Safeguarding & Child Protection Policy

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Extol Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Statement of intent

Extol Trust is committed to safeguarding and promoting the physical, mental and emotional welfare of every child, both inside and outside of the school premises. Proactive in our approach we implement Trust wide preventative measures to manage safeguarding concerns, ensuring that the wellbeing of children is at the forefront of all we do.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Ensuring that members of the Trust Board, the Headteachers of our schools, Local Governing Body's at school level, and all staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the Designated Safeguarding Lead.
- Teaching children how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any child that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Lead are named in all schools, and they will deal with all child protection matters within individual schools.

This policy applies to Extol Trust's whole workforce.

This policy will be reviewed at least annually by the Trust, or in light of any changes in legislation and/or guidance. (Legal Framework *Ref: Appendix 1*) The policy will also be changed to reflect any changes made to local front door services in social care or if the Local Authority Designated Officer (LADO) details change. This policy may also be amended following a review with staff where our Trust's procedures and/or practices may change, including in response to lessons learnt, ensuring we maintain the most effective policy to keep our children safe.

Any changes made to this policy will be communicated to all members of staff. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is September 2024.

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Acronyms

This policy contains a number of acronyms used in the education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child Criminal Exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CfC	Cared for Children	Children who have been placed in local authority care or where children's services have cared for children for more than a period of 24 hours.
CPOMS	Child Protection Online Management System	Software which helps schools record safeguarding and child protection incidents and concerns.
CSCS	Children's Social Care Services	The branch of the local authority that deals with children's social care.
CSE	Child Sexual Exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and Barring Service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data Protection Officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated Safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHCP	Education Health Care Plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.

FGM	Female Genital Mutilation	All procedures involving the 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.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-Based' Abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours. (Schools are no longer obliged to preserve records for the inquiry. Ref: KCSIE 2023)
KCSIE	Keeping Children Safe in Education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local Authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LADO	Local Authority Designated Officer	The Local Authority Designated Officer works with children's services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people.
LGB	Local Governing Body	A trust board may decide to set up one or more LGBs to oversee an academy or group of academies in the academy trust. The trust board will decide which, if any, governance functions they will delegate to LGBs.
LGBTQ+	Lesbian, Gay, Bisexual, Transgender and Queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-Academy Trust	A trust established to undertake strategic collaboration and provide education across a number of schools
NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PCfC	Previously Cared for Children	Children who were previously in local authority care or were cared for by children's services for more than a period of 24 hours. PCfC are also known as care leavers.
PSHE	Personal, Social and Health Education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.

PHE	Public Health England	An executive agency of the Department of Health and Social Care which aims to protect and improve the nation's health and wellbeing.
RSHE	Relationships, Sex and Health Education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single Central Record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENDCo	Special Educational Needs and Disabilities Coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs and disabilities.
SLT	Senior Leadership Team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual School Headteacher	Virtual school headteachers are in charge of promoting the educational achievement of all the children cared for by the local authority they work for, and all children who currently have, or previously had, a social worker.

Definitions

The terms **'children'** and **'child'** refer to anyone under the age of 18.

For the purposes of this policy, **'safeguarding and protecting the welfare of children'** is defined as:

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

For the purposes of this policy, **'consent'** is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the freedom and capacity to make that choice. The age of consent in the UK is 16 years old. The laws are there to protect children and not to prosecute under-16s who have mutually consenting sexual activity. Any sort of sexual contact without consent is illegal, regardless of the age of those involved. Children under the age of 13 cannot consent to any type of sexual activity.

For the purposes of this policy, **'sexual violence'** refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their 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 they intentionally penetrate the vagina or anus of another person (B) with a part of their 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 they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, **'sexual harassment'** refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil's dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. **Sexual harassment can include, but is not limited to**:

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual "jokes" and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
    - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
    - Sharing unwanted explicit content.
    - Upskirting.
    - Sexualised online bullying.
    - Unwanted sexual comments and messages, including on social media.
    - Sexual exploitation, coercion, and threats.

For the purposes of this policy, **'upskirting'** refers to the act, as identified the Voyeurism (Offences) Act 2019, of taking a picture or video under another person's clothing, without their knowledge or consent, with the intention of viewing that person's genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a victim of upskirting.

For the purposes of this policy, the **'consensual and non-consensual sharing of nude and semi-nude images and/or videos'**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **'indecent imagery'** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

For the purpose of this policy, the **Prevent duty** refers to statutory guidance issued under section 26 of the Counter-Terrorism and Security Act of 2015 which places a duty on certain bodies, in the exercise of their functions, to have 'due regard to the need to prevent people from being drawn into terrorism'. **Channel**, part of the Prevent strategy, refers to panels operating in England and Wales. 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. The programme uses a multi-agency approach to protect vulnerable people by:

- Identifying individuals at risk
- Assessing the nature and extent of that risk
- Developing the most appropriate support plan for the individuals concerned

The Curriculum

All children have access to an appropriate curriculum which is broad, balanced, and differentiated to meet their needs. This enables them to develop the necessary skills to build self-esteem, self-motivation and self-protection, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge, and to make informed choices in later life.

Children and young people are encouraged to express and discuss their ideas, thoughts and feelings through a variety of activities and have access to a range of cultural opportunities which promote the fundamental British values of tolerance, respect, understanding and empathy for others. There is access to a range of extra-curricular activities, information and materials from a diversity of sources which not only promotes these values but supports the social, spiritual, moral well-being and physical and mental health of the children.

