



L.E.A.D. Academy Trust

Lead • Empower • Achieve • Drive

# Safeguarding and Child Protection Policy

**Review frequency:** Annual 10/6/20

**Approval:** Trust Board

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.

**For immediate concerns please refer to the red text on page 17**

## **Our vision**

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

## **Our principles**

*To achieve our vision we prioritise the four core principles for which our name stands:*

**Lead** ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

**Empower** ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

**Achieve** ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

**Drive** ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Safeguarding at L.E.A.D. Multi Academy Trust

*'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times, what is in the best interests of the child.'* KCSIE 2016

Schools within L.E.A.D. Multi Academy Trust still have their relevant Local authorities having overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together) does not identify a multi academy trust as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014.

In September 2016 DfE published 'Keeping Children Safe in Education – statutory guidance for schools and colleges'. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to co-operate in that local authority's Local Safeguarding Children's Board arrangements. The Education (Independent School Standards) Regulations 2014 apply a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At L.E.A.D. Multi Academy Trust we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that the every child is given the opportunity to thrive through the L.E.A.D. values of: Lead, Empower, Achieve and Drive.

L.E.A.D. Multi Academy Trust's commitment to safeguarding includes:

- have a designated professional lead and a designated governor for safeguarding
- ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguarding
- have in place safeguarding arrangements which are designed to take account of all possible safeguarding issues. Ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken
- adhere to safe recruitment practices
- have arrangements for working together with other agencies and for sharing information with other professionals
- take account of their local authority's procedures and practices established by the Local Safeguarding Children's Board and comply with any requests from that Board
- have in place effective child protection and staff behaviour policies
- develop a culture of listening to children and take account of their wishes and feelings
- provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- follow clear policies for dealing with allegations against people who work with children
- have clear procedures in place to handle allegations of abuse against children
- have clear whistleblowing procedures which reflect the principles of Sir Robert Francis's Freedom to Speak Up review
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe
- put in place appropriate safeguarding responses to children who go missing from education
- fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children

The Trust's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2016. The Trust has a safeguarding sharepoint site for all schools to access which provides current documents, guidance and resources. In addition all local safeguarding board links are provided through the site.

The Trust's Safeguarding and Child Protection Policy is monitored and evaluated by the Trust DSLs to measure the effectiveness of the policy in the academy. This is carried out through the Trust's assurance cycle.

## **Safeguarding and Child Protection Policy Statement**

### **Introduction**

L.E.A.D. Academy Trust requires this policy to be implemented by all its staff and trustees, and by all the academies joining its network.

L.E.A.D. Academy Trust believes in

- Creating and maintaining a safe learning environment for pupils;
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

We will ensure that each school has:

- a single point of contact;
- a single central record of pre-employment checks;
- safe recruitment procedures;
- appropriate checking procedures (staff, volunteers and organisations working within the school);
- procedures for dealing with allegations against staff and volunteers.

L.E.A.D. Academy Trust's safeguarding policy will be available to parents/carers and pupils on request.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each school.

Safeguarding the welfare of pupils should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as, but not exclusively;

Health and Safety

Behaviour management

The use of reasonable force/physical intervention

Meeting the needs of pupils with medical conditions

Providing first aid  
Educational visits  
Intimate care  
Internet /e-safety including sexting Anti-bullying, including cyber-bullying  
Safer recruitment and selection, including single central record  
School security  
Managing allegations against staff, including volunteers incorporating 'duty to refer'  
Managing allegations against pupils  
Pupils who runaway or go missing from education, home or care Staff  
Behaviour (code of conduct)  
SEN  
Relationships and sex education  
Communication  
Complaints procedure  
Information sharing  
Whistle blowing

Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

## **Principles**

Safeguarding arrangements in the school are underpinned by the 2 key principles:

Everyone who comes into contact with pupils and their families has a role to play in safeguarding pupils. All Governors, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.

When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child-centred approach taking into account pupils' views and voices. Wishes and feelings of pupils will be taken into account when determining what action to take and services to provide to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback.

