

English Martyrs Catholic Voluntary Academy
Safeguarding and Child Protection Policy



“ We learn and grow as a family in the footsteps of Jesus “

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by:

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1 Named staff and contacts

- Designated Safeguarding Leads: **Lead DSL - Mrs Alison Chambers** Deputies - **Mrs Catherine Scott SENDCO and Miss Sian Humphreys Assistant Head**
- Prevent Single Point of Contact (SPOC): **Mrs Alison Chambers**
- Designated Teacher for Looked after children: **Mrs Catherine Scott**
- Nominated Safeguarding Governor: **Mr D Bonanno**

Leicestershire/Rutland

Safeguarding and Improvement Unit Service Manager (Acting):

Judith Jones 0116 3057411

LADO / Allegations:

Rutland LADO 01572 720913 (LADO@rutland.gov.uk)

Safeguarding Development Officer:

Simon Genders 0116 305 7750

First Response Children's Duty (Priority 1 referrals)

Rutland County Council Children's Duty Team 01572 758407

email childrensreferrals@rutland.gov.uk

Out of hours please ring :

Telephone 0116 3050005

Fax 0116 3050011

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals

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

Early Help – Request for Service

Rutland - Early Help <EarlyHelp@rutland.gov.uk>

http://www.leics.gov.uk/index/children_families/early_help.htm

Family Information Service 0116 3056545 email family@leics.gov.uk

Contact to learn outcome of referrals 0116 3050005

Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

Children includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA – Leicestershire and Rutland safeguarding board.
- The chief officer of police for a police area in the LA area

Intent

As a Catholic voluntary academy we intend to foster a positive ethos in school where all children, staff and parents feel valued and safe. We want our children to feel safe, secure and listened to. Regular formal and informal CPD focused on safeguarding is planned throughout the academic year constantly encouraging our staff and volunteers to talk about any concerns they have and to understand that in “exceptional circumstances” they may report concerns directly to social care. Children are regularly taught about safeguarding issues as part of the curriculum and our vulnerable children are supported in the correct ways.

The school community believe that all children have the right to grow up unharmed, to have the opportunity to develop fully and to have their basic needs met.

Child abuse represents a failure, by omission or commission, to respect the needs and rights of children. The academy recognises that abuse affects children of all ages, abilities and needs, sexes, different races and cultures and it occurs in all social classes.

Staff of our school recognise that their day to day contact and knowledge of children attending the academy means that they are well placed to identify abuse and therefore help children that are abused and abuse others.

The aim of the policy is to outline clearly how we safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

Equality and Diversity Statement

As a matter of course, staff are reminded about the compliance and importance of the Equality Act and ensure that all work undertaken complies and promotes equality of access and participation for all.

Our academy takes a proactive and transparent approach to eliminate discrimination, advancing equality of opportunity and fostering good relations.

1 Introduction

1.1 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 and the Statutory guidance "***Keeping children safe in education – Statutory guidance for schools and colleges***", **September 2020** and "***Working Together to Safeguard Children***", **2018**.
- the Leicestershire and Rutland Safeguarding Partnership
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
 - The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
 - Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
 - Statutory guidance on FGM, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
 - The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
 - Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children

- Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations") and Childcare Act 2006, which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

1.2 There are four main elements to our Safeguarding and Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, curriculum teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused)
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.3 This policy applies to all pupils, staff, governors and visitors to the school. We recognise that safeguarding is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our policy by mentioning it in our school newsletter, staff and volunteer induction, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

1.4 Extended school activities

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

2 Safeguarding Commitment

2.1 The academy adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our academy will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;

- Include in the curriculum activities and opportunities for PSHE /Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Provide opportunities during the school year for parents to find out how to keep their children safe (including online)
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff, governors and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128).