A curriculum that provides preventative education which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

A whole school approach to online safety that considers the four areas of risk:

- Content: being exposed to illegal, inappropriate or harmful content, e.g., pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

- Contact: being subjected to harmful online interaction with other users, e.g., child to child pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial and other purposes.
- Conduct: personal online behaviour that increases the likelihood of, or causes, harm, e.g., making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying).
- Commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The curriculum is supported by the following policies:

- Acceptable User Agreement (pupils)
- Anti-bullying Policy
- Behaviour Policy
- Online Safety Policy
- PSHE Policy
- RSE Policy

Roles and Responsibilities

The **Trustees**:

- Ensure compliance with safeguarding policy and practice, including the annual update of KCSIE
- Determine trust wide safeguarding policy and procedure, compliant with all legal legislation and statutory frameworks, and reflective of the Trust's ethos and values.
- Determine school level guidance which reflects the school's ethos and values and local safeguarding and child protection arrangements.
- Ensure all legal requirements and safeguarding duties are met.
- Have appointed a safeguarding trustee to have oversight of safeguarding across the Trust.
- Have delegated responsibility to the LGB to have oversight of safeguarding.
- Receive an Annual Safeguarding Report which outlines individual schools safeguarding provision and captures data relating to vulnerable groups.

It is the duty of all staff in school to establish and maintain an ethos where children and young people feel secure and encouraged to talk and are listened to. All staff have a responsibility to recognise child abuse, neglect and child on child abuse in its many forms by exercising professional curiosity at all times. This means that ALL staff will take a 'zero-tolerance' approach to any unacceptable behaviour including 'banter' and will seek to prevent, challenge and take action so that all children understand that any concerns regarding their welfare and safety will be taken seriously. This will encourage and promote a culture of acceptable behaviour and a safe educational environment for all children. All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

All staff, whether permanent or temporary, and volunteers who work with children, will be informed about policy and procedures and names of relevant contacts within the organisation.

A thorough induction process, regular update training and the sharing of policy and practice with all staff, students and volunteers will ensure all staff are equipped to carry out their roles and responsibilities.

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the child.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and report any concerns regarding the behaviour of a child, an adult / staff member in school, directly to the DSL/HT. (If the concern is with regard to the headteacher, it will be referred to the CEO)
- Provide a safe environment in which children can learn.
- Listen to, and reflect on, the voice of the child at all times.
- Be prepared to identify children who may benefit from early help.
- Be aware of, understand and follow the agreed process in the event that a child confides they are being abused, exploited or neglected.
- Be aware of the role and identity of the DSL/Deputy DSLs.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of systems within their school which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Receive appropriate safeguarding and child protection training, including online safety, at induction (This will be regularly updated).
- Receive and understand safeguarding and child protection updates, including online safety as necessary (and at least annually). These may be via email, briefings, staff meetings, etc.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to the Local Authorities Children's Social Care Services (CSCS) and for statutory assessments under the Children Act 1989, along with their role in these assessments.
- Ensure that they report ANY concerns of harm to any child to the DSL or Deputy DSL immediately and consistently promote a culture of vigilance in school, where concerns are shared and dealt with as soon as possible.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Know what to do if a child tells them they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe. (This will include determining what action to take and what services to provide on behalf of the child in need for non-safeguarding concerns).
- Ensure that they are aware that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or they may not recognise their experiences as harmful. Therefore, all staff should ensure that they exercise their professional curiosity and speak to the DSL if they have concerns about a child. This also means considering how best to build trusted relationships with children and young people which facilitate communication.
- Support social workers in making decisions about individual children, in collaboration with the DSL.

- Be aware of safeguarding issues that can put children at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.
- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in the school's safeguarding regime through whistleblowing procedures and the Staff Code of Conduct inclusive of 'low-Level' concerns.
- Ensure that under the Counter Terrorism and Security Act, April 2015, the school has 'due regard to Prevent' and to assess the risk of children and young people being radicalised or drawn into extremism/terrorism.
- Ensure there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.
- Ensure they understand, through online safety training, that technology can be a significant component in many safeguarding and well- being cases as well as the additional risks for children online.
- Promote policies for online safety and 'acceptable use' of electronic devices in the protection of all pupils.
- Ensure they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises.

Teachers, including the **Headteacher**, have a responsibility to:

- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

The **Local Governing Body** has a duty to**:**

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under all child protection and safeguarding legislation (*Ref: Appendix 1*)
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE and those who do not work directly with children read either Part one or Annex A of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.

- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the LGB, the SLT and DSL.
- Ensure that children are taught about safeguarding, keeping themselves and others safe, including online safety through Relationships Education and that this approach to teaching is tailored to meet the specific needs and vulnerabilities of individual children and how they identify, including children who are victims of abuse, children with special educational needs or disabilities and children who identify as lesbian, gay, bi or trans (LGBTQ+).
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.

- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of CfC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support CfC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep CfC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the Local Governing Body have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensure that an effective whole school approach to online safety is in place to empower the school to protect and educate pupils, students and staff in their use of technology and establish mechanisms to identify, intervene in and escalate any concerns where appropriate.
- Ensure that the Safeguarding and Child Protection Policy reflects the fact that additional barriers can exist when recognising abuse and neglect for children with Special Educational Needs. These can include: assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration; being more prone to peer group isolation than other children; the potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming these barriers.
- Ensure that where children may need to learn online at home, there are clear, safe and effective protocols and provisions in place.
- Ensure that where premises are rented or hired to organisations or individuals, appropriate arrangements are in place to keep children safe.
- Receive an Annual Safeguarding Report from the Designated Safeguarding Lead

The **Headteacher** has a duty to**:**

- Ensure that the policies and procedures adopted by the Local Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Provide staff with the appropriate policies and information upon induction.