## **Expectations**

We expect staff to have read and be aware of:

- Keeping Children Safe in Education (2018) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children Missing Education

## Legal Framework

Working Together to Safeguard Pupils April 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419595/Working Together to Safeguard Pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Pupils.pdf)

Keeping Pupils Safe in Education Sep 2016

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550511/Keeping\\_children\\_safe\\_in\\_education.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf)

Disqualification Under the Childcare Act 2006

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqual\\_s tat-guidance\\_Feb\\_15\\_3\\_.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_s tat-guidance_Feb_15_3_.pdf)

Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)

<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

The “Prevent” duty: Section 26 of the Counter-terrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

Statutory guidance on Pupils Missing Education (January 2015) also applies to academies

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/395138/Pupils\\_missing\\_education\\_Statutory\\_guidance\\_for\\_local\\_authorities.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Pupils_missing_education_Statutory_guidance_for_local_authorities.pdf)

‘What to do if you’re worried a child is being abused’: Guidance for all staff, teaching and non-teaching:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

## Policy

This policy applies to all staff, governors, volunteers and visitors to academies.

### Scope of the policy

We will safeguard pupils when we believe they are suffering from;

- . Abuse
- . Physical abuse
- . Emotional abuse
- . Sexual abuse
- . Neglect
- . Child sexual exploitation (CSE)
- . Bullying, including cyber bullying
- . Domestic violence
- . Drugs
- . Fabricated or induced illness

- . Faith abuse
- . Female genital mutilation (FGM)
- . Forced marriage
- . Gangs and youth violence
- . Gender based violence/violence against women and girls (VAWG)
- . Homophobic or transphobic abuse
- . Mental health
- . Private fostering
- . Radicalisation and extremism
- . Sexting
- . Trafficking

This list is not exhaustive.

It is also recognised that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local (Safeguarding Pupils Board) procedures without delay. The DSL should also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. Each school considers the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not got the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse**, pupils may also be vulnerable and in need of support.

### **Safeguarding Roles and Responsibilities of School Staff**

At L.E.A.D Academy trust we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We always act in the best interests of the child.

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of pupils. This includes:

### **Responsibility to provide a safe environment in which pupils can learn**

To identify pupils who may be in need of extra help or who are suffering, or are likely to suffer

significant harm. All staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood “Keeping Pupils Safe in Education part one: safeguarding information for all staff (2018).”

Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep pupils safe.

The key training elements are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2018))

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

We will engender the principle that safeguarding is 'everyone's responsibility'.

### **Roles and Responsibilities of the Trust board**

- The board will monitor the schools' compliance with statutory requirements and practice and champion child protection issues;
- Ensure that all safeguarding concerns are investigated and an immediate risk assessment undertaken to ensure the safeguarding of children and young people;
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2016 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas;
- Have a clear understanding of safeguarding across the trust through reports such as myconcern (the trust's child protection database) and results of the school's annual safeguarding audits;
- Written recruitment and selection policies and procedures in place.

### **Roles and Responsibilities of the Hub board**

- To produce information to the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately;



- Have safeguarding as a set agenda item on all hub board agendas;
- Have a clear understanding of safeguarding across the hub through reports such as 'Myconcern' (the trust's child protection database) and results of the school's annual safeguarding audits;
- There are procedures in place in all schools to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other pupils.

### **Roles and Responsibilities of the Directorate**

- To produce information for the Trust and Hub board in relation to safeguarding in order to ensure that each board can demonstrate that it is discharging its safeguarding obligations appropriately;
- Have a clear understanding of safeguarding across the hub through analysis of reports such as myconcern (the trust's child protection database) and results of the school's annual safeguarding audits;
- Ensure all schools in the Hub carry out the annual audit;
- Carry out the Trust's Assurance Cycle in line with the outlined cycle.

### **Roles and Responsibilities of the Trust DSLs**

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher;
- Undergo training in line with Trust training schedule;
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement;
- Ensure the Trust's assurance cycle is fully maintained;
- Meet termly to review the Trust's policy in line with practice;
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust;
- Arrange termly DSL network meetings through liaison with the TSA;
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligation effectively.

### **Roles and Responsibilities of Governors**

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all governing body meetings.

