





# Durrington High School Child Protection Policy

## 2025 –2026

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# Durrington High School Child Protection Policy

## Sep 2025 onwards

### 1. Policy statement

*“Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil our responsibility effectively, we make sure that our school and staff approach is child centred. This means that they should consider, at all times, what is in the **best interests** of the child.”*

*Keeping Children Safe in Education- Statutory guidance for schools colleges (KCSiE)*

We recognise and accept both our statutory and moral responsibility to safeguard and promote the welfare of all children.

We make every effort to provide a safe and welcoming environment underpinned by a culture of openness where both children and adults feel secure, able to talk and believe that they are being listened to.

We maintain an attitude of “it could happen here” where safeguarding is concerned. The purpose of this policy is to provide staff, volunteers and governors with the framework they need in order to keep children safe and secure in our school, and to inform parents and guardians how we will safeguard their children whilst they are in our care.

Specific guidance is available to staff within this policy and a number of linked procedure documents.

### 2. Key definitions

**Child protection** is an aspect of safeguarding but is focused on how we respond to children who have been significantly harmed or are at risk of significant harm.

The term **staff** applies to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity. This also includes parents and governors.

**Child** refers to all young people who have not yet reached their 18th birthday. On the whole, this will apply to pupils of our school; however, the policy will extend to visiting children and students from other establishments

**Parent** refers to birth parents and other adults in a parenting role for example adoptive parents, step-parents, guardians and foster carers.

**Abuse** could mean neglect, physical, emotional or sexual abuse or any combination of these, as well as children witnessing domestic abuse. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Explanations of these are given within the procedure document.

### 3. Aims of our policy

- To provide staff with the framework to promote and safeguard the wellbeing of children and in so doing ensure they meet their statutory responsibilities
- To ensure consistent good practice across the school
- To demonstrate our commitment to protecting children

### 4. Our principles and values

- Children have a right to feel secure and cannot learn effectively unless they do so.
- All children have a right to be protected from harm.
- All staff have a key role in prevention of harm and an equal responsibility to act on any suspicion or disclosure that may indicate a child is at risk of harm, either in the school or in the community, whilst taking into account any contextual safeguarding.
- We acknowledge that it is essential that we work in partnership with other agencies that protect children and reduce risk and so we will engage in partnership working throughout the child protection process to safeguard children.
- Whilst the school will work openly with parents as far as possible, it reserves the right to contact Children's Social Care or the police, without notifying parents if this is believed to be in the child's best interests.
- All adults working within the school should maintain professional curiosity if they are concerned about a child.

### 5. The leadership and management of safeguarding and child protection

Our staffing structure sets out clear lines of accountability, training and advice to support the process of child protection, and individual staff, as needed. Any member of staff can contact the Designated Safeguarding Lead (DSL) or their Deputy (DDSL) if they have concerns about a child or young person. This can be done using the school CPOMS system, email or face to face. We have a set process in place which all staff are trained in, adhere to and regularly audited.

#### Key roles – school staff

Designated Safeguarding Lead:	Lindsay Tunbridge-Adams
Deputy DSLs:	Zoe Blackman, Kate Blight, John Fuller and Kim Fuller
Wider DSL trained staff:	Chris Woodcock Co-Headteacher

#### Key roles – Governors

Designated Safeguarding Lead Governor	Jane Squires
Chair of Local Committee	Kerry Jones

Kerry Jones will receive reports of allegations against the headteacher(s) and act on the behalf of the governing body.

As an employer we follow safer recruitment guidance as set out in KCSiE 2025 including informing shortlisted candidates that online searches will be carried out.

## **6. Staff training and awareness**

All staff in our school are trained in and expected to be aware of the signs and symptoms of abuse. Their training also covers how to respond and where to record concerns.

Statutory annual training is undertaken by all staff and supplemented by a range of in-year updates. This ensures that safeguarding and child protection are kept live. All new staff, on appointment receive additional face-to-face training on our local context and the use of our CPOMS systems.

DSLs and senior staff take part in further training during the year. This is a mixture of both updating existing knowledge and practice and also understanding more about specific contextual issues we are seeing.

Any update in national or local guidance will be shared with all staff in briefings and then captured in the next whole school training. This policy will be updated during the year to reflect any changes brought about by new guidance.

The local context we are in is one of a large coastal community with pockets of significant deprivation in our school catchment area and each cohort. Current issues we face are related to children

- Having multiple and complex issues in their lives
- Intergenerational and entrenched negative attitudes towards the value of education
- Behaviour of groups of children in the community (both those within our school and those in the wider community including drug use, youth violence and other low level antisocial and criminal behaviour

The “current issues” are evolving in nature and we are often on a more responsive than proactive footing with these.

Governor training is provided as required by KCSiE 2025

## All staff

**How to use CPOMS**  
**Reference sheet for all staff**

CPOMS (Child Protection Online Management System) is to be used by all staff for both record and report on any safeguarding/CP concerns. CPOMS creates chronologies of both concerns raised and actions taken to safeguard children and families.

**When must you record an issue on CPOMS?**  
There are two main categories of safeguarding concern:

1. Urgent risk/potentially urgent concern - For any concern where you believe and/or there is clear evidence a child has suffered, or is at risk of suffering imminent harm you will need to:
  - 1) Contact Lindsey, Zoe or one of the other DSL trained staff (Kate, John, Kim, Lianne, Chris)
  - 2) As a priority (at the first available opportunity but at the latest the end of the same day) log the details of your concern on CPOMS (inc. logging in the linked DSL).
2. No immediate risk but still a safeguarding concern - In this instance the details of your observation/concern must be logged on CPOMS at the earliest opportunity but before you leave school with all necessary alerts added. If you are unsure of where the concern fits please seek verbal advice from a trained DSL.

**DO NOT use CPOMS if you are made aware about a concern regarding an adult (this a colleague or any other adult in school). If you have a situation like this please speak immediately to LAL/JFU/CWO or SAL.**

**Our senior trained safeguarding leads**  
In relation to safeguarding matters and concerns Lindsey Tunbridge-Adams (LTU) is the first point of contact to seek advice/support and guidance from in school. If unavailable you must contact Zoe Blackman or another member of the SLT safeguarding team: Kate Blight, John Fuller, Kim Fuller, Lianne Allison or Chris Woodcock.

**What to log in CPOMS**  
The following list is not exhaustive guidance and professional judgment (based on your current child protection training) must be used. If you are unsure about a situation (e.g. whether or not it is a safeguarding matter) log it, then ask a member of any house team, one of the SLT and/or one of the DSLs. Further sources of information and advice can be found within our Child Protection policy and in Part 1 of KCSE.

General recording advice: what to log vs what is not as likely to need logging:

Staff must always record	Generally staff should not record
All serious/concerns/reports that link to safeguarding (in its widest form). This includes: <ul style="list-style-type: none"> <li>- Observations of the child (suspected unexplained injury, concerns over physical presentation that may indicate neglect)</li> <li>- Disclosures a child may make directly to you that indicate they have experienced or are likely to suffer harm</li> <li>- Allegations of child on child abuse - both in and out of school</li> <li>- Third party disclosures that may indicate a child is at risk (this could be a conversation disclosure, something the parent says to you or their behaviour in a meeting/home or what is said in a phone call)</li> <li>- Patterns of non-attendance that may indicate a concern</li> </ul> Examples of concerns that must be reported: <ul style="list-style-type: none"> <li>- Observation of or student report of a child self harming</li> <li>- Child seen with unexplained bruising</li> <li>- Conversation overheard between peers regarding inappropriate sexual contact</li> </ul>	<ul style="list-style-type: none"> <li>- Detentions</li> <li>- Missed homework</li> <li>- General parental contact/phone-calls, unless a safeguarding concern is either disclosed by a parent or the parent/carer behaviour (what they say or the way in which they speak to you) causes you to have a safeguarding concern for the child (e.g. a direct threat is made or they are extremely hostile)</li> <li>- Behaviour issues e.g. non-compliance</li> <li>- One-off uniform issues/concerns</li> </ul>

## Pastoral Staff

**Action recording in CPOMS...**  
**Updated senior/key user checklist**  
Updated v3 Sep 25

As a House Leader you are notified about an incident (via email or on your CPOMS dashboard). You open CPOMS and read the incident report including any other actions already recorded.