Each Local Governing Body has a senior level lead to take leadership responsibility for safeguarding arrangements within their school.

The **Safeguarding Governor** has a duty to:

- Work with the Designated Safeguarding Lead to:
    - build an effective relationship that allows appropriate support and challenge.
    - arrange monitoring visits to learn about the school context and how this influences the approach to safeguarding.
    - understand the safeguarding strengths and areas to develop within the school.
    - discuss safeguarding incidents, suitability of policies and whether any amendments are necessary.
    - meet to monitor progress on any strategic safeguarding priorities.
    - ensure the DSL has received the training they need to carry out their role.
    - discuss safeguarding training, seeking assurance that staff are up to date with policy and practice and know what steps to take if they have concerns about a child.

- Understand how effective safeguarding works in practice by:
    - being aware of the legal duties schools and their LGB's must comply with to keep children safe.
    - building an understanding of how procedures work in practice through; reading KCSIE; having a knowledge and understanding of the school's safeguarding policies and procedures (ensuring these are effective, reviewed and updated); observing how the culture of safeguarding is working in the school; understanding how safeguarding is built into the curriculum (including online safety); and, reviewing any safeguarding assessments or audits to understand the robustness of procedures and systems.
    - using data, obtained through termly DSL safeguarding reports to spot trends.

- Report back to the LGB and keep them up to date by:
    - staying up to date on all relevant guidance and policy, ensuring the LGB are made aware of any changes to their safeguarding responsibilities.
    - report to the LGB following any monitoring meetings with the DSL and any visits/interactions with staff and children.
    - ensure safeguarding is given suitable prominence during LGB meetings.
    - ensuring decision making is based on both sound knowledge and understanding of the legal requirements and the procedures of the Trust.
    - ensuring the results of any safeguarding audits are shared with the board and any concerns addressed.
    - support the oversight of the schools record of pre-appointment checks (SCR).

The Designated Safeguarding Lead

Each school will have a senior member of staff, from the leadership team, appointed to the role of designated safeguarding lead (DSL) The DSL will take lead responsibility for safeguarding and child protection (including online safety). The DSL will have the appropriate status and authority within the school to carry out their role.

Whilst the activities of the designated safeguarding lead may be delegated to appropriately trained deputies, the ultimate LEAD RESPONSIBILITY for child protection will not be delegated, and remains with

the designated safeguarding lead. Any deputies will be trained to the same standard as the Designated Safeguarding Lead and the role will be explicit in their job description.

The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and inter-agency meetings, and/or supporting other staff to do so, and contributing to the assessment of children.

The designated teacher has a responsibility for promoting the educational achievement of CfC and previously CfC (PCfC), and for children who have left care through adoption, special guardianship or child arrangement order.

Availability:

During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL, define what "available" means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.

Management of referrals:

The DSL is expected to refer cases:

- To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
- To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
- To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
- To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

(*Ref: Appendices 2&3:* Reporting and Referral Process*)*

Working with others:

The DSL is expected to:

- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This includes being aware of the requirements for children to have an Appropriate Adult (PACE Code C 2019)
- Liaise with the case manager and the LADO for child protection concerns in all cases concerning a member of staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:
    - ensuring that the school knows which pupils have or had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort, and
    - supporting teachers to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still lasting impact on children's educational outcomes.

Information sharing and managing child protection files

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.

The DSL is responsible for ensuring:

- Child protection files are kept up-to-date.
- Information is kept confidential and stored securely. (It is good practice to keep concerns and referrals in a separate child protection file for each child.)
- Ensure child protection files are only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice.
- Ensure when children leave the school (including phase and in-year transfers) their child protection file is transferred to the new school as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Consider any additional information that should be shared. Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENDCos, are aware as required.
- As lack of information about a child's circumstances can impact on a child's safety, welfare and educational outcomes, consideration will also be given the appropriateness of sharing information with the new school in advance of a child leaving e.g. information that would allow continuation of support for a victim of abuse.

Records should include:

- A clear and comprehensive summary of the concern.
- Details of how the concern was followed up and resolved.
- A note of any action taken, decisions reached and the outcome.

Safeguarding recording is held electronically through a secure management system of CPOMS. All staff have received training in the recording expectations and retention.

Academy	CPOMS used
Eldon Grove Academy	from September 2016
New Silksworth Academy	from December 2016
Rossmere Academy	from October 2017
Springwell School	from September 2016
Thorntree Academy	from January 2015

Raising awareness:

The DSL should:

- ensure each member of staff has access to and understands the Child Protection and Safeguarding Policy and procedures especially new and part-time staff (these will be discussed during staff induction process and update training)
- work with the trust to ensure the Child Protection and Safeguarding Policy is reviewed at least annually, and procedures are updated and reviewed regularly.
- ensure the Child Protection and Safeguarding Policy is available publicly, and parents and carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding, and
- help to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the leadership team.

Training, knowledge and skills:

The DSL (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out their role. This training will be updated at least every two years. The DSL (and any deputies) will also undertake Prevent awareness training. Training should provide DSLs with a good understanding of their role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can out children at risk, and the processes, procedures and responsibilities of other agencies, particularly Local Authority Children's Social Care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and Local Authority Children's Social Care referral arrangements.
- have a working knowledge of how Local Authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required.
- understand the importance of the role the Designated Safeguarding Lead has in providing information and support to children social care in order to safeguard and promote the welfare of children.
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and well-being, and what is needed in responding to this in promoting educational outcomes.

