



## **Durham Cathedral Schools Foundation**

### **SAFEGUARDING POLICY**

#### **1. Policy Aims**

- 1.1 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.

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 DCSF's values of Moral integrity, Ambition, Responsibility and Kindness, which encourages pupils to support and respect others, whether in person or online. This takes a safeguarding-first approach to all behavioural incidents.
- 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 DCSF or other appropriate body.

DCSF 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:

- Online Safety Policy
- 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
- Missing Pupil Policy
- Staff and Volunteer Code of Conduct
- Gender Identity Policy
- Attendance Policy

It should also be read in conjunction with:

- [\*Keeping Children Safe in Education\*](#) (September 2025)
- [\*Working Together to Safeguard Children\*](#) (December 2023)
- [\*After-School Clubs, Community Activities, and Tuition\*](#) (September 2023)
- [\*Working Together to Improve School Attendance\*](#) (August 2024)
- [\*Durham Safeguarding Children Partnership's Thresholds guidance\*](#) (March 2025)
- [\*Durham Cathedral Safeguarding Policy\*](#) (March 2025)

#### Staff, Volunteers and Safer Recruitment

- 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 2025)
  - *Working Together to Safeguard Children* (December 2023)
  - *Prevent Duty Guidance for England and Wales* (September 2023)

- *Independent Schools Standards (England) Regulations* (2014)
  - *National Minimum Standards for Boarding Schools* (September 2022)
  - *Early Years Foundation Stage Statutory Framework: For Group and School-Based Providers* (Published: 14 July 2025; Effective: 1 September 2025)
- 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; and
    - complete a disqualification under the childcare act (DUCA) declaration.
  - 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.
  - 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 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 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 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, governor, volunteer and pupil (School Monitors and Peer Mentors) training;
  - Pupil education on safeguarding issues such as bullying, child-on-child 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 Officer and her Deputies;
  - The key principles, themes and specific safeguarding concerns identified in *Keeping Children Safe in Education* (September 2025);
  - Vulnerable pupils, including those with special educational needs and/or disabilities, young carers, Children in Care 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, colleagues or 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 whole staff DCSF safeguarding training took place on 28 August 2025.

- 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 2025). Members of the Senior Leadership Team and Governors of 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.
- 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 DCC.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in 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 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.

## 1.2 Designated Safeguarding Officers (September 2025)

<b>Safeguarding Role</b>	<b>Name</b>	<b>Location</b>
Designated Safeguarding Lead for DCSF	Harriet Thompson	Durham School
Deputy Safeguarding Officers	Patricia Abbott	Durham School
	Claire Hodge	Durham School
	Andrew McMillan	Durham School
	Mark Younger	Durham School
	Deborah Bennett	Durham School – Events and Lettings
	Simon Bowler	Durham School and Chorister School
	Joss Balfour	Chorister School
Safeguarding Lead for the EYFS	Tamsin Metcalfe	Chorister School

- See Appendix A for contact details for the Designated Safeguarding Officers.
- 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>
Richard Hillier	Governor
Michael Alderson	Principal
Sally Harrod	Head Teacher (Chorister School)
Harriet Thompson	Deputy Head Pastoral
Andrew Beales	Development Director
Nicola Thompson	Director of Wellbeing
Paul Sanderson	Director of Digital Strategy
Hugh Shannon	Estates Manager
Lisa Hardy	Teacher of Music
George Bainbridge	HR and Payroll Officer

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

### **2.1 Safeguarding**

Safeguarding and promoting the welfare of children is defined as:

- Providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from maltreatment, whether that is within or outside the home, including online;
- preventing the impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

### **2.2 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. Any such abuse may not be dismissed as 'banter', 'a joke' or 'part of growing up'; DCSF has a rigorous zero tolerance approach to all forms of emotional abuse.

## **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. All staff working with children should maintain an attitude of 'it could happen here'.