2.3 Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children’s diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member’s mental health needs
- Are looked after or previously looked after (see section 11)

2.4 Safeguarding in the Curriculum

Children are taught about safeguarding in school so that they can “ recognise when they are at risk and how to get help when they need it.” (Ofsted safeguarding Guidance Sept 2019) The following areas are among those addressed in PSHE , British Values, RSE and in the wider curriculum:-

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

Online safety including the danger of meeting up and talking to strangers online

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships / Consent (as appropriate to primary aged children)

so called Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),
Sexual exploitation of children (CSE) including online
Child criminal exploitation (including cybercrime)
Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

- All adults working with or on behalf of children within our school have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.
- As part of the systems within our school which support safeguarding, all adults must be aware of:
 - All staff will read and understand part 1 and Annex A of the Department for Education’s statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually as well as the behaviour policy and safeguarding / child protection policy as explained in the induction and volunteer handbook.
 - The role and identity of the DSL and school systems for reporting concerns.
 - Attend whole school safeguarding training and read signposted updates as directed by the lead DSL.
- If staff have **any** concerns about a child’s welfare, they should act on them immediately. Training has covered how to listen effectively to concerns from a pupil ensuring that assurances are not given that anything a pupil tells them will be treated confidentially.
- Staff should speak to the lead DSL or deputy DSLs and follow the school’s child protection policy if they have concerns about a child.
- The options after staff have spoken to the DSL about a concern include:
 - Managing any support for the child internally via school's own pastoral support processes
 - An early help assessment
 - A referral for statutory services
- Information sharing is vital to good safeguarding, and fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

3.2 Governing Body

In accordance with the Statutory Guidance “Keeping children safe in education” September 2019, the Governing Body will ensure that:-

- All governors ensure they are aware of the safeguarding procedures in school and keep themselves updated with regards to regular training and changes in legislation. There will be an expectation that all governors attend at least one internal or external safeguarding training session annually. All governors will read Keeping Children Safe in Education 2020.
- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- All governors will provide necessary documents for a DBS to be carried out. Governors will wear identification badges / lanyards when in school and sign in and out using the correct procedure.
- All regular volunteers will provide necessary documents for a DBS to be carried out and will wear identification badges / lanyards in school and sign in and out using the correct procedure.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection - **Mrs Alison Chambers** and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective training provided externally (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc. Monthly safeguarding bulletins are received via the local authority which provide updates.
- The Headteacher/Head of School, and all other staff and volunteers who work with children undertake appropriate training which is regularly updated (at least every three years in compliance with the Safeguarding Children Partnership); and that new staff and volunteers who work with children are made aware of the school’s arrangements for safeguarding and child protection and their responsibilities (including this policy and Annex A of Keeping Children Safe in Education 2019). The Local Authority Induction

leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of this induction.

- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a CMAT “code of conduct” policy for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings May 2019 ”. Information is provided to the Local Authority through the Annual Safeguarding Return.
- There is an individual member of the Governing Body, Mr Bonnano who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports 3 times a year to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2019 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency. Safeguarding arrangements take into account the procedures and practice of the local authority and the Leicestershire and Rutland Safeguarding Children Partnership.

3.3 Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body and the Trust are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the trust and the Local Authority Allegations Manager.

- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.
- In EYFS Ensuring the relevant staffing ratios are met.

3.4 Designated Safeguarding Lead

The lead DSL is a member of the senior leadership team. Our lead DSL is Alison Chambers, Head teacher. Our deputy DSL's are Catherine Scott and Sian Humphreys.

The DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Out of school hours the lead DSL can be contacted by email and phone.

When the DSL is absent, Catherine Scott (SENDCO) and Sian Humphreys (Assistant Head) will act as cover in school.

The responsibilities of the Designated Safeguarding Lead are set out in KCSIE Sept 2020 as below :

- Provision of information to the Safeguarding Children Partnership on safeguarding and child protection.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and Referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with educational needs and young carers checking educational outcomes regularly.
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy especially new or part-time staff who may work with different educational establishments;

- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of “Keeping children safe in education” and Annex A to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals.
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

- 4.1** Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school in a written form. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2** Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Pupil files have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3** Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.
- 4.4** Child protection records are reviewed regularly to check whether any action or updating is needed and regular meeting between the three designated safeguarding leads are arranged at the beginning of the school year. These meetings include monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5** When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

Confidentiality

All confidential safeguarding information is kept in a locked drawer within the Head teacher's office. Information is shared with staff to promote the welfare and protect the safety of the children. Timely information sharing is essential to effective safeguarding.

- Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- The government's information sharing advice for safeguarding practitioners includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- If staff are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)

5 Support to pupils and academy staff

5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence. The context in which safeguarding incidents and/or behaviours occur, whether in school or outside (including online), will be considered by staff, particularly the DSL and Deputy DSLs. Any associated threats or risks will be included in assessments and relevant information included in referrals to Children's Social Care (this is known as contextual safeguarding). General indicators of abuse and neglect (from Part 1 of the statutory guidance) are also included in Appendix 7 of this policy and further information about specific forms of abuse are contained within Appendix A of the statutory guidance, "Keeping Children Safe in Education 2020".

Pupils with special educational needs and disabilities

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration

- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers
- We offer extra pastoral support for pupils with SEN and disabilities through teacher interventions and work with our school based ELSA.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health. The DSL and all members of staff will work with and support social workers to help protect vulnerable children. Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about: Responding to unauthorised absence or missing education where there are known safeguarding risks and the provision of pastoral and/or academic support.

Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

We have appointed a designated teacher, Catherine Scott who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

5.2 Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean “the DSL (or deputy DSL)”.

If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

Set out your local procedures for making a referral, as per the arrangements put in place by the 3 safeguarding partners.

Please note the following link to the GOV.UK webpage for reporting child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

5.3 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading question

- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

5.4 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 6.

Any teacher who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any member of staff who suspects a pupil is at risk of FGM or suspects that FGM has been carried out [if relevant, insert: or discovers that a pupil aged 18 or over appears to have been a victim of FGM] must speak to the DSL and follow our local safeguarding procedures.

5.5 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

Early help

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. An early help application must be made and submitted via anycom to the Early help team based at RCC for assessment. Schols will be notified of the outcome. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

5.6 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate. Inform the DSL or deputy as soon as practically possible after the referral.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