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.
- understand the importance of information sharing, both within the school, and with the safeguarding partners other agencies, organisations and practitioners.
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school.
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- obtain access to resources and attend any relevant or refresher training courses.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

Providing support to staff:

Training will support the DSL to develop expertise, so they can support and advise staff and help the feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes, and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children:

It is important that all children feel heard and understood. Therefore, DSLs (and deputies) will be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, and,

- understand the difficulties that children may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.

Holding and sharing information:

The DSL will:

- understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR, and,
- keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

Additional responsibilities

In addition, the DSL will:

- ensure each member of staff has access to and understands the suite of safeguarding policies particularly the Child Protection and Safeguarding Policy, Child-on-Child Abuse Policy and the Staff Code of Conduct (inclusive of 'Low Level' Concern, allegations against staff and whistleblowing), especially new or part-time staff who may work with different establishments.

- be aware of all school visits and residentials and clarify with the educational visit co-ordinator and group leader(s) their role and responsibility in connection with safeguarding and child protection.

- arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.

- ensure that a Professional Supervision Policy is in place for all Designated Safeguarding Leads and is a well embedded process in schools that allows for critical and reflective practice to promote the educational outcomes and improved mental health and wellbeing of all vulnerable children.

- inform LA of any pupil to be deleted from school admission register and follow missing from education protocols, and,

- inform the LA of any pupil who fails to attend school regularly or has been absent without school's permission for a continuous period of 10 days or more.

Multi-agency working

Each school contributes to multi-agency working as part of its statutory duty. They are aware of, and will follow, the local safeguarding arrangements.

Schools will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

Information Sharing

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.

Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff will ensure that confidentiality protocols are followed and information is shared appropriately. The headteacher or designated members of staff disclose any information about a pupil to other members of staff on a need to know basis only.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL/Deputy DSL.

All staff and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff and volunteers must be clear with children that they cannot promise to keep secrets.

Early Help

Early help means providing support as soon as a problem emerges, at any point in a child's life. All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff should be alert to the potential need for early help for a child who:

- is disabled or has certain health conditions or has specific additional needs
- has SEND (whether or not they have a statutory EHCP)
- has a mental health need
- is a young carer
- is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has a family member in prison or is affected by parental offending
- is in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol
- has returned home to their family from care
- is at risk of HBA, such as FGM or forced marriage
- is a privately fostered child

- is persistently absent from education, including persistent absences for part of the school day

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

Abuse and Neglect

Physical

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.

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 as a result of maternal substance misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

* The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education. ALL staff are aware of this.

** It is more likely that girls will be victims and boys' perpetrators, but all child-on-child abuse is unacceptable and will be taken seriously.

Emotional Abuse

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

All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Children potentially at greater risk of harm

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect or complex family circumstances. Adverse childhood experiences and trauma can leave children vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Specific forms of abuse and safeguarding issues

The following sections provide additional guidance on how our schools support specific areas of abuse and safeguarding issues. These are taken from Keeping Children Safe in Education, 2023 Annex B and include:

Child abduction and community safety incidents

Child Criminal Exploitation (CCE)

Child Sexual Exploitation (CSE)

Child-on-child Abuse

Children required to give evidence in court

Children missing from education

Children with family members in prison

County Lines

Cyber-crime

Domestic Abuse

Female Genital Mutilation (FGM) and the **legal duty** on teachers to report to the police

Forced Marriage

Homelessness

Mental Health

Modern Slavery and the National Referral Mechanism

Online safety and personal electronic devices

Preventing Radicalisation

Prevent Duty

Serious Violence

Sexual violence and sexual harassment between children in schools and colleges

(Ref: KCSIE 2023)

Child abduction and community safety incidents

For the purposes of this policy, '**child abduction**' is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

Child Criminal Exploitation (CCE)

For the purposes of this policy, '**child criminal exploitation**' is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants

- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines
- Working in cannabis factories
- Shoplifting or pickpocketing
- Vandalism
- Committing vehicle crime
- Committing, or threatening to commit, serious violence to others

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

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

Child Sexual Exploitation (CSE)

For the purposes of this policy, '**child sexual exploitation**' is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.

- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

Child-on-child Abuse

For the purposes of this policy, '**child-on-child abus**e' is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including child-on-child abuse, as confirmed in the Child Protection and Safeguarding Policy's statement of intent.

All staff should be aware that children can abuse other children (often referred to as child-on-child abuse), and it can happen both inside and outside of school and online. All staff should be clear as to the school's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff should understand that even if there are no reports in their school, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have concerns regarding child-on-child abuse they should speak to the DSL (or Deputy).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as 'just banter', 'just having a laugh', 'part of growing up' or 'boys being boys' can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as a normal and not coming forward to report it.

Child-on-child abuse is most likely to include, but may not be limited to:

- bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- abuse in intimate personal relationships between children.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse).
- sexual violence such as rape, assault by penetration and sexual assault (this may include an online element which facilitates, threatens and/or encourages sexual violence).
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.

- causing someone to engage in sexual activity without consent.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm.
- initiation- and hazing type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element).

All staff will be clear as to the school's policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further.

All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Exclusion Policy, where relevant.