**Child sexual exploitation (CSE)** 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.

**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. DCSF has a rigorous zero tolerance approach to all forms of child-on-child abuse, and such behaviour should never be dismissed as 'banter', 'a joke' or 'part of growing up'. It is essential that all victims of child-on-child sexual harassment, violence or abuse are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside of DCSF should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised.

### **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, see or hear these behaviours in their home or wider family environment.

### **2.3 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.

## Child-on-child abuse

Children can abuse other children. This is generally referred to as child-on-child 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 DCSF has a rigorous zero tolerance approach to all forms of child-on-child abuse, and such behaviour must never be dismissed as 'banter' or 'a joke'. A victim of child-on-child abuse is likely to need significant support following an abusive experience, and should never be made to feel ashamed. Equally, it is important to note that, while perpetrators of child-on-child 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 child-on-child 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, 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.

### Consensual and non-consensual sharing of nude and semi-nude images and/or videos

The sharing of nude and semi-nude images and/or videos (also known as sexting or youth-produced sexual imagery) can be defined as the sharing or showing of 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, and the victim should never be made to feel ashamed. 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*

*Statutory Guidance on Female Genital Mutilation* (July 2020). 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 seek advice from First Contact (or the relevant children's service based on the pupil's home address).

Additionally, all regulated health and social care professionals and teachers in England and Wales must make a report to the police if, in the course of their professional duties, they:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

#### Other, so-called 'honour-based' abuse (HBA)

This refers to incidents or crimes committed to protect or defend the honour of a family and/or community, which, *Keeping Children Safe in Education* 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. HBA 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.

#### Child Criminal Exploitation (CCE)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting, or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of

criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

### 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.

Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:

- 1 negate or destroy the fundamental rights and freedoms of others; or
- 2 undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
- 3 intentionally create a permissive environment for others to achieve the results in (1) or (2).

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence. 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 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 who are absent from education and children missing education (CME)

Unexplainable and/or persistent absences from education can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation – particularly county lines. DCSF recognises that accurate attendance registers and careful procedures for identifying and addressing pupil absence are important measures in ensuring that children engage with education, that we identify abuse, and in the case of absent pupils, preventing the risk of them becoming a child missing education in the future. DCSF will work with children's services where school absence indicates safeguarding concerns.

Children missing education (CME) 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.

## 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, identify as LGBT+, or are boarders living away from home, then 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.

DCSF commits to making reasonable adjustments for disabled children and young people to deal with particular disadvantages, such as bullying or child-on-child abuse.

## 2.4 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.

## 2.5 Use of Reasonable Force

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 themselves or others;
- prevent a child from committing a criminal offence;
- defend oneself from attack;
- prevent a child from leaving a supervised environment, thus putting their 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 them 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 at the relevant school as soon as is reasonably practicable.

### **3. Procedures**

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

In accordance with the guidance and legislation above, DCSF 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 (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring) which refers to the possible indicators of abuse, neglect and exploitation, contextual risks, and specific safeguarding issues such as radicalisation, child-on-child abuse and sexual harassment, criminal and sexual exploitation, domestic abuse, 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 ensuring that filtering and monitoring systems and their effectiveness are regularly reviewed;
- requiring all DCSF ICT users (staff and pupils) to sign an Acceptable Use Agreement that defines clear expectations regarding the use of ICT;
- speaking with parents and carers about children's access to online sites when away from school.



## 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, exploitation, and discrimination, and the right to special protection and help if a refugee

*Working Together to Safeguard Children (December 2023)*

### 3.2.1 Proactive Procedures

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

- Pupils of 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, Chapel services, 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.
- In order to provide the most meaningful and child-centred programme of education, opportunities for pupil voice are taken to ensure that pupils' own lived experience and priorities are listened to.
- 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. This includes ensuring children understand the law on child-on-child abuse is there to protect them rather than criminalise them.
- DCSF's pastoral structure (involving Tutors, Matrons, Senior Mental Health Lead, 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 Deputy Head Pastoral at Durham School (also DSL), Senior Mental Health Lead, Director of Wellbeing, Head of Boarding, Heads of Learning Support and the Deputy Head Pastoral at the Chorister School) 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 child-on-child 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 child-on-child 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 vulnerable children, including those who identify as LGBT+, have a trusted adult who they can be open with, e.g., development of five-person plan.
- 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 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 considered 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 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 DCSF and Durham Cathedral are essential.