The Governing Body will ensure that:

- The school contributes to inter-agency working in line with Working Together to Safeguard Pupils (2015);
- A co-ordinated offer of early help is provided when low level or emerging needs of pupils are identified;

- They contribute to inter-agency support to pupils subject to 'child in need' or child protection plans;
- Access is given for Pupils' Social Care to conduct or consider conducting an assessment;
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by their local Safeguarding Pupils Boards. This includes co-operation between partner agencies and providing information to their local Safeguarding Pupils Boards to allow it to perform its functions;
- There is an effective child protection policy which is consistent with their local Safeguarding Pupils Boards procedures, along with a staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually and available on the school website;
- All policies and procedure adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by staff;
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); this will be explicit in the role holder's job description, have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A designated Deputy Safeguarding Lead will also be appointed in the same way;
- The DSL will undergo training at a minimum every two years, the Headteacher and other staff will undergo child protection training annually and staff training will be consistent with that detailed in the training section of the policy;
- There is consideration about how pupils may be taught about safeguarding, including on-line, through teaching and learning opportunities;
- At least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other pupils;
- There are systems in place for pupils to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child;
- A Designated Teacher with appropriate training will be appointed to promote the education achievement of 'looked after' pupils. Staff will have the skills, knowledge and understanding to keep 'looked after' pupils safe;
- There are appropriate safeguarding responses to pupils who go missing from education, particularly on repeat occasions;
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

## **Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- People who pose a risk of harm are prevented from working with pupils by: Adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers

are appropriately supervised;

- Sufficient time and resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils, and concerns are addressed sensitively and effectively in a timely manner;
- The safety and welfare of pupils is addressed through the curriculum;
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing;
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date;
- Ensure the Trust's Safeguarding Audit is returned by 30<sup>th</sup> September every year;
- Ensure the DSL reports to the Governing Body, Hub Board and Trust Board are up-to-date and accurate information in line with requirements;
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.

### **The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)**

- The Designated Safeguarding Lead is responsible for safeguarding and child protection. The key role of the Designated Safeguarding Lead is to:
  - manage referrals from school staff or any others from outside the school;
  - work with external agencies and professionals on matter of safety and safeguarding;
  - undertake training;
  - raise awareness of safeguarding and child protection amongst the staff and parents;
  - ensure that child protection information is transferred to the pupil's new school;
  - display the school's safeguarding chart identifying all of the school's safeguarding team is displayed throughout the school;
  - complete and return by 30<sup>th</sup> September the school's Trust Safeguarding Audit;
- Ensure all the reports to the Governing Body, Hub Board and Trust Board are up-to-date and accurate information in line with requirements;
- Ensure all supply agency staff and volunteers are appropriately briefed according to the school's safeguarding procedure;
- Ensure all visitors on site are aware of the school's safeguarding responsibility and procedure;
- Ensure formal cover is in place when you leave the site.

A deputy DSL should be appointed to cover when the DSL is not available.

### **The Roles and Responsibilities of the Deputy Designated Safeguarding Lead (DSL)**

- As for the DSL above

### **Roles and Responsibilities of other School Staff**

- Any concerns must be discussed with the DSL;
- If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual pupils;
- All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of pupils, including the school child protection policy, their role and responsibilities in this and how to report any concerns.

## **Staff Training**

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of Child Protection issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as trainee teachers and supply teachers);

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the school. All DSLs and Deputy DSLs should undertake their LSCB Level 3 training.

Training must cover:

How to identify signs of abuse and when it is appropriate to make a referral;  
 a working knowledge of how Local SCBs operate; the conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;  
 how to keep detailed, accurate, secure written records of referrals/concerns.

Timelines for training:

DSL training: refreshed every two years (statutory requirement).

Whole school training: refreshed every year.

Schools should also source specific safeguarding training through their local safeguarding board.

The links for which are:

<http://lrsb.org.uk/childreport>

<http://www.derbyscb.org.uk/>

<http://www.nottinghamshire.gov.uk/nscb>

<http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/>

<https://www.safeguardingsheffieldchildren.org.uk>

<https://www.lincolnshire.gov.uk/LSCB>

All staff, schools and governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

## **Review**

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Pupils Safe as outlined in Keeping Children Safe in Education 2018.