**On the assumption there is enough information about the nature of the concern (original incident record) your next steps are:**

**STEP 1**  
Record your own risk-reducing action(s). In addition to what is already recorded. Consider what has been done? Does this reduce the risk? What other gaps are there/might there be?

**STEP 2**  
In your own action record you also need to:

- a. Double check to make sure the incident has the right categories assigned to it. If not, add these categories using the "Add categories" tab. These will then "stick" to the main incident record.
- b. Ensure that you alert the tutor (unless exceptional reason not to)
- c. Alert others who need to know (form tutor?). Use the planner if you need to remind yourself to revisit the incident/complete a final action.

**STEP 3**  
Once you have completed your action record (a-c above) you then:

- a. Change the incident status in the original incident box to either closed or no further action. If you need a second opinion check with LTU/ZBL/CWO.
- b. Finally click on the "read" button (on either/both the original incident and the action you may have been alerted to). This is important as it removes it from your running CPOMS main page.






Any questions or want something checking - LTU on 244, ZBL on 223, CWO on 240 or via email

## All staff

**SAFEGUARDING AND CHILD PROTECTION 25/6**  
**All staff decision making guide** (updated Sep 25)  
This is guidance only. If you are unclear where a situation fits the default is to seek advice from one of the school DSLs and/or staff.

Decision made as to whether the concern is:		
<b>High risk/immediate action needed</b> One or more students are at immediate risk of further harm or have been harmed	<b>A concern that needs action today</b> There is a clear risk. Clarity is needed today on next steps	<b>Important information that needs sharing</b> Adjudged no immediate risk today
Call duty staff request made to speak urgently to DSL. DSL will decision make and lead <ul style="list-style-type: none"> <li>Priority 1 DSLs LTU/ZBL</li> <li>Priority 2 DSLs JFU/CWO/SAL</li> <li>Priority 3 CWO/SAL</li> </ul> Immediate action taken under the direction of a DSL to safeguard student/control risk Logged on CPOMS by all staff involved ASAP	Call made to duty staff or DSL to decide and action next step(s) The concern is logged on CPOMS asap. The log must be made the same day. Members of the house team and/or DSLs pick up from CPOMS alert and action	Receiving member of staff logs on CPOMS assigning (LTU) and alerting (house team) correctly House team follow up recording risk-reducing actions on CPOMS
<b>Examples:</b> <ul style="list-style-type: none"> <li>- Disclosure of overdose/significant self harm incident</li> <li>- Missing student who is known to be at risk</li> <li>- Potential non-accidental injury concern</li> <li>- Risk of 3rd party coming to school site</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>- New scratches/concerning bruising</li> <li>- Disclosure of low mood</li> <li>- Social media incident that suggests sharing of inappropriate images</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>- Scratched over scratches noticed on a student's arm</li> <li>- An observed change in student presentation - noticeable sadness, significant mood shift etc</li> </ul>

**WHO TO CONTACT - DSL grid 2025/6 - DSLs have a PINK lanyard**

Lindsey Tunbridge-Adams	Zoe Blackman	Kate Blight	John Fuller	Kim Fuller
Ex.244 l.tunbridge@glensing.com	Ex.223 zblackman@glensing.com	Ex.284 kblight@glensing.com	Ex.264 jfuller@glensing.com	Ex.285 kfuller@glensing.com
				

## 7. Recording your concerns

Staff will record all safeguarding concerns via our central CPOMS system. Depending on the adjudged severity of the concern there may also be direct face-to-face conversations with the DSL/DDSL.

Following any concerns raised, pastoral staff and DSL/DDSLs will assess the information and consider if significant harm has happened or there is a risk that it may happen. If the evidence suggests the threshold of significant harm, or risk of significant harm has been reached, or if it is not clear if the threshold is met, the DSL will contact Children's Social Care and, if appropriate, the police. If the DSL or DDSL is not available or there are immediate concerns, the staff member will refer directly to Children's Social Care and the police if appropriate. We will use the guidance from NPCC to determine when to contact the police.

Generally, the DSL/DDSL will inform the parents prior to making a referral. However, there are situations where this may not be possible or appropriate, particularly when informing parents, may place the child at further risk

**N.B.** The exception to this process will be in those cases of known FGM where there is a mandatory requirement for the teacher to report directly to the police. The DSL should also be made aware.

## Confidentiality

- We maintain that all matters relating to child protection are to be treated as confidential and only shared as per the 'Information Sharing Advice for Practitioners' (DfE 2024) guidance

- There is a lawful basis for child protection concerns to be shared with agencies who have a statutory duty for child protection.
- Information will be shared with individuals within the school who 'need to know'.
- All staff are aware, through their training, that they cannot promise a child to keep a disclosure confidential.

Annexes 1,2,3,4 & 7 provide more specific guidance in relation to types of concern and how/where to report these to

## **8. Educating our students to recognise concerns and help them to keep themselves safer**

As a school we will educate pupils to recognise when they are at risk and how to get help when they need it through:

The content of the curriculum will be tailored to both the local context and the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with SEND. We are a school where

- We want and expect all children to feel safe, to have at least one trusted adult and be confident to report any worries or concerns (their own or about their peers) to a member of staff,
- We teach children about how to keep themselves and others safe including in the digital world,
- DSL/DDSLs, alongside the wider pastoral staff team, being highly visible and known to students.

A range of actions and specific activities enable this to happen including them:

- Wearing visible pink safeguarding lanyards
- Speaking in and leading specific assemblies
- Visiting form classes
- Being part of SME lessons in year 7 & 8

## **9. Managing concerns about an adult(s)**

If a concern is raised about the practice or behaviour of a member of staff (or visiting adult), this information will be recorded and passed to one of the headteachers(s) without delay. The headteacher(s) will make an assessment to determine if the matter is a 'low level concern' or an 'allegation'. The Local Authority Designated Officer (LADO) will be contacted for all allegations and the relevant guidance will be followed. If the headteacher needs advice or guidance they will contact the LADO. If the allegation is against the headteacher, the person receiving the allegation will contact the LADO or Chair of Governors directly. ([Annex 3](#))

## **10. Managing concerns about possible child on child abuse**

If a concern is raised that a child under 18 is abusing another child under 18, the 'Child on Child Abuse' guidance will be followed ([Annex 4](#))

## **11. Roles and responsibilities of adults in our team**

### **Staff responsibilities**

All staff have a key role to play in identifying concerns early and in providing help for children. To achieve this, they will:



- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop skills they need to recognise, assess and manage risk appropriately and keep themselves safe.
- Attend training in order to be aware of and be alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Recognise that abuse, neglect, or other adverse childhood experiences, can have an impact on the mental health, behaviour and education of children.
- Record their concerns if they are worried that a child is being abused and report these to the DSL as soon as practicable that day. If the DSL is not contactable immediately a DDSL should be informed.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or DDSL is not available.
- Follow the allegations procedures [\(Annex 3\)](#) if the disclosure is an allegation against a member of staff or any other adult who is visiting the school
- Follow the procedures set out by the WSSCP and take account of guidance issued by the DfE.
- Support pupils in line with their child protection plan.
- Treat information with confidentiality but never promise to “keep a secret”.
- Notify the DSL or DDSL of any child on a child protection plan or child in need plan who has unexplained absence.
- Have an understanding of ‘Early Help’ and be prepared to identify and support children who may benefit from this intervention.
- Liaise with other agencies that support pupils and provide early help.
- Ensure they know who the DSL and DDSL are and know how to contact them.
- Have an awareness of the Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, child on child abuse procedures, the safeguarding response for children who go missing or are absent from education and the role of the DSL.