### Safeguarding Measures

- In addition to the routine pastoral monitoring and support in place for pupils, the Resident Tutors at the Cathedral site will help to oversee the welfare and safety of the Cathedral Choristers
- An individual on DCSF's SCR will accompany the Cathedral Choristers to, from and during rehearsals, performances and Cathedral services, such that they are always under the care of, and accompanied by, an individual on DCSF's SCR for the duration of any commitments away from the DCSF site.
- The Durham Cathedral Safeguarding Officer will introduce themselves to DCSF pupils who are Cathedral Choristers and ensure that the pupils understand their safeguarding role and responsibilities in the Cathedral.
- During term time, a Cathedral Choristers – Safeguarding and Pastoral meeting takes place on an approximately weekly basis where any safeguarding and/or pastoral concerns about Cathedral Choristers are raised and discussed. This meeting is attended by the Master of the Choristers and Organist, the Sub-Organist, the Principal of DCSF, the Head Teacher of Chorister School, the Chorister Supervisor and, when possible, the SHM of Barrington House, and the Year 7 and 8 Chorister Tutor.
- 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.

#### 3.2.3 Keeping children safe in out-of-school settings

When services or activities are provided by DCSF under the direct supervision or management of our Foundation staff (e.g., school holiday camps), DCSF arrangements for child protection will apply. Where services or activities are provided separately by another body, DCSF will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the Foundation on these matters where appropriate. This applies regardless of whether or not the children who attend any of these services or activities are children on the Foundation roll. DCSF also ensures safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

DCSF will follow our own managing allegations/safeguarding policies (see Section 4), including informing the LADO as appropriate, if we receive an allegation about

an individual or the organisation concerning incidents that happen when the Foundation's premises are being used by external providers.

### 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 (children's services, emergency services or Prevent Team) may be made by anyone (see Appendix B for contact details). 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 act and sharing information might be critical in keeping pupils safe.
- Staff should be aware that children may not feel ready or know how to tell someone they are being abused.
- 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 child-on-child abuse – neglect or exploitation, the member of staff or volunteer must observe, record and report as above, but must not investigate the concern. Care should be taken to ensure that the victim is not made to feel ashamed or blamed in any way. These principles are 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 contact a Designated Safeguarding Officer, a safeguarding referral must be made via First Contact or the police 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, neglect or exploitation must keep a sufficient written or electronic (CPOMS) record of the disclosure or concern. They should listen carefully to any disclosure or allegation, but must not ask leading questions or attempt to investigate. Care should be taken to ensure that the victim is not made to feel ashamed or blamed in any way. 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. In CPOMS, 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.
- In the case of an incident, where necessary, support is provided to siblings who are DCSF pupils.

### 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 on 03000 267 979 (or the relevant children's service based on the pupil's home address)

and in accordance with the Durham Safeguarding Children Partnership referral thresholds.