Think someone is in immediate danger

Think someone may be planning to travel to join an extremist group

See or hear something that may be terrorist-related

5.7 If you have a mental health concern

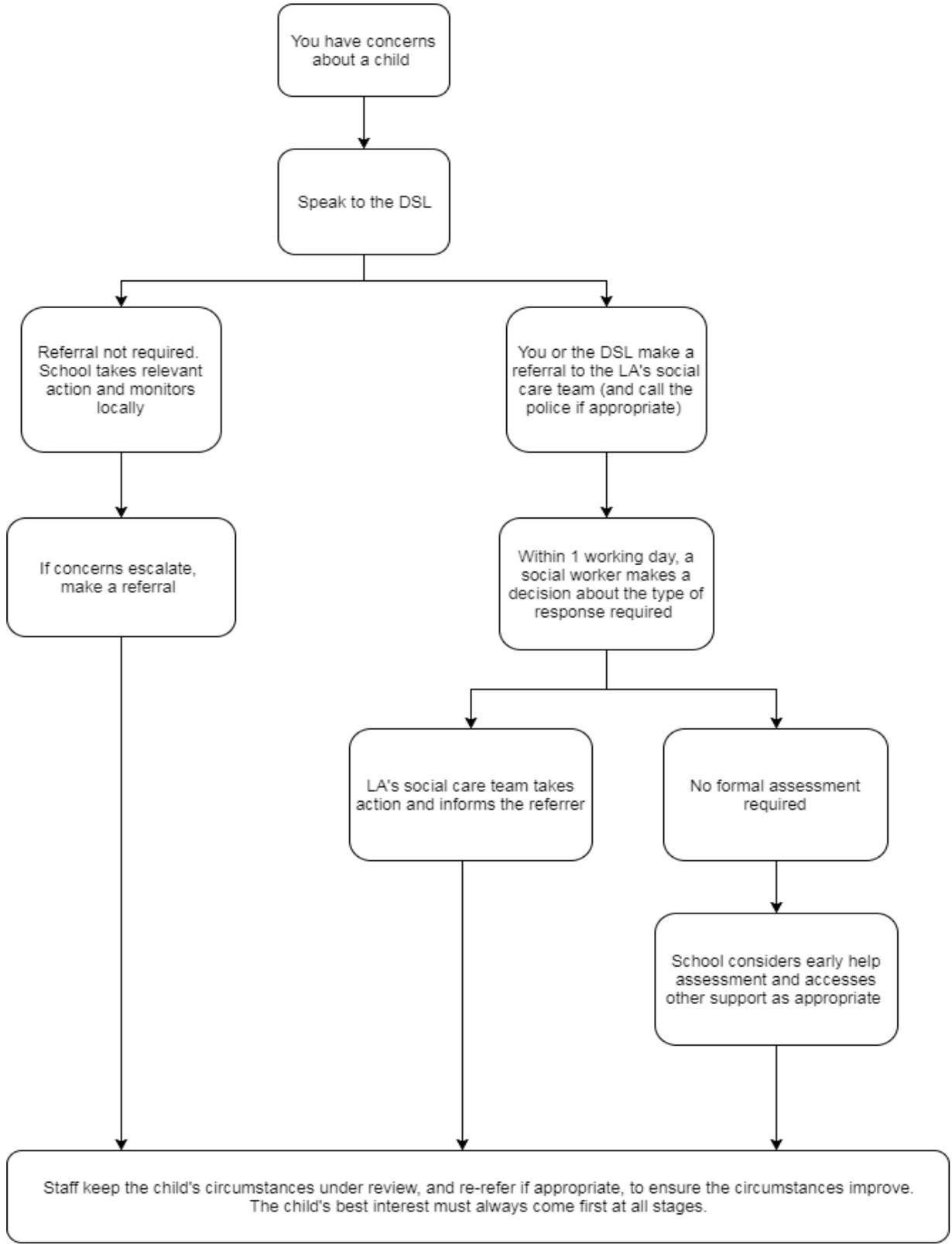
Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 7.4.

If you have a mental health concern that is not also a safeguarding concern, speak to the DSL to agree a course of action.

Add further details as necessary, about your procedures for identifying possible mental health problems, including routes to escalate and referral and accountability systems. Refer to the Department for Education guidance on mental health and behaviour in schools for more information.



5.8 Peer on Peer Abuse - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be recorded and referred on for appropriate support and intervention for both the victim and the perpetrator. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and sexual harassment, “upskirting”, initiation/hazing type violence, all forms of bullying, coercive control, aggravated sexting and physical violence experienced by both boys and girls. Online peer on peer abuse is any form of peer on peer abuse with a digital element eg sexting, online abuse, coercion and exploitation, peer on peer grooming, threatening language. There are separate school and local authority or Safeguarding Children Partnership guidances and policies to address these concerns including the pupil Behaviour Policy, Anti-bullying Policy, Internet safety Policy and “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance) Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

5.9 Sexting - School will always respond if informed that children have been involved in ‘sexting’ (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, “Sexting in schools and colleges: responding to incidents and safeguarding young people” will be used to guide the school’s response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

Sexual violence - This refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. ‘Upskirting’ is now a criminal offence and typically involves taking a picture under a person’s clothing without them knowing in order to obtain sexual gratification or to cause humiliation, distress or alarm. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However, sexual violence and sexual harassment can occur between children of any gender.

Curriculum

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

Responding to an incident

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

6 Children Missing from Education (including absence from school) – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they may have been targeted by Child Sexual Exploitation perpetrators and/or drug related criminals (County Lines). Children may also be groomed into participating in other forms of criminal exploitation including cybercrime, serious violence and violent crime. Children who attend an alternative education provision are more likely to be vulnerable to these forms of exploitation.

