility for matters of pastoral, wellbeing and safeguarding importance (primarily the Pastoral Lead, Designated Safeguarding Lead, Director of Wellbeing, Head of Boarding, Head of Learning Support) arrange for outside speakers and organisations to provide additional information, training and support for staff, pupils and parents on issues of particular concern or importance. The views of staff, parents and pupils are sought through regular surveys, and they are asked to suggest future items for such sessions and activities.
- In addressing pastoral and safeguarding concerns, including peer-on-peer abuse, conflict and disagreement, pupils are encouraged and helped to manage their emotions and behaviour calmly and reflectively, and there is a strong focus on building and, where necessary, restoring positive relationships. In cases of conflict between pupils, or when an allegation of bullying or peer-on-peer abuse is made, pastoral monitoring and support will be offered to all parties: the pupil(s) making the allegation, the pupil(s) accused of perpetrating the behaviour, and, where appropriate, the wider peer group.
- Within the House system, pupils are valued, included and very visible, and changes in patterns of behaviour, or emerging unhealthy attitudes or actions connected with but not limited to safeguarding concerns (such as grooming, exploitation, radicalisation or harassment) are quickly identified and subject to early intervention.
- All staff and volunteers are made aware that pupils who are involved in relationships, both with other DCSF pupils and individuals from outside, on the internet as well as in person, may have the potential to experience abuse and unhealthy influences. Staff and volunteers are also made aware that abuse can take place entirely online, and that technology can be used to facilitate and extend abuse that takes place in person. Any concerns of this nature should be raised without delay with one of the Designated Safeguarding Officers.

### 3.2.2 The Safeguarding of Cathedral Choristers

#### **Considerations**

- DCSF pupils who are also Cathedral Choristers have a unique experience of school life which brings with it particular circumstances, routines, demands, responsibilities and pressures that may have an impact on their wellbeing and welfare.
- Cathedral Choristers are among the youngest pupils of the DCSF, and, in order to facilitate their Chorister commitments, many of them routinely or occasionally board at school. Both of these factors – age and boarding status – must also be taken into account in the provision of their care and from a welfare and safeguarding perspective.
- For rehearsals, performances and Cathedral services, pupils who are Cathedral Choristers must also routinely leave the DCSF premises, and the supervision and safeguarding provision in these circumstances must ensure that any risks associated with this regular travel/movement and change of location are minimised.
- In order to safeguard DCSF pupils who are Cathedral Choristers, good communication and regular liaison between the DCSF and Durham Cathedral are essential.

#### **Safeguarding Measures**

- In addition to the routine pastoral monitoring and support in place for pupils, the Chorister Supervisor is responsible for overseeing the welfare and safety of the Cathedral Choristers. He/she will work closely with the Cathedral Choristers, ensuring that they are able to manage their Chorister and other school and co-curricular commitments, and will represent the needs and concerns of the Cathedral Choristers to other DCSF colleagues.
- For the better execution of his/her safeguarding responsibilities for the Cathedral Choristers, the Chorister Supervisor will engage in biennial certificated safeguarding training.
- The Chorister Supervisor will accompany the Cathedral Choristers to and from rehearsals, performances and Cathedral services, such that they are always under the care of and accompanied by a member of DCSF staff for the duration of any commitments away from the DCSF site.
- The Durham Cathedral Safeguarding Officer will introduce him/herself to the DCSF pupils who are Cathedral Choristers and ensure that they understand his/her safeguarding role and responsibilities in the Cathedral.
- The DCSF Designated Safeguarding Lead will be a member of the Durham Cathedral Safeguarding Operational Group and will attend quarterly meetings to ensure that any safeguarding issues pertaining to the Cathedral Choristers can be raised, discussed and addressed.
- The Durham Cathedral Safeguarding Officer and the DCSF Designated Safeguarding Lead will contact one another directly in the event of any safeguarding concerns pertaining to the Cathedral Choristers.



### 3.3 Reactive Safeguarding Measures

The following procedures are employed to ensure that children who are in need or at risk are identified promptly and that appropriate referrals, interventions and support are implemented without delay.