L.E.A.D. Academy Trust have produced a safeguarding audit to ensure all schools are fully

compliant. The audit will be carried out every September and returned to L.E.A.D. by 30<sup>th</sup> September each year. The safeguarding audit will be completed by the DSL/Headteacher. It will look at the school's compliance with:

- Trust policy and practice
- Keeping Children Safe in Education 2018
- Working Together to Safeguard Children 2018
- Ofsted framework
- Local arrangements

This audit will assist with the annual safeguarding review of a school, which will be carried out by the directors of schools and the director of the MAT.

### **Designated staff**

Each L.E.A.D. school will have a named Lead Designated Person for Child Protection and other Designated Persons for Child Protection, supported by the Headteacher.

Each L.E.A.D. school will have a Designated Teacher for 'looked after' pupils. We ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

Each Local Governing Body will have a named, trained Link Governor for child protection whose training will be refreshed every year.

Staff will be given contact details for the Local Authority Designated Officer and the Central Duty Team, including the out-of-hours team.

### **Safe Environment – pupils are safe and feel safe**

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Each L.E.A.D. school adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously and pupils encouraged to seek help from school staff.

Each L.E.A.D. school will therefore ensure that:

There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.

Pupils are involved in the decision-making which affects them.

Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.

Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Local SCB and Childline.

Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from

abuse are provided.

There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.

Effective working relationships are established with parents and colleagues from partner agencies. There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.

Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken. Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.

Volunteers are appropriately supervised.

Any groups using school premises for the provision of services to pupils have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

### **Safeguarding as part of the Curriculum**

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PHSE, ICT and in the wider curriculum:

Bullying, including cyber-bullying

E safety

Road, fire and water safety

Inter-personal relationships and domestic violence

Child sexual exploitation (CSE), online and offline

Honour based violence and forced marriage

Female genital mutilation (FGM)

Radicalisation and extremism

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan.

### **School Safeguarding contact sheets**

These will be on a set format and include all necessary emergency contact details. This will also include the NSCPCC Whistleblowing Helpline number.

Business cards with all key information relevant to the LSCB will be handed out to all staff, volunteers, supply staff and visitors.

### **Vulnerable Pupils**

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all of our pupils receive equal protection, we will give special consideration and attention to pupils who are:

Disabled or have special educational needs or living in a known domestic abuse situation

Affected by known parental substance (drugs and/or alcohol) misuse

Asylum seekers/refugees

New communities

Living away from home, including private fostering arrangements

Vulnerable to being bullied, or engaging in bullying

Go missing from school, particularly on repeat occasions

Living in temporary accommodation

Living transient lifestyles

Living in chaotic, neglectful and unsupportive home situations

Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality

Are at risk of sexual exploitation

Young carers

'Looked after' pupils

Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

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

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

Each L.E.A.D. school will ensure that:

We work with parents positively, openly and honestly.

Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.

We will provide parents with information about the support available to keep pupils safe within the school, locally and nationally.

Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.

Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential.

Staff will be given relevant information on a 'need to know' basis in order to support the child.

It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.

Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.

## **Taking Action on Concerns**

Key points to remember for taking action are;

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

In an emergency take the action necessary to help the child, for example, call 999. Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest.

If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Pupil's Social Care.

Do not start your own investigation.

Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.



## Reporting Concerns

In a Teaching School capacity, when adults in the school have a concern about a child or young person they should:

### **For pupils at risk of immediate danger or at risk of harm**

- Promptly share the concern with a DSL and document a concern in writing if possible. No concern is too small.
- The DSL should be informed that a concern has been raised [If you use a written form this should be handed to the DSL in person.
- The DSL should be contacted to ensure they have received the referral.
- Contact Amanda Griffiths at the Teaching School Directly to follow ensure that she is aware of a Safeguarding concern being raised.
- A body map can also be used alongside the DSL.
- If it is a FGM referral staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases**. For these cases continue with a Child Protection Form.