### **The Senior Leadership Team and specialist pastoral leads**

- Contribute to inter-agency working in line with ‘Working Together to Safeguard Children 2023 guidance’
- Provide a co-ordinated offer of early help when additional needs of children are identified
- Ensure staff are alert to the various factors that can increase the need for early help (para 18 KCSiE 2025)
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings.
- Carry out tasks delegated by the governing body such as training of staff, safer recruitment and maintaining a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or pupils with respect and follow agreed policies and procedures.

- Ensure that allegations or concerns against staff are dealt with in accordance with guidance from Department for Education (DfE) and the West Sussex Safeguarding Children Partnership (WSSCP) procedures.
- Determine if a concern about a member of staff is a 'low level concern' or an allegation

**The governing body will ensure:**

- The school has effective (and up to date) safeguarding policies and procedures including a Child Protection Policy, a Staff Code of Conduct, a Behaviour Policy and a response to children who go missing from education.
- WSSCP is informed in line with local requirements about the discharge of duties via the annual safeguarding self assessment.
- The staff responsible for recruitment, selection and induction follow best practice safer recruitment guidance and are up to date in their training in this area. This will include staff ensuring all appropriate checks have been made and recorded on the single central register..
- Allegations against staff are dealt with by the Co-headteachers. Allegations against a Co-headteacher are dealt with by the Chair of Governors.
- A member of the Senior Leadership Team will always be qualified to DSL level and oversees safeguarding across the school through working with the named DSL.
- The DSL has an up-to-date job description and is fully aware of their statutory responsibilities.
- Staff have been trained appropriately and this is updated in line with guidance
- Any safeguarding deficiencies or weaknesses are remedied without delay
- A nominated governor for safeguarding is identified.

**The DSL/DDSL responsibilities** (to be read in conjunction with DSL role description in KCSiE)

In addition to the role of all staff and the senior management team, the DSL will

- Be responsible for overseeing all case referrals to social care, and the police, this in a timely manner so as to avoid a delay that could place the child at more risk.
- Assist the Governing Body in fulfilling their safeguarding responsibilities set out in legislation and statutory guidance.
- Attend appropriate training and demonstrate evidence of continuing professional development to carry out the role and in particular emerging areas of need and local context concerns.
- Keep a high profile across the school with members of staff who know who the DSL and the Deputies are, having an awareness of the DSL role and knowing how to contact them.
- Ensure all adults (both staff and visitors) understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns about a child to the DSL and concerns about an adult to the headteacher.
- Ensure that those staff that need to know, are aware of those children who have experienced, or are experiencing abuse in order to promote their educational outcomes and provide the appropriate support.
- Ensure whole school training occurs regularly with at least annual updates so that staff and volunteers can fulfil their responsibilities knowledgeably.
- Ensure any members of staff joining the school outside of the agreed training schedule receive induction training prior to the commencement of their duties.
- Keep records of child protection concerns securely and separate from the main pupil file and use these records to support the assessment and likelihood of risk.

- Ensure that safeguarding records are transferred accordingly (separate from pupil files) and in a timely fashion when a child transfers school, including in-year transfers.
- Ensure that where a pupil transfers school and is on a child protection plan or is a child looked after, their information is passed to the new school immediately and that the child's social worker is informed. Consideration is given to a transition meeting prior to moving if the case is complex or on-going.
- Be aware of the training opportunities and briefings provided by WSSCP to ensure staff are aware of the latest local guidance on safeguarding.
- Develop, implement and review procedures in the school that enable the identification and reporting of all cases, or suspected cases, of abuse.
- Meet any other expectations set out for DSLs in KCSiE 2025

## 12. Durrington High School Child Protection Procedures

### Overview

The following procedures apply to all staff working in the school and will be covered by training to enable staff to understand their role and responsibility.

The aim of our procedures is to provide a robust framework which enables staff to take appropriate action when they are concerned that a child is being harmed or is at risk of harm.

Our key focus, at all stages of any process, will be for the interests and safety of the child. Where there is a conflict of interest between the child and an adult, the interests of the child must be paramount.

All staff are aware that very young children, those with disabilities, special needs, certain medical conditions or with language deficit/English as a second language may have more difficulty in communicating concerns or feelings. They may be more likely to communicate concerns with behaviours rather than words. Additionally, staff will question the cause of knocks and bumps in children who have limited mobility, which will include children (for example younger siblings) visiting the site in addition to pupils.

**If a member of staff suspects abuse, spots signs or indicators of abuse, or they have a disclosure of abuse made to them they must:**

1. Make an initial record of the information recording this within CPOMS at the earliest available opportunity tagging in the right members of staff (student's house team and DSL)
2. Report it to the DSL/DDSL immediately
3. The DSL/DDSL will consider if there is a requirement for immediate medical intervention. Urgent medical attention should not be delayed if the DSL is not immediately available
4. In making their CPOMS entry (which may be used in any subsequent judicial proceedings) staff are trained and expected to include everything that has happened, including details of:
  - Dates and times of observations
  - Dates and times of any discussions in which they were involved
  - Any injuries
  - Explanations given by the child / adult

- What action was taken
  - Any actual words or phrases used by the child
5. In the absence of the DSL or their Deputy, staff are aware to refer directly to Children's Social Care (and the police if appropriate) if there is the potential for immediate, significant harm.

CPOMS specific guidance is updated, spoken about and issued annually to staff with staff at different layers of the safeguarding team having their own specific guidance and training.

#### **Following a report of concerns the DSL must:**

1. Decide whether or not there are sufficient grounds for suspecting significant harm, in which case a referral must be made to Children's Social Care and the police if it is in keeping with the National Police Chiefs Council ["When to call the Police"](#) guidance. The rationale for this decision should be recorded by the DSL
  2. Normally the school should try to discuss any concerns about a child's welfare with the family and where possible seek their agreement before making a referral to Children's Social Care. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could have an impact on a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with Children's Social Care or the police whether the parents should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be considered when appropriate.
  3. If there are grounds to suspect a child is suffering, or is likely to suffer, significant harm the DSL (or Deputy) must contact Children's Social Care via [Request support or raise a concern about a child - West Sussex County Council](#) making a clear statement of:
    - The known facts
    - any suspicions or allegations
    - whether or not there has been any contact with the child's family.
- If there is indication that the child is suffering significant harm, a call will also be made to Integrated Front Door on 01403 229900
  - If a child is in immediate danger and urgent protective action is required, the police must be called. The DSL must then notify Children's Social Care of the occurrence and what action has been taken.
  - When a pupil needs urgent medical attention and there is suspicion of parental abuse causing the medical need, the DSL or their Deputy should take the child to the nearest hospital with an accident and emergency facility and inform Children's Social Care. Advice should be sought from Children's Social Care about informing the parents, remembering that parents should normally be informed that a child requires urgent hospital attention.
  - If there is not a risk of significant harm, the DSL will either actively monitor the situation or consider the Early Help process.
  - In cases of allegations against staff or low level concerns, the WSSCP procedure or the school Low Level Concerns (LLC) procedure will be followed.

## 12. Legal context & reference points

Section 175 of the Education Act 2002; the Education (Independent School Standards) Regulations 2014; the Non-Maintained Special Schools (England) Regulations 2014; the Children Act 2004 & 1989

### Guidance

West Sussex Safeguarding Children Partnership protocols and guidance and their procedures

- [Working Together to Safeguard Children \(2023\)](#)
- [Keeping children safe in education – GOV.UK \(www.gov.uk\)](#)
- [FGM Act 2003 Mandatory Reporting Guidance \(2016\)](#)

### Policy review

As a school, we review this policy at least annually in line with DfE, WSSCP and WSCC requirements and other relevant statutory guidance.