All staff and volunteers have a duty to take appropriate action in circumstances where a pupil is considered to be in need or at risk. Normally, this action will involve reporting the concern to the Designated Safeguarding Lead or Deputy Safeguarding Officer, but, if circumstances mean that this is not possible, a direct report or safeguarding referral to the appropriate external agency (First Contact, emergency services or Prevent Team) may be made by anyone. If anyone other than the Designated Safeguarding Lead makes a referral, that person should inform the DSL as soon as possible after the fact.

#### 3.3.1 Procedures to be followed in the event of a safeguarding concern

- Staff (including governors, support staff and volunteers) should be prepared to identify pupils who may be in need or at risk, and who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life. Staff should not assume that someone else will take action and sharing information might be critical in keeping pupils safe.
- A member of staff or volunteer who has a general concern about the welfare of a pupil must observe, record (either in writing or electronically through CPOMS) and discuss this concern with the Designated Safeguarding Lead. In the event that this is impossible or inappropriate (given the nature of the concern), a Deputy Safeguarding Officer should be contacted, who will give advice on the best course of action.
- In circumstances where there are clear indicators of abuse, including peer-on-peer abuse, the member of staff or volunteer must observe, record and report as above, but must not investigate the concern. This is made clear and explained in new staff induction training and DCSF annual safeguarding training. The report must be made promptly by the concerned person to the Designated Safeguarding Lead or Deputy Safeguarding Officer.
- If there is a risk of immediate serious harm to a pupil and it is not possible to make contact with a Designated Safeguarding Officer, a safeguarding referral must be made via First Contact immediately, and any person may make such a referral. The principle is that any suspicions based on clear indicators must be reported as above, and not shelved at the initiative of a concerned member of staff or volunteer in any circumstances.
- A member of staff or volunteer suspecting or hearing an allegation of abuse must keep a sufficient written or electronic (CPOMS) record of the disclosure or concern. He/she should listen carefully to any disclosure or allegation, but must not ask leading questions or attempt to investigate. The member of staff or volunteer may never promise confidentiality in these circumstances, and should explain instead that information may need to be shared with other individuals or agencies in the best interests of the pupil.

- The record of the concern should be made at the time of the allegation or disclosure, and should include the date, time and place of the conversation. In addition, the record should reflect accurately, and quote directly wherever possible, the nature of what was said, identifying unambiguously what was done, by whom and in whose presence. Written records should be signed by the person making it, and should use names, not initials. CPOMS records should use the full name of the pupil making the disclosure or about whom the disclosure is made, and the 'Linked Students' option should be used to identify any other pupils involved in the concern. CPOMS 'Incidents' (recorded concerns) automatically record the identity of the person raising the concern as well as the date and time it is recorded.
- Preserving evidence: any evidence (e.g. written or printed material; electronic devices including mobile phones containing messages or images; clothing) must be safeguarded and preserved. In the event of a disclosure relating to illegal material (e.g. illegal images of a child), the person receiving the disclosure must not view, download or forward any such material.

### 3.3.2 Reporting a Safeguarding Concern

- The DSL will consider the appropriate action to take in response to a safeguarding concern by seeking the advice of First Contact and in accordance with the Durham Safeguarding Children Partnership referral threshold document (See Appendix 1).
- Telephone discussions of concern or specific referrals with First Contact will usually be followed up in writing, using the format of the Early Help Assessment. The information will be sent to First Contact by email ([firstcontact-gcsx@durham.gcsx.gov.uk](mailto:firstcontact-gcsx@durham.gcsx.gov.uk)) A copy of the Early Help Assessment is stored on the pupil's CPOMS profile.
- Where there is a risk of serious or significant harm to a pupil, a referral to First Contact will be made without delay, and in any event, within 24 hours.
- Where a safeguarding referral is made, the Designated Safeguarding Lead will notify the Safeguarding Governor.