Children required to give evidence in court

Children required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Children will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Children Missing from Education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Missing Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil

- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Children with family members in prison

Children with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

County Lines

For the purposes of this policy, '**county lines**' refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home
- Having been the victim or perpetrator of serious violence, e.g. knife crime
- Receiving requests for drugs via a phone line
- Moving drugs
- Handing over and collecting money for drugs
- Being exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection
- Being found in accommodation they have no connection with or a hotel room where there is drug activity
- Owing a 'debt bond' to their exploiters
- Having their bank account used to facilitate drug dealing

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

Cyber-crime

For the purposes of this policy, '**cyber-crime**' is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Domestic Abuse

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, '**domestic abuse**' is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. '**Abusive** behaviour' includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. '**Personally connected**' includes people who:

- Are, have been, or have agreed to be married to each other
- Are, have been, or have agreed to be in a civil partnership with each other
- Are, or have been, in an intimate personal relationship with each other
- Each have, or had, a parental relationship towards the same child
- Are relatives

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

As an **Operation Encompass** partner, we work closely with social care with regards to domestic violence incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

Female Genital Mutilation (FGM)

For the purposes of this policy, '**FGM**' is defined as all procedures involving the 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.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are

required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. NB: This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.
- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of '**honour-based abuse (HBA)**' which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse

and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

Forced Marriage

For the purposes of this policy, a '**forced marriage**' is defined as a marriage that is 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 the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Since 27th February 2023, the marriage of a child under 18 has been considered a forced marriage in all circumstances; it is an offence to carry out ay conduct for the purpose of causing a child to enter into marriage before their 18th birthday, even if the conduct does not involve threat, coercion or deception. This also applies to 'unofficial' marriages – legislation covers 'any religious or civil ceremony of marriage (whether or not legally binding)'.

Forced marriage is a crime in the UK and a form of **HBA.**

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

Homelessness

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

Indicators that a family may be at risk of homelessness include:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because 'they have to'

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Mental Health

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Modern Slavery

For the purposes of this policy, '**modern slavery**' encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

Online safety and personal electronic devices

The Trust and schools will adhere to Extol Trust Online Safety Policy and Acceptable Use Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil's online activity.

The Trust commissions OneIT to ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school's Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

Reviewing online safety

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

Personal electronic devices

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Acceptable Use Policy.

Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the Data Protection Policy.

Where photographs and videos will involve pupils who are CfC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are CfC or who have been adopted, liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment for the purpose of upskirting. '**Operating equipment**' includes enabling, or securing, activation by another person without that person's knowledge, e.g. a motion-activated camera.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL, who will then decide on the next steps to take, which may include police involvement.

Preventing Radicalisation

For the purposes of this policy, '**extremism**' refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, '**radicalisation**' refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, '**terrorism**' refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed

with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Prevent Duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have "due regard to the need to prevent people from being drawn into terrorism", known as "the Prevent duty". The Prevent duty will form part of the school's wider safeguarding obligations.

The school's procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outlined in the Prevent Duty Policy.

Serious Violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

In the event of any of the above issues being recognised, information should be shared directly with the Designated Safeguarding Lead s or deputies which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

Context of safeguarding incidents

Safeguarding incidents can occur outside of school and can be associated with outside factors. All staff, particularly the DSL and Deputy DSL, will always consider the context of safeguarding incidents. Assessments of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals to CSCS.

Children potentially at greater risk of harm

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of children. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

Children who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision pastoral or academic support.

Home Educated Children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

Cared for Children and Previously Cared for Children

Children most commonly become cared for because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PCfC, also known as care leavers, can also remain vulnerable after leaving care.

The Local Governing Body will ensure that staff have the skills, knowledge and understanding to keep CfC and PCfC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Cared for legal status, i.e. whether they are cared for under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority caring for the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PCfC, personal advisers.

Further details of safeguarding procedures for CfC and PCfC are outlined in the school's Cared for Children and Previously Cared for Children Policy.

Children with SEND

Statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental), mood or injury must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEND and certain medical conditions are often more prone to peer group isolation than other children and there is greater potential for children with SEND and certain medical conditions being disproportionally impacted by behaviours such as bullying (including prejudice-based bullying), without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, consideration will be given to extra pastoral support for children with SEND and certain medical conditions.

Vulnerabilities of children with SEND

Children with SEND and/or complex medical needs can be more vulnerable to all types of abuse (sexual, neglect, physical, emotional, radicalisation) for a number of reasons:

- They have limited or no communication. This means they are unable to recount episodes of abuse to others.
- They have limited understanding of what constitutes abuse. In this instance they are more likely to accept the abuse as 'normal' and are more vulnerable to exploitation by others.
- They have a reduced physical capacity to resist or avoid abuse.
- They are dependent on adults for many or all of their care needs, including intimate care.
- They are statistically more likely to be in care than the general population, and hence are more likely to have suffered from trauma or Adverse Childhood Experiences (ACES). **
- They are statistically more likely to live in a family that has suffered familial breakdown. **

- They are statistically more likely to live in relative poverty. **

** Safeguarding disabled children: practice guidance, 2009, (p.10)

Mitigating vulnerabilities

It is essential vulnerabilities are mitigated in the following ways:

- Children are provided with alternative and augmentative communication methods wherever possible to allow them to relay details regarding their lives and experiences to adults who know them well.
- Extra care and attention is paid to marks and bruises etc. when changing nappies, supporting with continence, changing for swimming, and changing for PE – especially when the child is non-verbal or unable to communicate.
- Children are educated in small classes with high staff to child ratios. These high ratios allow all staff to:
    - Provide more individualised attention.
    - Develop a stronger relationship.
    - Develop a deeper understanding of each child's SEND needs.
    - Develop a detailed knowledge of each child's typical behaviour, presentation, and mode of communication.