6.1 Attendance - Parents must notify the school on the first day of an unplanned absence – for example, if their child is unable to attend due to ill health – by 9.30 am or as soon as practically possible . The school can be notified by phone or email. The school will follow up any absences to ascertain the reason, ensure proper safeguarding action is taken where necessary, identify whether the absence is approved or not and identify the correct attendance code to use. Initially a phone call will take place if the school has not been notified by 9.30 am. There are 3 points of contact on each individual's record so that rigorous safeguarding is in place to ascertain why a child is not at school. Staff from the school will visit the address if concerns continue and no contact can be made by phone or email. The school monitors the attendance of all children on a termly basis. Where the school have identified that a child's attendance has fallen below the level of 85% in any term and have had 4+ broken weeks, a standard letter will be issued to the family and a meeting arranged to discuss support. This will make them aware of our concerns and the importance of consistent and regular attendance at school. If there is no subsequent improvement in a child's attendance a request will be made for a meeting with the parents and, where necessary, the Education Welfare Officer. The purpose of this meeting will be to discuss expectations and try to ensure that their child's attendance improves. Support and advice will be offered where necessary. If a child's attendance continues to cause concern a letter of referral will be sent to the Education Welfare Service. The school will endeavour to work with and support all children and families wherever possible.

Non-collection of children

If a child is not collected at the end of the session/day, we will:

- Set out the school procedures identified above.
- If this happens more frequently we will record the incidents as a possible cause for concern and communicate with ways to support the family.

6.2 Child sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults by

males or females and children or adults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines) and serious violent crime. Staff training includes raising awareness of these issues and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty and police if appropriate.

6.3 Child Criminal Exploitation

Criminal exploitation of children is a form of harm that can affect children in both a physical environment and online. 'County Lines' involves drug networks or individuals exploiting children and young people into carrying drugs and money between cities, towns and villages. Serious violent crime is associated with this form of criminal activity together with child sexual exploitation. Children may also be exploited into committing cybercrime or money laundering offences. Organised criminal groups or individuals exploit children and young people with enhanced computer skills to access digital networks and/or data for criminal and financial gain. Children with bank accounts may be persuaded to allow criminals to use their banking facilities to launder money. Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence. The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

If a member of staff suspects CCE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

6.4 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) (see appendix 6), forced marriage, and practices such as breast ironing. All

forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required. If a teacher in the course of their work discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.

- 6.5 Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, aunt or sibling).

Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

7 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

- 7.2** The decision to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances. This should always be documented and discussed with the DSL and communicated to parents.

7.3 Training

All staff

- All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from safeguarding partners.
- All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.
- Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.
- Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.
- Volunteers will receive appropriate induction with information on safeguarding relevant to their role.

The DSL and [deputy/deputies]

- The DSL and [deputy/deputies] will undertake child protection and safeguarding training at least every 2 years.

- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- They will also undertake Prevent awareness training.

Governors

- All governors receive information on opportunities for training about safeguarding annually to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities. There will be an expectation that all governors attend at least one internal or external safeguarding training session annually. All governors will read *Keeping Children Safe in Education 2020*.
- As the chair of governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, they receive training in managing allegations for this purpose.

8 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation. Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.
- Other staff will only talk to parents about any such concerns following consultation with the DSL.
- If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.
- In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

8 Recruitment and Selection of Staff (please refer to the trust policy on safer recruitment)

- 8.1** The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2020, Part Three: Safer recruitment*.
- 8.2** The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will

not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

- 8.3** The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during planned CPD, morning briefings and staff meetings continually fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The staff handbook is given to all new staff and is the basis for the safeguarding induction directing them to the policies they need to read. A volunteer handbook is given to volunteers with this policy clearly marked within it.
- 8.4** In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.5** Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

9 Other Relevant Policies

The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management
- GDPR policy
- Staff Code of Conduct / Staff handbook
- Whistle Blowing Policy
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- SEND policy
- Trips and visits protocol and necessary risk assessments
- First aid and the administration of medicines
- Health and Safety
- Intimate care
- RSE
- Equal Opportunities
- Internet safety
- Remote learning

The above list is not exhaustive but when undertaking development or planning of any kind the academies will consider the implications for safeguarding and promoting the welfare of children.