### 3.3.3 Reporting Specific Safeguarding Concerns

- In any situation where a pupil's life may be endangered, the emergency services must be contacted without delay on 999.
- Concerns about any pupil suspected of being at risk of **Female Genital Mutilation (FGM)** should be reported to Durham Constabulary (Telephone 101) and First Contact (03000 267 979).
- In the case of **radicalisation or extremism** concerns should be reported in line with Durham Safeguarding Children Partnership procedures to Durham Constabulary's Force Prevent Team (0191 375 2234). Non-emergency advice on extremism and radicalisation may be sought by telephoning the DfE helpline on 020 7340 7264.
- If a pupil **goes missing**, the Search for a Missing Pupil Policy should be followed. All staff and volunteers are informed of the procedures to be followed in their annual

safeguarding training, and actions to be taken in the event of a missing pupil are posted in key locations in Houses and staff common rooms.

#### 3.3.4 Allegations of non-recent (historic) abuse

- Non-recent abuse (also known as historical abuse) is an allegation of neglect, physical, sexual or emotional abuse made by or on behalf of someone who is now 18 years or over, relating to an incident which took place when the alleged victim was under 18 years old. Any member of staff or volunteer who receives or becomes aware of an allegation of historic abuse should inform the Headmaster immediately. In the event of an allegation of this nature against the Headmaster, the Chair of Governors should be informed.
- Information relating to allegations of non-recent abuse must be treated as confidential, and only shared in accordance with this policy.

#### 3.4 Confidentiality

- The Data Protection Act 2018 and GDPR do not prevent or limit the sharing of information for the purposes of keeping children safe. Concerns about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information.
- Staff and volunteers have a professional responsibility to share relevant information about the protection of children with other professionals, particularly investigative agencies such as the police and social care.
- If a pupil confides in a member of staff and requests that the information be kept secret, it is important that the member of staff tells the pupil, sensitively, that where they think that they may be at risk of harm that they have a responsibility to refer situations to the appropriate agencies. Confidentiality may not be promised to a pupil. It is important to reassure the pupil, however, that only those people who need to know will be told.
- There is a delicate balance to be kept between alerting members of staff to the concern about the pupil and the need to protect the pupil's privacy and dignity. Information should be divulged on a 'need-to-know' basis only; care will be taken to ensure that information is only given to the appropriate person.
- The pupil's wishes will be taken into account when determining the action to be taken, and the pupil will also be given the opportunity to express their views and give feedback through the process.
- All people working within a school will be aware of the confidential nature of personal information about a pupil and the means of maintaining that confidentiality. Personal information about a pupil's family will be regarded as confidential.
- If a member of staff or volunteer suspects abuse, information relating to that concern will be given only to strictly relevant people such as the Designated Safeguarding Lead

or Deputy Safeguarding Officer. Other members of staff need to know only enough to prepare them to act effectively and with sensitivity to a distressed pupil.

- The pupil, depending on their age, will be kept informed of who knows, and what they know, at all stages of the procedure.

#### 3.4.1 Staff and volunteer wellbeing

It is important to recognise that being involved in a safeguarding concern can be a distressing and harrowing experience for a member of staff or volunteer. Anyone involved in such a concern or incident will be offered support and an opportunity to discuss their concerns, thoughts and feelings with the Designated Safeguarding Lead. If the member of staff or volunteer wishes to speak to another colleague about their experience, they may do so, provided that the confidential details of the incident (pupils and families involved; detail of the incident itself) are not disclosed.

#### 3.5 Communication with Parents/Guardians in the event of a safeguarding concern

In the event of a safeguarding concern about a pupil, contact between the DCSF and the pupil's parents or guardians will be made through the Designated Safeguarding Lead. While the DCSF will seek the consent of parents or guardians to make a referral for Early Help, it is not required to obtain parental permission before making a safeguarding referral, when a pupil is deemed to be at risk of harm. The best interests of the pupil will be considered carefully in any such decision, and, where appropriate, the advice of other agencies (usually the Durham Safeguarding Children Partnership) will be sought before such contact is made.