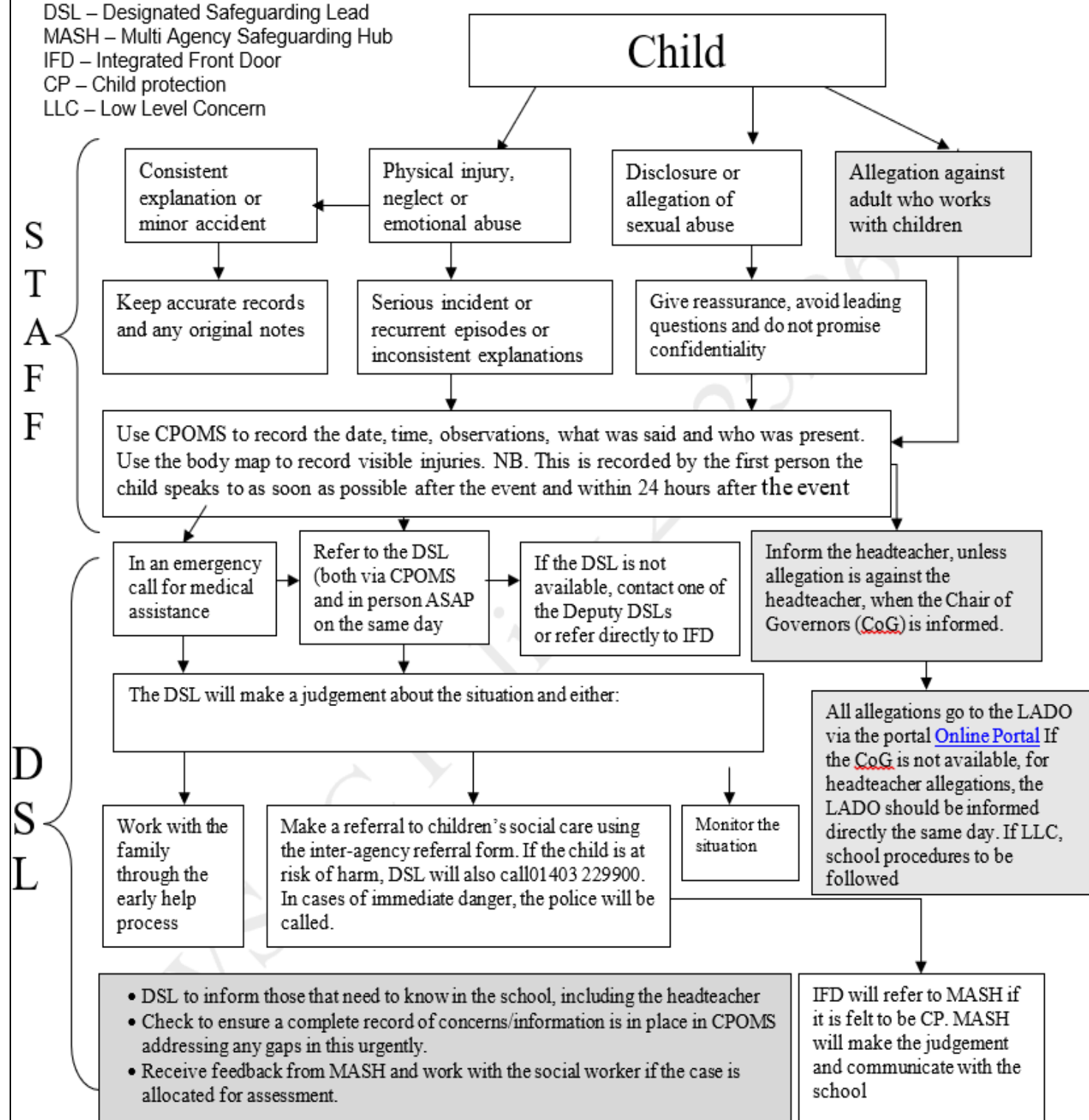
**Date approved by governing body:**

**Date reviewed by governing body:**

## Annex 1 – Flowchart for child protection procedures

### Annex 1 - Flowchart for child protection procedures

DSL – Designated Safeguarding Lead  
MASH – Multi Agency Safeguarding Hub  
IFD – Integrated Front Door  
CP – Child protection  
LLC – Low Level Concern



\* In the cases of known FGM, the teacher who was made aware will also make contact with the police

## Annex 2 – Managing potential disclosures

### All staff should

A member of staff who is approached by a child should maintain a positive attitude and try to reassure them. They should not promise complete confidentiality and should explain that they may need to pass information to other professionals to help keep the child or other children safe. The degree of confidentiality should always be governed by the need to protect the child. They should also not always assume that a child wanting to speak to them will make a disclosure.

Additional consideration needs to be given to children with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preferred communication method.

All staff should know who the DSL and Deputy DSL are. Ultimately, all staff have the right to make a referral to the police or social care directly and should do this if, for whatever reason, there are difficulties following the agreed protocol, e.g. they are the only adult on the school premises at the time and have concerns about sending a child home.

### Our guiding principles are the Three R's

#### Recognise

- Listen to what is being said, without displaying shock or disbelief
- Accept what is said and take it seriously
- Make a note of what has been said as soon as practicable
- Reassure the pupil, but only so far as is honest and reliable
- Don't make promises you may not be able to keep e.g. 'I'll stay with you' or 'everything will be alright now' or 'I'll keep this confidential'
- Do reassure e.g. you could say: 'I am listening to you', 'I am glad you came to me', 'I am sorry this has happened', 'We are going to do something together to get help'

#### Respond

- Respond to the pupil only as far as is necessary for you to establish whether you need to refer this matter, but do not interrogate for full details
- Do not ask 'leading' questions i.e. 'did he touch your private parts?' or 'did she hurt you?' Such questions may invalidate your evidence (and the child's) in any later court proceedings
- Do not ask the child why something has happened
- Do not criticise the alleged perpetrator; the pupil may care about them, and reconciliation may be possible
- Do not ask the pupil to repeat it all for another member of staff. Explain what you have to do next and to whom you need to talk. Reassure the pupil that it will be a senior member of staff in confidence.

#### Report

- Using the school guidance and processes that are in place record the incident on CPOMS and, if adjudged an urgent situation, share concerns in person the DSL/DDSL as soon as possible

- If you are not able to contact your DSL or the Deputy, and the child is at risk of immediate harm, contact the children's services social care department directly.
- If possible, make some very brief notes at the time, and write them up as soon as possible
- Keep your original notes on file
- Record the date, time, place, persons present and noticeable nonverbal behaviour, and the words used by the child. If the child uses sexual 'pet' words, record the actual words used, rather than translating them into 'proper' words
- Complete a body map to indicate the position of any noticeable bruising or marks
- Record facts and observable things, rather than your 'interpretations' or 'assumptions'.
- Support the child: listen, reassure, and be available
- Complete confidentiality is essential. Share your knowledge only with appropriate professional colleagues
- Try to get some support for yourself if you need it.
- All staff should be aware that children may not feel ready or know how to tell somebody that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful.

### **Considerations**

- Has the action taken provided positive outcomes for the child?
- Did the procedure work?
- Were any deficiencies or weaknesses identified in the procedure? Have these been remedied?
- Is further training required?

### **What happens next?**

- It is important that concerns are followed up and it is everyone's responsibility to ensure that they are. The member of staff should be informed by the person leading (normally DSL/DDSL) what has happened after the report being made. If they do not receive this information, they should be proactive in seeking it out.
- If a staff member believes that their concerns have not been dealt with effectively or that the child remains at risk, they should initially ask the DSL to reconsider ensuring that the risks are understood. If this does not result in a satisfactory outcome, or the DSL rationale appears to miss the risk to the child, then the Whistleblowing procedures of the school should be followed. If the DSL is unhappy with the response from Children Social Care, they should consider following the WSSCP escalation protocol, beginning with a manager to manager conversation. See [Annex 7](#)
- Receiving a disclosure can be upsetting for the member of staff and schools should have a procedure for supporting them after the disclosure. This might include reassurance that they have followed the procedure correctly and that their swift actions will enable the allegations to be handled appropriately. For some staff, use of an employee-based counselling service may be appropriate.