APPENDIX 1

Appendix 1: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)
- Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 2

PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Leicestershire and Rutland Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on the website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making

disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely and events documented chronologically with actions clearly noted. (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the Multi Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using sexually abusive behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical

risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 3

Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK.
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state.
- We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

- We will ask for written information about previous employment history and check that information is not contradictory or incomplete.
- We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.
- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors and their staff on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such

checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity.

Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment.

Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Staff working in alternative provision settings

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit. They will sign in at the main reception using the electronic system.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the electronic system and wear their printed badge.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID;
- or

- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out
- All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) And VOLUNTEERS

These procedures for all adults working in school including supply teachers and volunteers should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children
- Behaved in an inappropriate way not involving children eg mis treatment of animals

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2020 (Allegations of abuse made against teachers and other staff)
- Whistle Blowing Policy

1) Individual Staff/Volunteers/Other Adults who receive the allegation:

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
 - ii. Report immediately to the Headteacher.
 - iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

- v. The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being raised by the school.

2) Headteacher/Head of School (or Chair of Governors)

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day. (LADO)
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
 - Liaison with the Allegations Manager
 - Co-operation with the investigating agency's enquiries as appropriate.
 - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
 - Possible referral to the DBS or NCTL, depending on the outcome.

APPENDIX 4

Staff, governors and volunteers use of Cameras and Mobile Phones (*this is included in the E-safety Policy*). To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All adults working or volunteering in school must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

Pupils and Mobile Phone Use :

- Pupils are not allowed to have personal mobile phones in classrooms or other areas of the school.
- Parents wishing for their child to have access to a personal mobile phone at the end of the school day must complete a permission letter and send to the school office for the attention of the Head Teacher who is also the lead DSL.
- Mobile phones must be handed to the administrator at the beginning of the school day to be locked securely away.

APPENDIX 5 SPECIFIC SAFEGUARDING ISSUES

Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. This also includes coercive abuse. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. This is the procedure where police forces are part of [Operation Encompass](#), our school is part of this procedure and parents have been notified of our involvement in this scheme and this is detailed on our school website.

The DSL will provide support according to the child's needs and update records about their circumstances.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL [and deputy/deputies] will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

➤ A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school

- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups
- **Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces
- **Terrorism** is an action that:
 - Endangers or causes serious violence to a person/people;
 - Causes serious damage to property; or
 - Seriously interferes or disrupts an electronic system

The use or threat of terrorism must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Safeguarding pupils who are vulnerable to extremism and radicalisation

Our academies recognise the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;

the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

APPENDIX 6

Radicalisation and Extremism Risk Assessment

	Yes/No	Evidence
Does the school have a policy?	No	
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	
Have staff received appropriate training?	Yes	Updated CPD June 2019
Has the school got a trained Prevent lead?	Yes	Head Teacher
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	
Is suitable filtering of the internet in place?	Yes	Provided through contract with Ark
Do children know who to talk to about their concerns?	Yes	
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Through British Values curriculum
Have any cases been reported?	No	Updated at time of policy review
Are individual pupils risk assessed?	No	Not appropriate currently
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme		Some children may have exposure to right wing views from small percentage of parents in the community.

religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)		
<p>Comment on the school's community, locality and relevant history Small rural market town in small county with low population of ethnic minority families and nearest city 25 miles away.</p>		
Risk evaluation	<p>Low</p> <p>Medium</p> <p>High</p>	<p>Way Forward – continue to embed our school and Gospel values as well as British values of respect and tolerance of other peoples faiths, cultures and beliefs.</p>

Date completed..... Signed.....