#### 4 Allegations against staff and volunteers

- The DCSF Staff and Volunteer Code of Conduct gives clear direction on how all adults working with pupils can ensure that their behaviour and actions do not place pupils or themselves at risk.
- Allegations of abuse by staff or volunteers must be recorded and investigated in accordance with Durham Safeguarding Children Partnership procedures to ensure that all unnecessary delays are eradicated and allegations are dealt with expeditiously and in a fair manner.
- As an employer the Headmaster has responsibilities towards ensuring support for the member of staff involved, but the paramount consideration is for the welfare of the pupil.
- The Headmaster (or the Chair of the Governors in his absence) will proceed in line with Durham Safeguarding Children Partnership procedures on receiving an allegation or concern that a member of staff has:
  - a. behaved in a way that has harmed a child, or may have harmed a child;
  - b. possibly committed a criminal offence against or related to a child;
  - c. behaved towards a child or children in a way that indicates he/she could pose a risk of harm if they work regularly or closely with children.
- The Headmaster will report any such concern to the Local Authority Designated Officer (LADO) by telephoning 03000 268835.
- The Headmaster will inform the Chair of Governors of the allegation, as well as any actions required by the LADO.
- In the case of an allegation against the Headmaster, the matter should be overseen by the Designated Safeguarding Lead who will notify the Chair of Governors without informing the Headmaster.
- In the case of an allegation against a residential member of staff, the Designated Safeguarding Lead will make an assessment about the safety of pupils in the boarding environment and will act to protect them from risk. If required, the member of staff may be moved off campus pending the outcome of the investigation.
- In dealing with any allegation the Headmaster, when considering the issue of suspension, must give regard to:
  - the seriousness and nature 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 where the nature of the allegation, if found to be true, could result in doubt as to the suitability of the employee to continue to work with children, and/or where it would assist in the completion of an investigation.
- During the investigation support will be offered to both the pupil making the allegation and the member of staff concerned.

- A representative of the DCSF should attend any Strategy Meetings held to allow for information to be shared. This may assist with any follow-up internal investigation that may be required to consider if any disciplinary actions need to be carried out. The Chair of Governors should attend in the case of an allegation being made against the Headmaster. Any allegations made against the Headmaster must be reported directly to the LADO, without informing the Headmaster.
- Detailed records will be kept by all parties involved.
- Where recommendations are made following completion of an investigation, the DCSF is required to inform Children and Young People's Services and the LADO of the actions taken. The LADO must also be informed of the outcome of any internal investigation or actions taken.

## 5. Review

The Safeguarding Policy is reviewed by the Designated Safeguarding Lead and the Governing Body at least annually, and more frequently if required, i.e. when there are changes to government safeguarding guidance. There are procedures in place for monitoring and evaluating its effectiveness in maintaining a safe environment for children and protecting them from harm.

## 6. Conclusion

Staff and volunteers are expected to recognise that this policy is designed above all to protect the safety, wellbeing and best interests of the child, to support staff and volunteers in the proper exercise of their safeguarding responsibilities, and to ensure that required action is taken as quickly as possible. As such, the policy must be followed without exception by all staff and volunteers who may become involved with a safeguarding issue.

## 7. Contact Details

### **Contact Details of Designated Safeguarding Officers**

<b>Safeguarding Role</b>	<b>Name</b>	<b>Telephone Number</b>
Designated Safeguarding Lead for the Durham Cathedral Schools Foundation	Patricia Abbott	313120
Deputy Safeguarding Officers	Harriet Thompson	313119
	Kath Rochester	313109
	Mark Younger	313312
Deputy Safeguarding Officers	Andrew Chandler	313603
	Rachel Faulkner-Walford	313511
	Gary Brown	313616
	Joss Plummer	313502
Safeguarding Lead for the EYFS	April Davies	313516
Deputy Safeguarding Officer	Jill Wilson	313506

### **Contact Details of Agencies**

Durham Safeguarding Children Partnership	<b>03000 265 770</b>
LADO	<b>03000 268 835</b>
First Contact	<b>03000 267 979</b> [to report concerns about children in need and children at risk]
Children Missing Education (Durham)	<b>03000 265 908</b>
Durham Constabulary	<b>101</b> [non-emergency number] <b>999</b> [emergency number]

**0191 375 2234** [Force Prevent Team]

Patricia Abbott Designated Safeguarding lead

Durham Cathedral Schools Foundation  
September 2021