### **Key staff/Contacts to report concerns to**








## **SAFEGUARDING AND CHILD PROTECTION 25/6**

### **All staff decision making guide** (updated Sep 25)

*This is guidance only. If you are unclear where a situation sits the default is to seek advice from one of the school DSLs and/or duty staff.*

<b>Decision made as to whether the concern is:</b>		
<b>High risk/immediate action needed</b> One or more students are at immediate risk of further harm or have been harmed	<b>A concern that needs action today</b> There is a clear risk. Clarity is needed today on next steps	<b>Important information that needs sharing</b> Adjudged no immediate risk today
<b>Call/duty staff request made to speak urgently to DSL. DSL will decision make and lead</b>  <b>Priority 1 DSLs</b> LTu/ZBL ↓ <b>Priority 2 DSLs</b> KBT/JFU/KFL ↓ <b>Priority 3</b> CWo/LAL  Immediate action taken under the direction of a DSL to safeguard student /control risk  Logged on CPOMS <b>by all staff</b> involved ASAP	<b>Call made to duty staff or DSL to decide and action next step(s)</b>  The concern is logged on CPOMS asap. The full log must be made the same day.  Members of the house team and/or DSLs pick up from CPOMS alert and action	Receiving member of staff logs on CPOMS assigning (LTU) and alerting (house team) correctly  House team follow up recording risk-reducing actions on CPOMS.
<b>Examples:</b> <ul style="list-style-type: none"> <li>- Disclosure of overdose/significant self harm incident</li> <li>- Missing student who is known to be at risk</li> <li>- Potential non-accidental injury concern</li> <li>- Risk of 3rd party coming to school site.</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>- New scratches/concerning bruising</li> <li>- Disclosure of low mood</li> <li>- Social media incident that suggests sharing of inappropriate images</li> </ul>	<b>Examples:</b> <ul style="list-style-type: none"> <li>- Scabbed over scratches noticed on a student's arm</li> <li>- An observed change in student presentation - noticeable tiredness, significant mood shift etc</li> </ul>

### **WHO TO CONTACT - DSL grid 2025/6 - DSLs have a PINK lanyard**

<b>Lindsey Tunbridge-Adams</b>	<b>Zoë Blackman</b>	<b>Kate Blight</b>	<b>John Fuller</b>	<b>Kim Fuller</b>
<b>Ex.244</b> <a href="mailto:ltunbridge@durring.com">ltunbridge@durring.com</a>	<b>Ex.223</b> <a href="mailto:zblackman@durring.com">zblackman@durring.com</a>	<b>Ex.284</b> <a href="mailto:kblight@durring.com">kblight@durring.com</a>	<b>Ex.264</b> <a href="mailto:jfuller@durring.com">jfuller@durring.com</a>	<b>Ex.285</b> <a href="mailto:kfuller@durring.com">kfuller@durring.com</a>
Office next to Pele/F09	Office next to Pele and F14	Office in humanities	Office in humanities	Office on second floor
				

### **Annex 3 – Allegations against adults who work with children**

Our processes and procedures relating to low level concerns are set out in the trust-wide staff Code of Conduct document.

This outlines how we follow and comply with all statutory guidance (principally KCSIE and Working Together to Safeguard Children) and are active in our communication with the LADO. This communication is not just for concerns that meet the threshold. The LADO is also used for specific advice around situations that may be Low Level Concerns.

Allegations as defined by KCSiE should be reported to the LADO. Complaints or concerns can be managed independently by the school or college under internal procedures.

Complaints could include: –

- Breaches of the Code of Conduct
- Any breach of data protection or confidentiality
- Poor behaviour management
- Inappropriate use of social media
- Misadministration of medication

Concerns could include: –

- Inappropriate use of language, shouting or swearing
- Discussing personal or sexual relationships with, or in the presence, of pupils
- Making (or encouraging others to make) unprofessional comments which scapegoat, demean or humiliate children, or might be interpreted as such.

Lower Level Concerns LLC's , which do not reach the allegations harm threshold (or complaints criteria) should be dealt with under a school LLC procedure.

### **Procedure for Allegations that meet the harm threshold.**

This procedure should be used in all cases when it is alleged a member of staff, supply staff, volunteer, Governor, or another adult who works with children has either:

- behaved in a way that has harmed a child, or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

When considering allegations of suitability, (the fourth criteria above) the LADOs would consider the following situations:

- Parents of children who are placed on a CIN plan or are receiving Early Help;
- Arrests for offences against adults;
- Presentation to other professionals around mental health, domestic abuse and/or substance misuse;
- Extreme political or religious viewpoints which could be considered Hate Crime;
- Concerns about behaviour in their private lives which may impact on children

In any of these situations the LADO criteria for intervention will be assessed against the likelihood and impact of transferable risk to children.

In line with our referral process:

- Staff will report any concerns about the conduct of any member of staff, supply staff or volunteer to the headteacher as soon as possible.
- If an allegation is made against the headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

- There may be situations when the headteacher or Chair of Governors will want to involve the police immediately, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.
- Once an allegation has been received by the headteacher or Chair of Governors, they will contact the LADO via the portal [Online Portal](#) or as soon as possible and before carrying out any investigation into the allegation.
- Inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

When receiving information from outside agencies about school staff, the LADO will assess the potential for transferable risk and make a disclosure to the school where there is the likelihood of transferable risk to children and there is a pressing need.

If the matter is investigated internally, the LADO will advise the school to seek guidance from their personnel/HR provider in following procedures set out in Part 4 of 'Keeping Children Safe in Education' (2025) and the WSSCP procedures.

### **Supply Staff**

While supply staff are not employees of the school, it is still required that the school report the allegation to the LADO.

If the matter requires an internal investigation, this will be carried out by the school in liaison with an HR rep (acting as the employer) from the supply agency.

### **Lower Level Concerns (LLCs)**

Our approach to managing Low Level Concerns is set out within the DMAT staff Code of Conduct and is part of the school wide approach to safeguarding. The purpose of delineating our approach is to ensure that there is an open and transparent culture. This enables staff and school leaders to identify concerning, problematic or inappropriate behaviour at an early stage.

It will also empower staff to share any low level concerns with the DSL. Low Level Concerns will be managed independently by the school or college under internal procedures.

Examples of LLCs include, but is not limited to:-

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- or,
- using inappropriate sexualised, intimidating or offensive language.

The LLC policy will:-

- Ensure that staff are clear about what constitutes appropriate behaviour, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- Empower staff to share any low-level safeguarding concerns with the DSL
- Address unprofessional behaviour and support the individual to correct this at an early stage.
- Provide a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Help identify any weakness or areas that need further clarification in our school safeguarding system.

In line with the LLC policy:-

- All LLCs will be shared responsibly with the DSL, recorded in writing and dealt with in an appropriate and timely manner.
- All LLCs will be reviewed, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- If LLCs are found to be escalating and are reaching the harm threshold, A referral will be made to the LADO.

**If there is any doubt about the level at which behaviour needs to be addressed, LADO advice will be taken.**

## **Annex 4 – Sexual violence and sexual harassment between children in schools and colleges**

### **Context**

This annex details how staff should respond to all reports and concerns of child-on-child sexual violence and sexual harassment, including those that have happened outside of school or college premises, and or online. All staff are advised to maintain an attitude of “It could happen here”

As a school we maintain an attitude of “it could happen here”. Sexual harassment and or abuse is never acceptable and will never be ignored or accepted. We recognise the need to

create a safe environment where children feel able to report all types of concern as well as an environment where children are taught to understand what is and is not acceptable behaviour from their peers.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This can adversely affect their educational attainment as well as their emotional well-being. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. It is also important to recognise that some perpetrators may themselves also be victims.