- Where children and families would benefit from early help, an Early Help Assessment will be completed and submitted through Durham Safeguarding Children Partnership's [Children's Services Portal](#) (or the relevant children's service based on the pupil's home address). A copy of the Early Help Assessment is stored on the pupil's CPOMS profile.
- Where there is a safeguarding concern about a child, a Safeguarding Referral Form will be completed and emailed to First Contact (or the relevant children's service based on the pupil's home address) at [firstcontact@durham.gov.uk](mailto:firstcontact@durham.gov.uk) without delay, and in any event, within 24 hours. If the concern is urgent, First Contact will be called immediately and this telephone conversation followed up by a written referral.
- 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 First Contact (or the relevant children's service based on the pupil's home address). If a member of staff discovers that FGM appears to have been carried out on a girl under 18, they should report this to Durham Constabulary (Telephone 101).
- In the case of **radicalisation or extremism** concerns should be reported in line with Durham Safeguarding Children Partnership procedures to Durham Constabulary's Prevent Team using their [online referral form](#) or by emailing [Prevent@durham.police.uk](mailto:Prevent@durham.police.uk). Non-emergency advice on extremism and radicalisation may be sought by telephoning the national police Prevent advice line on 0800 011 3764.
- If a pupil **goes missing**, the 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 Operation Encompass

- DCSF is part of Operation Encompass. Operation Encompass is a national police and education early intervention safeguarding partnership which

supports children and young people who experience Domestic Violence and Abuse and which is in place in every police force in England and Wales.

- Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.
- Operation Encompass means that the police will share information with DCSF about **all** police attended Domestic Abuse incidents which involve any of our children prior to the start of the next school day.
- DCSF's nominated Key Adult is the Designated Safeguarding Lead. They have completed the online Operation Encompass Key Adult training and are responsible for cascading the principles of Operation Encompass to all other school staff and Governors. All DCSF staff and Governors can undertake the online training.
- Our parents are fully aware that we are an Operation Encompass Foundation and we ensure that when a new child joins our schools the parents/carers are informed about Operation Encompass.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Designated Safeguarding Lead will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the schools.
- When the Key Adult, DSL or DDSLs leave the schools and other staff are appointed, they will ensure that all Operation Encompass log in details are shared with the new Key Adults and that the new member of staff will undertake the Operation Encompass online training.

### 3.3.5 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 follow the Procedure on Receipt of Historical Allegation of Abuse (see Appendix).

- 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. Further guidance on information sharing for people who provide safeguarding services to children, young people, parents and carers can be found in the DfE's [Information Sharing Advice for Safeguarding Practitioners](#) (1 May 2024).
- 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 or others 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 considered 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 DCSF and the pupil's parents or guardians will be made through the Designated Safeguarding Lead. While 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 (including supply staff), contractors 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 (including supply staff), contractors 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 Principal has responsibilities towards ensuring support for the member of staff involved, but the paramount consideration is for the welfare of the pupil.
- Details of the procedures to be followed on receipt on allegations of historical abuse can be found in Appendix C.

##### **4.1 Allegations that may meet the harms threshold**

- The Principal (or the Chair of the Governors in their 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;
  - d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- The Principal will report any such concern to the Local Authority Designated Officer (LADO) by telephoning 03000 268835.
- The Principal will inform the Chair of Governors of the allegation, as well as any actions required by the LADO.
- In the case of such a concern being about the Principal, the matter should be reported to the Chair of Governors without informing the Principal. The Chair of Governors will then report to the LADO.
- 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 Principal, 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 individual making the allegation and the member of staff concerned.
- A representative of 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 Principal.
- Detailed records will be kept by all parties involved.
- Where recommendations are made following completion of an investigation, DCSF is required to inform the LADO of the actions taken. The LADO must also be informed of the outcome of any internal investigation or actions taken.

#### 4.2 Concerns that do not meet the harm threshold

- Allegations or concerns that do not meet the harms threshold are referred to as 'low level concerns'. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of DCSF may have acted in a way that:
  - is inconsistent with the Staff and Volunteer Code of Conduct, including inappropriate conduct outside of work; and
  - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- Examples of such behaviour could include, but are not limited to:
  - being over friendly with children;
  - having favourites;
  - taking photographs of children on their mobile phone when there is no clear educational or marketing reason to do so, or keeping images/videos on a personal device longer than is necessary;