### **For cases where there is a general concern**

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should immediately report their concerns to a DSL so that it can be logged by the school itself. Again, report this also to Amanda Griffiths.

At L.E.A.D. Equate Teaching School Alliance, we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Director of school. If the concern relates to the Director of schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

All staff should follow the local safeguarding board, Safeguarding Pupils Procedures. These can be found on the school system under “Child Protection” and are also located on the local safeguarding policies and guidance page of:

<http://lrsb.org.uk/childreport>

<http://www.derbyscb.org.uk/>

<http://www.nottinghamshire.gov.uk/nscb>

<http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/>

<https://www.safeguardingsheffieldchildren.org.uk>

<https://www.safeguardingchildrenbarnsley.com/schools/>

The LSCB Thresholds document will support the DSL and school staff in their decision making about the pupil’s needs and the appropriate assessment and interventions.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Pupil's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no ‘real’ evidence. The pupil’s behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using safeguarding concerns sheets. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section ‘If information is disclosed to you’.

### **If information is disclosed to you**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to you about any risks to a pupil’s safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter of professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it until the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.

Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time tell the child or adult that in order to help them you must pass the information on.

Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

Avoid admonishing the child or adult for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

Report verbally to the DSL.

Follow the reporting concerns information on page 14.

Seek support if you feel distressed.

If you are unsure you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (Child Protection Form or ‘Myconcern’) if there is:

Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.

Any explanation given which appears inconsistent or suspicious.

Any behaviour which give rise to suspicions that a child may have suffered harm.

Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.

Any concerns that a child is presenting signs or symptoms of abuse or neglect.

Any significant changes in a pupil’s presentation, including non-attendance.

Any hint or disclosure of abuse about or by a child/young person.

Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupils present.

Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).

Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

## **Role of the Designated Safeguarding Lead following identification of needs or concerns**

The DSL will:

Assess any urgent medical needs of the child.

Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.

Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is ‘looked after’, has ‘child in need’ plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.

Confirm whether any previous concerns have been raised by staff.

Consider whether the matter should be discussed with the pupil's parents or carers or whether to do so may put the child at further risk of harm (see below).

If unsure that a child protection referral should be made, seek advice from Pupil's Social Care.

### **Notifying parents**

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Pupil's Social Care.

### **Getting help for the child**

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

### **Using the Early Help Assessment (EHA)**

Where parents, carers or pupils tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

### **Low level needs**

Where the school and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

### **Special Educational Needs and Disability**

L.E.A.D recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

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

- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- difficulties may arise in overcoming communication barriers.

In our schools we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our school's systems are put in place to support communication.

### **Emerging needs**

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see other boards  
[www.derbyscb.org.uk.add](http://www.derbyscb.org.uk.add)

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Pupil's Social Care will be made. See below.

### **Referral to Pupil's Social Care**

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care. See LSCB Threshold document and LSCB Safeguarding Pupils procedures chapter 1.2 Making a referral to Pupil's Social Care.

### **Action following referral**

The DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and review child protection conference.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.

Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.

Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the school or goes missing, immediately inform the key worker in Social Care.

Press for re-consideration if the pupil's situation does not appear to be improving.

See LSCB Escalation policy.

## **Confidentiality, sharing information and record keeping**

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Pupil's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

The Trust's policy on confidentiality and information-sharing is available to parents and pupils on request.

## **Record keeping**

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

## **Disclosure**

The L.E.A.D. Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual/service user will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The L.E.A.D. Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights
- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion
- f) Providing a confidential service where the individual/service user's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individuals/service users to provide consent signatures.

The L.E.A.D. Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

The L.E.A.D. Academy Trust intends to ensure that personal information is treated lawfully and correctly.

To this end, The L.E.A.D. Academy Trust will adhere to the Principles of Data Protection, as detailed in the Data Protection Act 1998.

**Cross Reference:** Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level)

### **Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.

Nominating a link person who will keep all parties informed and be the central point of contact.

Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.

Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.

Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.

Storing records securely.

Offering details of helplines, counselling or other avenues of external support.

Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.

Co-operating fully with relevant statutory agencies.

### **Safer Recruitment and Selection of School Staff**

The Trust school has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring Service (DBS) and disqualification by association checks. See DBS policy statement.