We recognise that reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children and young people including school and college staff are supported and protected as appropriate.

## **Policy**

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and by other children.

We recognise that children are capable of abusing their peers and this will be dealt with under our child protection policy and in line with KCSiE (2025)

This policy is underpinned by the principle that there is a zero-tolerance approach to sexual violence and sexual harassment. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child-on-child abuse by: -

### **Prevention:**

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the school's behaviour policy and pastoral support system, and by a planned programme of evidence-based content delivered through the curriculum
- Engaging with specialist support and interventions.

### **Responding to reports of sexual violence and sexual harassment:**

- Children making a report of sexual violence or sexual harassment will be taken seriously, kept safe and be supported.
- Understanding that our initial response to a report from a child is incredibly important and can encourage or undermine the confidence of victims of sexual violence and harassment to report or to come forward in the future.

- If the report includes an online element, staff will be mindful of the Searching, Screening and Confiscation: advice for schools (DfE 2022): [Searching, Screening and Confiscation \(publishing.service.gov.uk\)](https://publishing.service.gov.uk/guidance) guidance.
- Staff taking the report will record the details in CPOMS as well as informing the DSL or their Deputy as soon as practicably possible but at least within 24 hours.
- Staff taking a report will never promise confidentiality.
- Parents or carers will normally be informed (unless this would put the child at greater risk).
- If a child is at risk of harm, is in immediate danger, or has been harmed, a referral will be made to Children's Social Care (01403 229900).

### **Risk Assessment:**

Following a report, the DSL/DDSL will make an immediate risk and needs assessment on a case-by-case basis.

The risk assessment will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs, and any disciplinary action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review.

Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils and form a risk reduction plan.

### **Action: The case lead DSL/DDSL will consider: -**

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children/young people involved.
- Developmental stages of the children/young people.
- Any power imbalance between the children/young people.
- Any previous incidents.
- On-going risks.
- Other related issues or wider context.

### **Options: The DSL will manage the report with the following options: -**

- Manage internally
- Refer to Early Help
- Refer to Children's Social Care
- Report to the police (generally in parallel with a referral to Social Care)

### **Ongoing Response:**

- All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing in CPOMS. Records will be reviewed for professional learning and also to identify (as early as possible) potential patterns of concerning, problematic or inappropriate behaviour. This so these can be addressed.

- The DSL/DDSL will manage each report on a case-by-case basis and will keep the risk reduction plan under review.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator will be removed from any classes they share with the victim during that investigation. This is a neutral act and to protect both them and the person making the allegation.
- The DSL, in conjunction with other senior staff, will consider how best to keep the victim and perpetrator apart on school premises and transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view, that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils and students).
- Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college will, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion. Where the perpetrator is going to remain at the school or college, the principle of keeping the victim and perpetrator in separate classes where possible should be maintained and continued. Consideration would be given to the most appropriate way to manage potential contact on school and college premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and other witnesses (children and adults) will receive appropriate support and safeguards on a case-by-case basis.
- When ongoing support is required by the victim, the victim should be asked whether they would find it helpful to have a designated trusted adult to talk about their needs alongside being referred on to more specialist support services. The choice of any such adult should be made by the victims (as far as reasonably possible) however the school also has a responsibility to individual staff and therefore the decision will require agreement by the school.
- The school will take any disciplinary action against the alleged perpetrator in line with behaviour and discipline in the school.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.

### **Unsubstantiated, unfounded, false, or malicious reports**

- If a report is determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and whether this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
- If a report is shown to be deliberately invented or malicious we will consider whether disciplinary action is required to be taken against the individual who made it. False allegations are harmful to the alleged perpetrator, can be damaging to the reputation of the school and can waste a great deal of staff time.

## Physical Abuse

While a clear focus of child-on-child abuse is linked to sexual abuse and harassment, physical assaults and initiation violence and rituals from pupils to pupils can also be abusive.

These are equally not tolerated and, if it is believed that a crime has been committed, will be reported to the police.

The principles from the anti-bullying policy will be applied in these cases, with recognition that any police investigation will need to take priority.

References: –  
KCSiE (DfE 2025)

## Annex 5 – Online Safety and Artificial Intelligence (AI)

We recognise and fully support the need to educate and safeguard children from potentially harmful and inappropriate online material.

A comprehensive approach to online safety empowers staff to protect and educate pupils, students, and colleagues in their use of technology and establishes the following mechanisms to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce – risks such as online gambling, inappropriate advertising, phishing and or financial scams. If we feel pupils, students or staff are at risk, we will report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme when devising and implementing policies and procedures.

Securis software provides an up-to-date and live filtering and monitoring system for the school and all school-provided devices are monitored in this way when online (even when not on site).



Key staff (Network manager, other IT staff, DSL, DDSLs, Computing & IT teachers and other senior staff) have specific roles to play in relation to filtering and monitoring. We use the following DFE guidance as a reference point. [Appropriate Filtering and Monitoring - UK Safer Internet Centre](#)

Our monitoring and filtering system is reviewed for effectiveness and coverage periodically, this to keep up with evolving cyber-crime technologies & issues. Where necessary any of the key staff identified above will seek further guidance to ensure we are following best-practice and up-to-date guidance. Sources include [National Education Network](#) and [Cyber security standards for schools and colleges.GOV.UK](#). Broader guidance on cyber security including considerations for governors and trustees can be found at [Cyber security training for school staff - NCSC.GOV.UK](#)

We will consider how online safety is reflected as required in all relevant policies and embedded across all areas of the curriculum, included in teacher training and within the role and responsibilities of the designated safeguarding lead as well as discussions with parents.

The Online Safety Act 2023 (the Act) is a new set of laws that protects children and adults online. It puts a range of new duties on social media companies and search services, making them more responsible for their users' safety on their platforms. The Act will give providers new duties to implement systems and processes to reduce risks their services are used for illegal activity, and to take down illegal content when it does appear.  
[Online Safety Act: explainer - GOV.UK](#)

### **Artificial Intelligence (AI)**

The Department has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education

[Generative AI: product safety expectations - GOV.UK](#)  
[Using AI in education settings: support materials - GOV.UK](#)

## **Annex 6- Information specific to the Prevent Duty**

Durrington recognises our statutory duty under Section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard" to the need to prevent people from being drawn into terrorism. The Prevent Duty is an integral part of our safeguarding responsibilities, working alongside Keeping Children Safe in Education (KCSIE), the Children Acts 1989/2004, and our wider safeguarding and child protection procedures.

We are committed to safeguarding all pupils from extremist influences, supporting their welfare, and ensuring they are prepared for life in modern Britain. Prevent is not a separate initiative; it is fully embedded within our ethos, culture and safeguarding practice.

Our approach to prevent focuses upon:

- To safeguard pupils from radicalisation, extremism and terrorist-related influence.
- To ensure staff, governors, volunteers and contractors understand their Prevent responsibilities.
- To promote resilience through curriculum, pastoral and extra-curricular provision.
- To provide clear procedures for identifying, recording and escalating Prevent concerns.
- To work in partnership with local Prevent teams, police, social care and Channel panels.

This applies to:

- All pupils enrolled at the school.
- All staff, governors, volunteers and contractors.
- All visitors and external agencies engaging with pupils on site or online.
- All devices owned by the school (whether or not they are on-site) and the networks operated by the school that visitors to the site may use

### **Roles and Responsibilities related to prevent**

- **Governing Body:** Provides strategic oversight, ensures compliance, and monitors impact.
- **Co-Headteachers:** Holds ultimate accountability for Prevent implementation and safeguarding culture.
- **Designated Prevent Lead (Also DSL trained):** John Fuller, Deputy Head who coordinates all Prevent-related activity, training, referrals and record-keeping. John also oversees risk assessment, liaises with external agencies, and ensures curriculum integration.
- **All Staff:** Remain vigilant to signs of radicalisation, record concerns, and report promptly to the DSL.