- 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.
- It is vital that staff (including supply teachers, volunteers and contractors) share any low level concerns they have in order that DCSF has a culture of openness, trust and transparency in which its MARK values and the expected behaviour as set out in the Staff and Volunteer Code of Conduct are constantly lived, monitored and reinforced by all staff.
  - This includes the self-referral of staff for example, if they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.
  - Low level concerns should be reported to the Designated Safeguarding Lead, unless they are about the Designated Safeguarding Lead, in which case they should be reported to the Principal.
  - All low level concerns should be recorded on CPOMS StaffSafe. The record should include details of the concern, the context in which the concern arose, and the action taken. The name of the individual sharing their concerns should also be noted, although if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

## **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.

**Policy reviewed by Patricia Abbott, Designated Safeguarding Lead, DCSF**  
**September 2021**  
**November 2021**

**Policy reviewed by Harriet Thompson, Deputy Head Pastoral and DSL**  
**September 2022**  
**September 2023**  
**September 2024**  
**September 2025**

**Appendix A: Contact Details of Designated Safeguarding Officers**

<b>Safeguarding Role</b>	<b>Name</b>	<b>Telephone Number</b>
Designated Safeguarding Lead for DCSF	Harriet Thompson	313119
Deputy Safeguarding Officers	Patricia Abbott	313107
	Mark Younger	313312
	Claire Hodge	313999
	Andrew McMillan	313300 / 313214
	Deborah Bennett	313109
	Simon Bowler	313220
	Joss Balfour	313500
Safeguarding Lead for the EYFS	Tamsin Metcalfe	313615

## Appendix B: Contact Details of Agencies

Local authority	Agency	Contact details
ALL	Police (emergency)	999
	Police (non-emergency)	101
	National police Prevent advice line	0800 011 3764
Durham	<a href="#">First Contact</a>	03000 267 979
	<a href="#">Durham Safeguarding Children Partnership</a>	03000 265 770
	LADO	03000 268 835
	Children Missing Education	03000 265 908
	<a href="#">CAMHS (County Durham and Darlington) SPOA (non-emergency)</a>	0300 123 9296
	CAMHS Professionals Line	01642 058 589
	CAMHS Crisis Team	111 option 2
Darlington	<a href="#">Children's Front Door</a>	01325 406 252
Gateshead	<a href="#">Children's Services</a>	0191 433 2653 (office hours) 0191 477 0844 (out of hours)
Hartlepool and Stockton-on-Tees	<a href="#">The Children's Hub</a>	01429 284 284 (office hours) 01642 524 552 (out of hours)
Middlesbrough	<a href="#">Multi-Agency Children's Hub</a>	01642 726 004 (office hours) 01642 524 552 (out of hours)
Newcastle upon Tyne	<a href="#">Children's Social Care</a>	0191 277 2500 (office hours) 0191 278 7878 (out of hours)
North Tyneside	<a href="#">Front Door Service</a>	0345 2000 109 (office hours) 0330 333 7475 (out of hours)
North Yorkshire	<a href="#">North Yorkshire Safeguarding Children Partnership</a>	0300 131 2 131
Northumberland	<a href="#">Children's services</a>	01670 536 400
Redcar and Cleveland	<a href="#">Multi-Agency Children's Hub</a>	01642 130 700 (office hours) 01642 524 552 (out of hours)
South Tyneside	<a href="#">Front Door Service</a>	0191 424 5010 (office hours) 0191 456 2093 (out of hours)
Sunderland	<a href="#">Together for Children</a>	0191 561 7007 (office hours) 0191 520 5560 (out of hours)



## **Appendix C: Procedure to be Followed on Receipt of an Allegation of Historical Abuse**

The following procedure has been designed to provide staff and volunteers with instructions to follow if and when they receive an allegation of historical abuse at the Foundation or one of its former constituent schools (Bow School, Choristers School or Durham School).