### **Safeguarding Whistleblowing**

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

### **'Extended school' and off-site arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place.

We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures apply at all times. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

### **Allegations against teachers and other staff (including volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with pupils however this is not the end of the matter. Schools are safe environments for the majority of pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;



Behaved towards a child or pupil in a way that indicates he or she would pose a risk of harm to pupils.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues should be reported.

### **Initial actions following an allegation**

The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Trust DSLS) if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 6).

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Pupil's Social Care and/or Police.

The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.

The Headteacher will inform the Trust DSLs of any allegation.

Consideration will be given throughout to the support and information needs of pupils, parents and staff.

If consideration needs to be given to the individual's employment, advice will be sought from HR.

See school managing allegations against staff policy, complaints and whistle blowing policy.

### **Volunteer Risk Assessments**

Volunteer Risk Assessments Schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.

### **Alternative Provision in School**

Alternative Provisions Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. The new guidance says that schools should obtain a written

statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

### **Monitoring and Evaluation of this policy**

The school is responsible for monitoring and evaluating the impact of this policy.

The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.

## Appendix 1

### Indicators of abuse and neglect

1. All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.
3. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

Children with frequent injuries;  
Children with unexplained or unusual fractures or broken bones;  
Children with unexplained -  
Bruises or cuts;  
Burns or scalds;  
Bite marks.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children 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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;  
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';  
Parents or carers blaming their problems on their child; and  
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have; Children who ask others to behave sexually or play sexual games; and Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur using technology.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;

- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

**Some of the following signs may be indicators of neglect:**

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care<sup>4</sup>; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

### Specific safeguarding issues

**All** staff should have an awareness of safeguarding issues that can put children at

risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

**All** staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

## Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock  
Denial  
Depression  
Guilt  
Anxiety  
Anger  
Growing Acceptance

As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your pupils to share thoughts and feelings;
- let them know if you are grieving too;
- help your pupils to realise that their grief is natural and normal;
- be alert to pupil's behaviour;

- be aware of specific problems relating to school work;
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for pupils to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

### Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action to be taken.

### Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

### Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying

safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded
- We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

### Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and



rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism<sup>98</sup> should be considered. Like other forms of abuse and exploitation, county lines exploitation:

can affect any child or young person (male or female) under the age of 18 years;

can affect any vulnerable adult over the age of 18 years;

can still be exploitation even if the activity appears consensual;

can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;

- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

## Child Sexual Exploitation (CSE)

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 cyberbullying 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.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
  - going missing for periods of time or regularly coming home late;
  - regularly missing school or education or not taking part in education;
  - appearing with unexplained gifts or new possessions;
  - associating with other young people involved in exploitation;
  - having older boyfriends or girlfriends;
  - suffering from sexually transmitted infections;
  - mood swings or changes in emotional wellbeing;
  - drug and alcohol misuse; and
  - displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

## Domestic abuse

The cross-government definition of domestic violence and abuse is:

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. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All staff must be aware and alert to indications or allegations of domestic violence.

- Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being.
- It will affect social relationships and ability to function at school.
- Pupils may be subject to physical violence themselves.

- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.
- The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Pupils may be pressurised into concealing parental conflict or domestic violence. Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.

## Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

## Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their

exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

### So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>99</sup> that requires a different approach (see following section).

### Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

### FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

### FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of

the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>100</sup> Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

#### Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a ‘special’ procedure to become a woman

#### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an ‘at-risk’ country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

### Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider. If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see [www.ukba.homeoffice.gov.uk/asylum](http://www.ukba.homeoffice.gov.uk/asylum) for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children.

UK

Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

### Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage.



Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmfco.gov.uk](mailto:fmfco.gov.uk).

### Gang activity and youth violence

There aren't any definite signs that show a child has joined a gang - and it's unlikely that they'll tell you. Things to look out for include; spending time with people you don't know and aren't sure about; going missing from home or school; getting into trouble at school; having new clothes or other items that you think they can't afford; getting involved with crimes including robbery, violence, drug dealing and sexual exploitation; having unexplained injuries; losing interest in their existing hobbies; becoming secretive; not telling you where they have been or why they have returned late. It is important to be aware that gangs post information on the internet. They may, for example, have video clips on YouTube or profiles on social media sites which feature their members.