  These factors allow class staff to quickly pick up on and identify any changes that may be indicative of abuse, and the strong adult-child relationships foster an atmosphere of trust in which children are more likely to disclose relevant information.
- Children have regular, daily opportunities to speak to adults about their lives in structured and unstructured activities (i.e. circle time, PSHE, mile a day, good mornings, snack time etc.)
- School staff are trained to understand the effect Adverse Childhood Experiences have on behaviour and development. Children who have suffered previous trauma or abuse are offered in school interventions to support them to thrive, despite past experiences.
- Many children have the involvement of outside agencies (i.e. Social Care, SALTs, Consultants, O.T., CAMHS, Educational Psychologists, Physiotherapists etc.). Multi-agency information sharing at all points of contact is prioritised to aid in spotting signs of abuse.
- In-school pastoral staff maintain contact with families. Where families are struggling, they provide assistance for parents/carers to access a range of benefits and support services both in and outside of school.

Managing safeguarding in relation to children with SEND

All staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionally impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENDCo, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

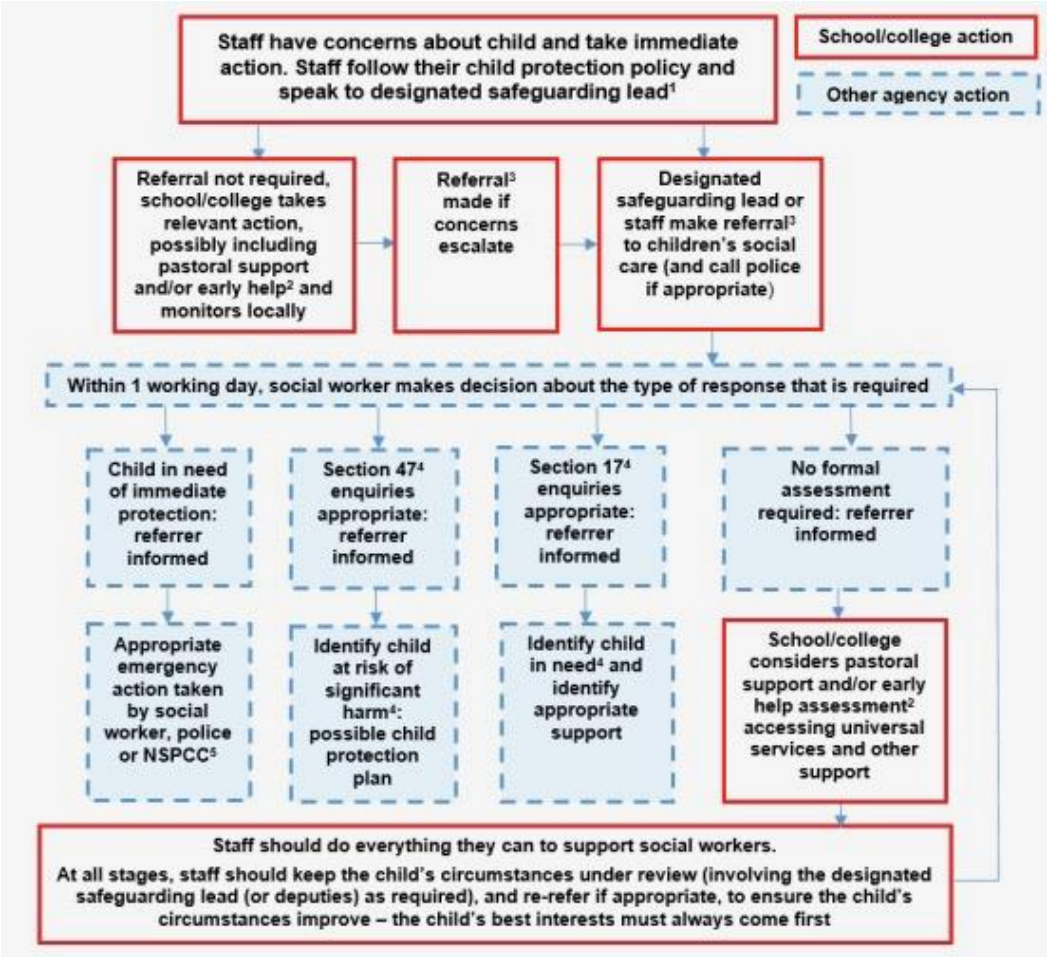
Safe Schools and Safe Staff

Actions where there are concerns about a child (From KCSIE 2023) (*Ref: Appendices 2&3)*

The DSL/Deputy DSL will be informed immediately by an employee of the school, child who attends the school, parent/carer of the school or other persons, in the following circumstances:

- Suspicion that a child is being harmed
- There is evidence that a child is being harmed
- The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:
- Ill-treatment
- Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).



(*Ref: KCSIE, 2023 Page 22*)

1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2023.
2. Early Help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of Working Together to Safeguard Children.
5. This could include applying for an Emergency Protection Order (EPO).

If a member of staff has any concern about a pupil's welfare, they will act on them immediately by speaking to the DSL or deputy DSL(s). All staff members are aware of the procedure for reporting concerns and understand their responsibilities in relation to confidentiality and information sharing.

Where the DSL is not available to discuss the concern with, staff members will contact the deputy DSL(s) with the matter. If a referral is made about a pupil by anyone other than the DSL, the DSL will be informed as soon as possible.

The LA will make a decision regarding what action is required within one working day of the referral being made and will notify the referrer. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.

If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered. All concerns, discussions and decisions made, as well as the reasons for making those decisions, will be recorded via CPOMS.

If a pupil is in immediate danger, a referral will be made to CSCS and/or the police immediately. If a pupil has committed a crime, such as sexual violence, the police will be notified without delay.

Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views. When responding to safeguarding concerns, staff members will act calmly and supportively, ensuring that the pupil feels like they are being listened to and believed. They will not interrogate the child or ask leading questions.

An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

Concerns about staff and safeguarding practices

If staff have safeguarding concerns, inclusive of low-level concerns, or an allegation is made about another member of staff (including supply staff, volunteers and contractors) posing a risk of harm to children, then this should be referred to the Headteacher. Where there are concerns/allegations about the Headteacher this should be referred to the CEO.

Any concerns regarding the safeguarding practices at the school will be raised with the senior leadership team, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

Clarity around Allegation vs Low-level Concern vs Appropriate Conduct

Allegation
Behaviour which indicates that an adult who works 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.
- behaved towards a child or children in a way that indicates they may pose a risk of harm to children.

Low-level Concern
Any concern – no matter how small, even if no more than a 'nagging doubt' – that an adult may have acted in a manner which:

- is not consistent with an organisation's Code of Conduct, and/or
- relates to their conduct outside of work which, even if not linked to a particular act or omission, has caused a sense of unease about that adult's suitability to work with children.

Appropriate Conduct
Behaviour which is entirely consistent with the organisation's Code of Conduct and the law.

Allegations of abuse against staff

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the Trust's Statement of Procedure for Dealing with Allegations of Abuse Against Teachers and Other Staff and Volunteers – a copy of which will be provided to, and understood by, all staff. The school will ensure

all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as 'low-level' concerns. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may 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.

Where this concern does not meet the harm threshold, all staff should continue to follow their Staff Code of Conduct, inclusive of the procedure for dealing with 'low-Level' concerns and share information with the Headteacher. This concern may be where an adult's behaviour is inconsistent with the Staff Code of Conduct, including inappropriate behaviour outside of work but does not meet the allegation threshold.

Low-level Concerns

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if they request to remain anonymous this should be respected as far as practically possible. (*Ref: Appendix 4*: Low-level Concern Reporting Form).

Records must be kept confidential and held securely in line with the Records Management Policy and Disposal of Records Schedule, and the Data Protection Policy. Records should be reviewed so that potential patterns of inappropriate, problematic or concerning behaviour can be identified. Where a pattern of such behaviour is identified, the school should decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a low-level concern to meeting the harm threshold, in which case it should be referred to the LADO.

References should only provide substantiated safeguarding concerns and/or allegations, including a group of low-level concerns about the same individual, that meet the harm threshold. Therefore, low-level concerns which relate exclusively to safeguarding (and not to misconduct or poor performance) should not be referred to in a reference.

Communication and Confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of

sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Safer Recruitment

The full policy and procedures for safer recruitment are outlined in the Recruitment and Selection Policy and Procedure.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The Local Governing Body will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form provided in *Appendix 5* of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

Single Central Record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

All schools hold a central SCR containing information that is easily accessible and recorded in such a way that allows for details to be provided, and without delay, to all who need to see it, including Ofsted.

The Trust's HR provider quality assures the SCR regularly.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check

- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- A section 128 check for those in management positions

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school.

Training

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a termly basis and/or whenever there is a change in legislation, to ensure they discharge their responsibilities effectively.

The induction training will cover:

- Safeguarding and Child Protection Policy
- Child-on-child Abuse policy and procedures
- Staff Code of Conduct (inclusive of low-level concerns and allegations against staff)
- KCSIE Part 1 (or Annex A, if appropriate)
- Behaviour Policy
- Children Missing Education policy, including the safeguarding response to children who go missing from education
- Whistleblowing Policy

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep CfC and PCfC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

Use of the school premises for non-school activities

Where the Local Governing Body, hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe. If an allegation is received regarding an organisation or individual that has hired the school premises, individual schools will follow their usual safeguarding procedures and processes for managing allegations, including informing the LADO.

Where the LGB provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the LGB will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The LGB will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The LGB will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

Extracurricular Activities and Clubs

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

Alternative Provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the **provider has conducted all relevant safeguarding checks on staff.**

Work Experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

Homestay Exchange Visits

School-arranged homestays in UK

Where the school is arranging for a visiting child to be provided with care and accommodation in the UK in the home of a family to which the child is not related, the responsible adults are considered to be in regulated activity for the period of the stay. In such cases, the school is the regulated activity provider; therefore, the school will obtain all the necessary information required, including a DBS enhanced certificate with barred list information, to inform its assessment of the suitability of the responsible adults.

Where criminal record information is disclosed, the school will consider, alongside all other information, whether the adult is a suitable host. In addition to the responsible adults, the school will consider whether a DBS enhanced certificate should be obtained for anyone else aged over 16 in the household.

School-arranged homestays abroad

The school will liaise with partner schools to discuss and agree the arrangements in place for the visit. The school will consider, on a case-by-case basis, whether to contact the relevant foreign embassy or High Commission of the country in question to ascertain what checks may be possible in respect of those providing homestay outside of the UK. The school will use its professional judgement to assess whether the arrangements are appropriate and sufficient to safeguard every child involved in the exchange. Pupils will be provided with emergency contact details to use where an emergency occurs or a situation arises that makes them feel uncomfortable.

Privately arranged homestays

Where a parent or pupil arranges their own homestay, this is a private arrangement and the school is not the regulated activity provider.

Private Fostering

Where a period of UK homestay lasts 28 days or more for a child aged under 16, or under 18 for a child with SEND, this may amount to private fostering under the Children Act 1989. Where the school

becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks.