### **Training and Awareness**

#### For staff

- All staff receive Prevent awareness training at induction and through annual updates.
- DSLs and senior leaders undertake enhanced Prevent/Channel training.
- Governors are briefed to ensure they understand oversight responsibilities. This is done primarily through the CoG and lead governor for safeguarding
- Annual training for staff is completed to reflect our local context, online risks and community issues as well as key emerging national themes.
- Findings inform safeguarding action plans and curriculum priorities.

#### For students:

- Through PSHE, assemblies, subject teaching and enrichment, pupils are taught critical thinking, respect for diversity, and democratic values.
- Online safety is explicitly taught to help pupils recognise extremist or manipulative content.

#### Safe Environment and External Speakers

- Vetting of all visitors and speakers to ensure appropriateness.
- Filtering and monitoring systems in place for IT and internet use.

- Parents and carers engaged through communications on online safety and community risks.

### **Referral Process**

- Concerns reported, via CPOMS, to both John Fuller (prevent lead) and Lindsey Tunbridge-Adams, DSL
- Following a report being received a review is undertaken, as necessary further information sought and then a decision is made on next steps
- Next steps may include
  - No further action
  - Making parents/carers aware
  - updating/adapting IT monitoring and filtering systems
  - Onwards referral (to CSC and/or Prevent/Channel
  - Specific educational work with the individual.

### **6. Monitoring and Review**

- DSL maintains records of training, referrals and Prevent-related actions.
- Governors receive an annual update on Prevent activity.
- This annex is reviewed annually as part of the safeguarding policy update or sooner if statutory guidance changes.
- Feedback from staff, pupils, parents and external partners informs continuous improvement.

### **7. Related Policies and Guidance**

- This Child Protection Policy,
- School Behaviour Policy
- Keeping Children Safe in Education (DfE)
- Prevent Duty Guidance for England and Wales (HM Government, 2023)

## **Annex 7 – Whistleblowing**

### **Whistleblowing in a safeguarding context**

Every school should have a whistleblowing procedure. Whistleblowing procedures protect staff members who report colleagues they believe are doing something wrong or illegal, or who are neglecting their duties.

This does not replace the whistleblowing policy and should be read in conjunction with the school policy.

The whistleblowing policy is not designed to be used for concerns that fall under statutory procedures (for example child protection or allegations against staff) as these should be reported under the relevant procedures. However, the whistleblowing policy will apply if there

is good reason to believe that the relevant procedure is not being followed or will not be followed effectively.

Within Durrington High School, the Co-Heateachers are the senior managers and responsible for all staff. If you are concerned that any member of staff within the school is not following safeguarding processes or behaving in a way that is placing children at risk, you should make the headteacher aware.

If your concern is about the headteacher, you should raise this with the Chair of Governors by [process to contact CoG or equivalent]

If you would prefer to raise your concerns outside the school environment you can contact Children's Social Care by calling 01403 229900 Local Authority Designated Officer via [Online Portal](#)

## **Annex 8 – Safeguarding information and support for visiting adults/staff**

### **For supply staff and those on short contracts in Durrington High School**

While working in Durrington school, you have a duty of care towards the children and young people here. This means that at all times you should act in a way that is consistent with their safety and welfare. In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is Lindsey Tunbridge-Adams. There are also a number of deputy DSLs.






## **SAFEGUARDING AND CHILD PROTECTION 25/6**

### **All staff decision making guide** (updated Sep 25)

*This is guidance only. If you are unclear where a situation sits the default is to seek advice from one of the school DSLs and/or duty staff.*

<b>Decision made as to whether the concern is:</b>		
<b>High risk/immediate action needed</b> One or more students are at immediate risk of further harm or have been harmed	<b>A concern that needs action today</b> There is a clear risk. Clarity is needed today on next steps	<b>Important information that needs sharing</b> Adjudged no immediate risk today
<b>Call/duty staff request made to speak urgently to DSL. DSL will decision make and lead</b>  <b>Priority 1 DSLs</b> LTu/ZBL ↓ <b>Priority 2 DSLs</b> KBT/JFU/KFL ↓ <b>Priority 3</b> CWo/LAL  Immediate action taken under the direction of a DSL to safeguard student /control risk  Logged on CPOMS <b>by all staff</b> involved ASAP	<b>Call made to duty staff or DSL to decide and action next step(s)</b>  The concern is logged on CPOMS asap. The full log must be made the same day.  Members of the house team and/or DSLs pick up from CPOMS alert and action	Receiving member of staff logs on CPOMS assigning (LTU) and alerting (house team) correctly  House team follow up recording risk-reducing actions on CPOMS.
<b>Examples:</b> - Disclosure of overdose/significant self harm incident - Missing student who is known to be at risk - Potential non-accidental injury concern - Risk of 3rd party coming to school site.	<b>Examples:</b> - New scratches/concerning bruising - Disclosure of low mood - Social media incident that suggests sharing of inappropriate images	<b>Examples:</b> - Scabbed over scratches noticed on a student's arm - An observed change in student presentation - noticeable tiredness, significant mood shift etc

### **WHO TO CONTACT - DSL grid 2025/6 - DSLs have a PINK lanyard**

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This is not an exhaustive list, but you may have become concerned as a result of:

- Observing a physical injury, which you think may have been non-accidental.
- Observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for.
- Observing child behaviour that leads you to be concerned about a child or young person.
- A child or young person telling you that they have been subjected to some form of abuse

- Observing adult behaviour that leads you to be concerned about their suitability to work with children or young people.

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL as soon as possible and no longer than 24 hours later. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish.
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect.
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it and give your record to the DSL who should follow due process, including contacting Children's Social Care if appropriate.

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff in the main staff room.

If your concern involves the DSL or a member of the senior staff, inform one of the headteacher and consider/discuss contacting the LADO via the [Online Portal](#)

**Remember, if you have a concern, report it.**

## Annex 9 – What is child abuse?

The following definitions are taken from Working Together to Safeguard Children HM Government (2023) In addition to these definitions, it should be understood that children can also be abused by being sexually exploited, through honour-based violence, forced marriage or female genital mutilation. To support the local context, all staff have access to the West Sussex Safeguarding Children Partnership (WSSCP) threshold chart.

<https://www.westsussexscp.org.uk/wp-content/uploads/2024/02/Thresholds-on-a-page-FINAL-Feb2024.pdf>

### What is abuse and neglect?

Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger. They may be abused by an adult or adults, or another child or children.

### 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 in a child.

## **Emotional abuse**

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

## **Sexual abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (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.

## **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 caregivers)
- ensure access to appropriate medical care or treatment.

Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Another type of neglect is affluent neglect. This describes children neglected in wealthier families, often manifesting itself as emotional neglect due to parental absence, pressure to succeed and lack of supervision, despite material provision.

This form of neglect can be subtle and therefore easily overlooked because it does not fit the traditional indicators of neglect associated with living in poverty.

The WSSCP neglect strategy is used to provide a more detailed summary of neglect and the local thresholds for referrals.

## Indicators of abuse

### Neglect

The nature of neglect

Neglect is a lack of parental care, but poverty and lack of information or adequate services can be contributory factors.

Far more children are registered to the category of neglect on child protection plans than to the other categories. As with abuse, the number of children experiencing neglect is likely to be much higher than the numbers on the plans.

Neglect can include parents or carers failing to:

- provide adequate food, clothing and shelter
- protect a child from physical and emotional harm or danger
- ensure adequate supervision or stimulation
- ensure access to appropriate medical care or treatment.
- NSPCC research has highlighted the following examples of the neglect of children under 12:
  - frequently going hungry
  - frequently having to go to school in dirty clothes
  - regularly having to look after themselves because of parents being away or having problems such as drug or alcohol misuse
  - being abandoned or deserted
  - living at home in dangerous physical conditions
  - not being taken to the doctor when ill
  - not receiving dental care.