In this case, all information needs recording on a concern form and referring to the DSL.

### Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many pupils and young people don't understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

### 'Honour-based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact

the Designated Safeguarding Lead as a matter of urgency.

## Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

## The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism" This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

## Additional support

The department has published advice for schools on the Prevent duty. The advice is

intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

### Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

### Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and

- initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Schools in the Trust should 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 other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school’s Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this studies

### Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person’s real or perceived:

- Disability;
- Race;
- Religion;
- Gender identity;
- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on school furniture, walls or books);

- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Schools we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes;
- dealing with perpetrators of prejudice based abuse effectively;
- supporting victims of prejudice based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

### Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do

so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### **Pupils Who Go Missing From Home/School**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

## Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

- Changes in behaviour;
- Lateness;
- Missing from home;
- Non school attendance;
- Unusual or excessive amounts of money or gifts/clothes;
- Signs of physical abuse;
- Lack of concern or care about self;
- Drugs;
- Alcohol;
- Rejection of usual friendship groups and withdrawal;
- Attitude to school rules and discipline.

The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

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 will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and

verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## What is Sexual violence and sexual harassment?

### Sexual Violence and Sexual Harassment

The school follows the guidance set out in ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE, 2018).

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

We believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, ‘jokes’ or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt



with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

## Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003<sup>105</sup> as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

## Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos;
  - sexualised online bullying;
  - unwanted sexual comments and messages, including, on social media; and
  - sexual exploitation; coercion and threats

### The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. 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.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

### Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

### Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be ‘spiritually different’.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.

### **Additional support for schools**

Partnerships - Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>

Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre's 'LUVU2' production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email [www.pintsizetheatre.co.uk](http://www.pintsizetheatre.co.uk) or Tel: 0115 8419853.

NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with pupils about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- [EGrishin@NSPCC.org.uk](mailto:EGrishin@NSPCC.org.uk) or Tel: 0115 9258602.

### Further Guidance

Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Pupils who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-pupils-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguarding\\_pupils\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf)

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Pupils Board website for Pupils with Looked After Status and Pupils Missing from Home and Care

Private fostering arrangements- [www.privatefostering.org.uk](http://www.privatefostering.org.uk)

Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

### **Seven Golden Rules to Sharing Information**

Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living persons is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015) HM Government

## Child Protection Form – Immediate danger or at risk of harm

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Date

Time

Name of individual cause for concern is about Class Age (if known)

Address (if known)

Known Agency Involvement

Previous concern known    Yes     No

Describe your concern

Observations to support cause for concern

Description and location of any visible marks or bruising

Name of alleged abuser, relationship with child (if known)

Initial action taken

EHA in place Yes  No

Reported to Safeguarding Team: (Name of DSL)

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Name of person completing this form:  
Signature of person completing the form:

Position:

Date:

Time:

Appendix 3

Child Protection Concern Form

Pupil's Name : \_\_\_\_\_

Class : \_\_\_\_\_

Date : \_\_\_\_\_

Your Name : \_\_\_\_\_

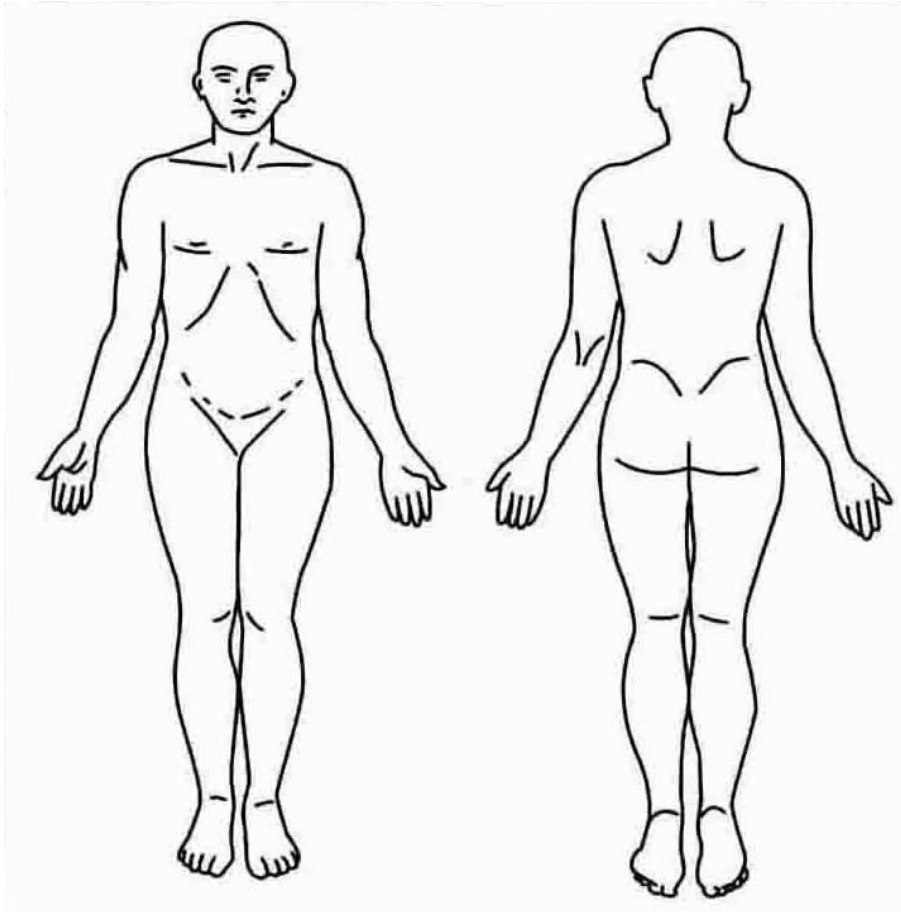
Concerns

Actions

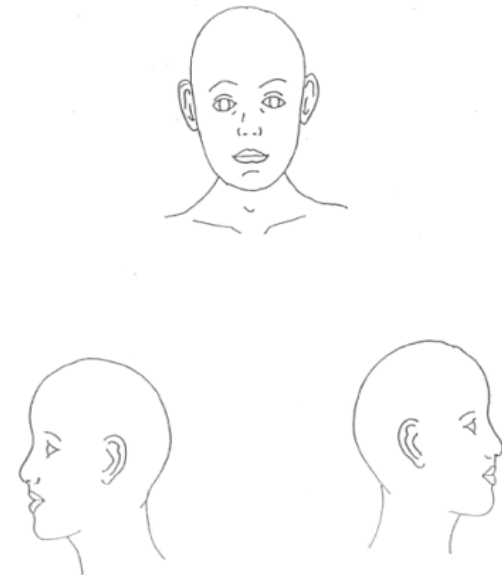
Appendix 4

# Body Map

Pupil's Name: \_\_\_\_\_



+





Appendix 5 - Categories for recording a concern on 'myconcern'

Accidents
Alcohol
Attendance
Behaviour
Bereavement/Death
Bullying
Child Missing From Education
Child Missing From Home/Care
Child Protection - Emotional Abuse
Child Protection - Neglect
Child Protection - Physical Abuse
Child Protection - Sexual Abuse
Child Sexual Exploitation
Classroom Disruption
Culture/Diversity
Cyberbullying
Disability
Domestic Violence
Drugs
Eating/Food
Emotional Health
E-safety
Extremism/Radicalisation
Fabricated/Induced Illness
Faith Abuse

Female Genital Mutilation
Forced Marriage
Gang Activity
Gender-Based Violence
Grooming
Harassment
Home Issues
Homelessness
Homophobia
Sexualised Behaviour/Language
Injury
Medical Condition
Mental Health
Near Miss
Physical Health
Private Fostering
Progress/Attainment
Racism
Relationships
School Security
School Trips/Visits
Self Harm
Sexting
Significant Incident
Smoking
Stalking
Suicidal Thoughts

Teenage Relationship Abuse
Trafficking
Transport
Underage Sexual Activity
Physical Intervention by Staff
Violence
Welfare