### **Step by Step Procedure**

1. Inform the Foundation's Designated Safeguarding Lead (DSL) or, in their absence, a Deputy DSL.
2. DSL informs the Principal, who in turn informs the Chair of Governors. The DSL then carries out some immediate checks in order to answer the following questions:
  - a) When was the pupil on roll at the Foundation?
  - b) When was the accused staff member/volunteer employed by/volunteering at the Foundation?
  - c) Are there any pupils or staff files relating to those involved?
  - d) On the basis of the above checks, is the allegation at least capable of being true?
3. Assuming the answer to question 2d) above is 'yes', the DSL will then address the following questions:
  - a) What has happened to the accused staff member/volunteer?
  - b) Are they still working at or involved with the Foundation (or any other setting with access to children)?

If the answer to question 3b) above is yes, then it is possible that a child/children is/are at risk of significant harm and the allegation will be reported to the LADO (or to the LADO responsible for the area where the staff member now works) immediately and no later than 24 hours after receipt of the initial allegation.

4. Where the accused no longer works at the Foundation or is no longer involved with children (or where the Foundation simply does not know what the current position is) and where we cannot therefore identify any child at risk of significant harm, we will nevertheless report the allegation to the LADO. The LADO has access to other agencies whose records may show whether the accused has come to their attention before and whether they are recorded as working with children or vulnerable adults elsewhere. The LADO is also able to

report allegations directly to the relevant police department. When a crime has been alleged, the LADO will be asked to report it to the police. It is possible that the LADO may suggest that the DSL report the matter to the police directly, in which case the DSL will ask for the relevant police contact details and report the matter accordingly.

5. In some cases, records will indicate that the accused is dead, and by definition, no children can be at continuing risk of significant harm from them. Nevertheless, on the basis that a crime has been reported the Foundation will still report the allegation to the LADO and ask that it be passed on to the relevant officer in the police. If the LADO is not going to report the matter to the police themselves, then the DSL will request relevant contact details and do so.
6. Unless asked not to do so by the LADO/police, the Foundation will undertake some due diligence at this point. From a review of files held, the Foundation will aim to identify:
  - a) Whether the appropriate pre-appointment checks were carried out on the accused staff member/volunteer;
  - b) Whether the Foundation was made aware of any allegations about the accused's inappropriate conduct during their time in employment/volunteering with the Foundation;
  - c) If the Foundation was aware of any allegations of misconduct, whether proper referrals made to the relevant agencies at that time;
  - d) How and when the accused's employment/volunteering came to an end; and
  - e) what records exist of any references given by the Foundation to future employers?

All such information will be shared with the LADO or the police where either is carrying out an investigation.

7. The following points will also be considered by the Foundation:
  - a) Whether a referral to the TRA and/or the DBS needs to be made;
  - b) The need to consult with the Foundation's insurer;
  - c) What the governance structure was at the time of the alleged incident:
    - i. Is this a matter for referral to the Dean and Chapter, or Woodard Trust for instance?
  - d) Whether a serious incident report needs to be made to the Charity Commission;
  - e) Whether the BSA needs to be made aware of the allegation;

- f) The need to seek legal and/or PR advice in order to establish:
    - i. what the next steps should be; and
    - ii. whether any legal or PR concerns arise as a result of the handling of the matter in question.
- 8. Communication with the alleged victim will be handled diligently and where there is an insurer in consultation with it. The alleged victim will be encouraged to report the allegation to the police and informed that the police have the statutory powers necessary to carry out any investigation. The Foundation will also confirm that it has referred the matter to the local authority with the request the LADO report any alleged crimes to the police.
- 9. The Foundation recognises that, whenever the police or other statutory authorities are handling or investigating an allegation of abuse, it will not be appropriate for the Foundation to carry out its own investigation for fear of inadvertently prejudicing any such investigation. Unless the police or LADO ask the Foundation to do so, it will refrain from any internal investigation.
- 10. Whilst the above points assume that the accused was a member of the Foundation's staff/volunteers, it may equally be a former pupil, parent or visitor to the Foundation. Whichever it is, the guidelines above will generally be applied and advice sought on individual cases where there is any uncertainty.