Neglect is a difficult form of abuse to recognise and is often seen as less serious than other categories. It is, however, very damaging: children who are neglected often develop more slowly than others and may find it hard to make friends and fit in with their peer group.

Neglect is often noticed at a stage when it does not pose a risk to the child. The duty to safeguard and promote the welfare of children (What to do if You're Worried a Child is Being Abused DfE 2015) would suggest that an appropriate intervention or conversation at this early stage can address the issue and prevent a child continuing to suffer until it reaches a point when they are at risk of harm or in significant need.

Neglect is often linked to other forms of abuse, so any concerns school staff have should at least be discussed with the DSL.

### Indicators of neglect

The following is a summary of some of the indicators that may suggest a child is being abused or is at risk of harm. It is important to recognise that indicators alone cannot confirm whether a child is being abused. Each child should be seen in the context of their family and wider community and a proper assessment carried out by appropriate persons. What is important to keep in mind is that if you feel unsure or concerned, do something about it. Don't keep it to



yourself. The WSSCP neglect toolkit provides a more detailed list of indicators of neglect and is available to all staff

- Physical indicators of neglect
  - Constant hunger and stealing food
  - Poor personal hygiene – unkempt, dirty or smelly
  - Underweight
  - Dress unsuitable for weather
  - Poor state of clothing
  - Illness or injury untreated
- Behavioural indicators of neglect
  - Constant tiredness
  - Frequent absence from school or lateness
  - Missing medical appointments
  - Isolated among peers
  - Frequently unsupervised
  - Stealing or scavenging, especially food
  - Destructive tendencies

## **Emotional abuse**

### **The nature of emotional abuse**

Most harm is produced in low warmth, high criticism homes, not from single incidents. Emotional abuse is difficult to define, identify/recognise and/or prove. Emotional abuse is chronic and cumulative and has a long-term impact.

All kinds of abuse and neglect have emotional effects although emotional abuse can occur by itself.

Children can be harmed by witnessing someone harming another person – as in domestic violence.

It is sometimes possible to spot emotionally abusive behaviour from parents and carers to their children, by the way that the adults are speaking to, or behaving towards children. An appropriate challenge or intervention could affect positive change and prevent more intensive work being carried out later on.

- **Indicators of emotional abuse**
  - Developmental issues
  - Delays in physical, mental and emotional development
  - Poor school performance
  - Speech disorders, particularly sudden disorders or changes.
- **Behaviour**
  - Acceptance of punishment which appears excessive
  - Over-reaction to mistakes
  - Continual self-deprecation (I'm stupid, ugly, worthless etc)
  - Neurotic behaviour (such as rocking, hair-twisting, thumb-sucking)
  - Self-mutilation

- Suicide attempts
  - Drug/solvent abuse
  - Running away
  - Compulsive stealing, scavenging
  - Acting out
  - Poor trust in significant adults
  - Regressive behaviour – e.g., wetting
  - Eating disorders
  - Destructive tendencies
  - Neurotic behaviour
  - Arriving early at school, leaving late
  - Social issues
  - Withdrawal from physical contact
  - Withdrawal from social interaction
  - Over-compliant behaviour
  - Insecure, clinging behaviour
  - Poor social relationships
- **Emotional responses**
    - Extreme fear of new situations
    - Inappropriate emotional responses to painful situations (“I deserve this”)
    - Fear of parents being contacted
    - Self-disgust
    - Low self-esteem
    - Unusually fearful with adults
    - Lack of concentration, restlessness, aimlessness
    - Extremes of passivity or aggression

## **Physical abuse**

### **The nature of physical abuse**

Most children collect cuts and bruises quite routinely as part of the rough and tumble of daily life. Clearly, it is not necessary to be concerned about most of these minor injuries. However, accidental injuries normally occur on the bony prominences – e.g., shins. Injuries on the soft areas of the body are more likely to be inflicted intentionally and should therefore make us more alert to other concerning factors that may be present.

A body map can assist in the clear recording and reporting of physical abuse. The body map should only be used to record observed injuries, and no child should be asked to remove clothing by a member of staff of the school.

- Indicators of physical abuse / factors that should increase concern
  - Multiple bruising or bruises and scratches (especially on the head and face)
  - Clusters of bruises – e.g., fingertip bruising (caused by being grasped)
  - Bruises around the neck and behind the ears – the most common abusive injuries are to the head
  - Bruises on the back, chest, buttocks, or on the inside of the thighs

- Marks indicating injury by an instrument – e.g., linear bruising (stick), parallel bruising (belt), marks of a buckle
- Bite marks
- Deliberate burning may also be indicated by the pattern of an instrument or object – e.g., electric fire, cooker, cigarette
- Scalds with upward splash marks or tide marks
- Untreated injuries
- Recurrent injuries or burns
- Bald patches.

In the social context of the school, it is normal to ask about a noticeable injury. The response to such an enquiry is generally light-hearted and detailed. So, most of all, concern should be increased when:

- the explanation given does not match the injury
- the explanation uses words or phrases that do not match the vocabulary of the child (adult words)
- no explanation is forthcoming
- the child (or the parent/carer) is secretive or evasive
- the injury is accompanied by allegations of abuse or assault
- You should be concerned if the child or young person:
  - is reluctant to have parents/carers contacted
  - runs away or shows fear of going home
  - is aggressive towards themselves or others
  - flinches when approached or touched
  - is reluctant to undress to change clothing for sport
  - wears long sleeves during hot weather
  - is unnaturally compliant in the presence of parents/carers.
  - has a fear of medical help or attention
  - admits to a punishment that appears excessive.

## **Sexual abuse**

### **The nature of sexual abuse**

Sexual abuse is often perpetrated by people who are known and trusted by the child – e.g., relatives, family friends, neighbours, babysitters, people working with the child in school, faith settings, clubs or activities. Children can also be subject to child sexual exploitation.

Sexual exploitation is seen as a separate category of sexual abuse.

### **Characteristics of child sexual abuse:**

- it is often planned and systematic – people do not sexually abuse children by accident, though sexual abuse can be opportunistic
- grooming the child – people who abuse children take care to choose a vulnerable child and often spend time making them dependent

- grooming the child's environment – abusers try to ensure that potential adult protectors (parents and other carers especially) are not suspicious of their motives.
- Most people who sexually abuse children are men, but some women sexually abuse too.
- Indicators of sexual abuse
- Physical observations
- Damage to genitalia, anus or mouth
- Sexually transmitted diseases
- Unexpected pregnancy, especially in very young girls
- Soreness in genital area, anus or mouth and other medical problems such as chronic itching
- Unexplained recurrent urinary tract infections and discharges or abdominal pain
- Behavioural observations
- Sexual knowledge inappropriate for age
- Sexualised behaviour or affection inappropriate for age
- Sexually provocative behaviour/promiscuity
- Hinting at sexual activity
- Inexplicable decline in school performance
- Depression or other sudden apparent changes in personality as becoming insecure or clinging
- Lack of concentration, restlessness, aimlessness
- Socially isolated or withdrawn
- Overly compliant behaviour
- Acting out, aggressive behaviour
- Poor trust or fear concerning significant adults
- Regressive behaviour,
- Onset of wetting, by day or night; nightmares
- Onset of insecure, clinging behaviour
- Arriving early at school, leaving late, running away from home
- Suicide attempts, self-mutilation, self-disgust
- Suddenly drawing sexually explicit pictures
- Eating disorders or sudden loss of appetite or compulsive eating
- Regressing to younger behaviour patterns such as thumb sucking or bringing out discarded cuddly toys
- Become worried about clothing being removed
- Trying to be 'ultra-good' or perfect; overreacting to criticism.

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