Appendix 1

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Legislation

Apprenticeships, Skills, Children and Learning Act 2009 (as amended)
https://www.legislation.gov.uk/ukpga/2009/22/section/ZA2

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

Counter-Terrorism and Security Act 2015
https://www.gov.uk/government/collections/counter-terrorism-and-security-bill

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
https://www.legislation.gov.uk/uksi/2018/794/contents/made

Data Protection Act 2018
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

Domestic Abuse Act 2021
https://www.gov.uk/government/publications/domestic-abuse-act-2021

Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175

Education and Training (Welfare of Children) Act 2021
https://www.legislation.gov.uk/en/ukpga/2021/16/enacted

The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
https://www.legislation.gov.uk/uksi/2012/115/contents/made

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
https://www.gov.uk/government/collections/serious-crime-bill

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

General Data Protection in Schools, 2023
https://www.gov.uk/government/publications/data-protection-toolkit-for-schools

Human Rights Act, 1998
https://www.equalityhumanrights.com/en/human-rights
Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

Voyeurism (Offences) Act 2019
https://www.gov.uk/government/publications/implementation-of-the-voyeurism-offences-act-2019#:~:text=The%20Voyeurism%20(Offences)%20Act%202019%20creates%202%20new%20offences%20criminalising,view%2C%20their%20genitals%20or%20buttocks

Statutory guidance

DfE (2018) 'Disqualification under the Childcare Act 2006'
https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006

DfE Statutory framework for the Early Years Foundation Stage (EYFS) Sept 2021
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

DfE (2015) 'The Prevent duty'
https://www.gov.uk/government/publications/the-prevent-duty-safeguarding-learners-vulnerable-to-radicalisation/the-prevent-duty-an-introduction-for-those-with-safeguarding-responsibilities

DfE (2018) 'Working Together to Safeguard Children'
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

HM Government (2020) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/964567/6.6271_HO_HMG_Channel_Duty_Guidance_v14_Web.pdf

HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
https://www.gov.uk/guidance/forced-marriage

HM Government (2020) Multi-agency statutory guidance on female genital mutilation
https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Keeping Children Safe in Education 2023
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Teachers Standards (2011)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1040274/Teachers__Standards_Dec_2021.pdf

Non-statutory guidance

DfE (2017) 'Child sexual exploitation'
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/591903/CSE_Guidance_Core_Document_13.02.2017.pdf

DfE (2018) 'Information Sharing: Advice for Practitioners providing safeguarding services'
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

DfE (2020) 'Recruit teachers from overseas'
https://www.gov.uk/guidance/recruit-teachers-from-overseas

DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

DfE (2015) 'What to do if you are worried a child is being abused'
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

Public Sector Equality Duty Guidance for Schools in England
https://dera.ioe.ac.uk/16086/1/public_sector_equality_duty_guidance_for_schools_in_england_final.pdf

Working together to improve school attendance. 2022
https://www.gov.uk/government/publications/working-together-to-improve-school-attendance

This policy must be read in conjunction with other related policies and procedures.

In school these include:

- **Anti-bullying Policy**
- **Behaviour Policy** – inclusive of the Use of Reasonable Force/positive handling and confiscating and searching, anti-bullying and online bullying
- **Children Missing Education Policy**
- **Health & Safety Policy** – inclusive of First Aid
- **Intimate Care Policy** – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance
- **Managing Children with Medical Conditions Policy** and implications for the workforce, pupils and partnership with parents, including the administration of medicines and procedures for trained staff who manage this
- **Personal, Social and Health Education Policy**
- **Relationship and Sex Education Policy** inclusive of Health Education content
- **Remote Learning Policy**
- **Special Education Needs and Disabilities Policy**
- **Single Equality Scheme**

Trust wide policies and procedures include:

- **Acceptable Use Policy** (inclusive of personal electronic device policy for children and adults)
- **Attendance Policy** - school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.
- **Cared for Children and Previously Cared for Children Policy** - inclusive of named teacher for cared for children whose role is to champion the achievement of cared for children in individual schools, working closely with the DSL and the VH within the LA who has responsibility for the children who are cared for
- **Complaints Procedure**
- **Educational Visits Policy** (reviewed annually) reflects the consideration we give to safeguarding our children when taking part in visits within the school environment, away from school, during outdoor learning experiences and when taking part in adventurous activities
- **General Data Protection Policy** (internal and external exchange of information)
- **Online Safety Policy** inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)
- **PREVENT / Anti-Radicalisation Policy**
- **Records Management Policy** inclusive of all procedures around the recording, storing and transferring of information regarding children
- **Staff Code of Conduct** inclusive of 'Low Level' Concerns, allegations against staff, Whistleblowing Policy and Safer Recruitment Consortium Guidance for Safer Working Practices for those working with young people in education settings, 2022. Extol Trust will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- **Statement of Procedure for Dealing with Allegations of Abuse Against Teachers and Other Staff and Volunteers**
- **Whistleblowing Policy** which provides guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

As well as a robust **Trust Recruitment and Selection Policy and Procedure** which:

- is inclusive of safer recruitment guidance and regulation, for example a Single Central Record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.
- has clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.
- gives due regard to carrying out an online search as part of due diligence on shortlisted candidates which may help identify any incidents or issues that have happened, and are publicly available online, which the school may want to explore with the applicant at interview.

Candidates will be informed that online searches may be carried out as part of due diligence checks.

- stipulates trained panel members ensure that the policy works in practice in all recruitment and selection within the school.
- takes into account the School Staffing (England) Regulations 2009, Regulation 9: require governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education (2023) and Working Together to Safeguard Children (2018).

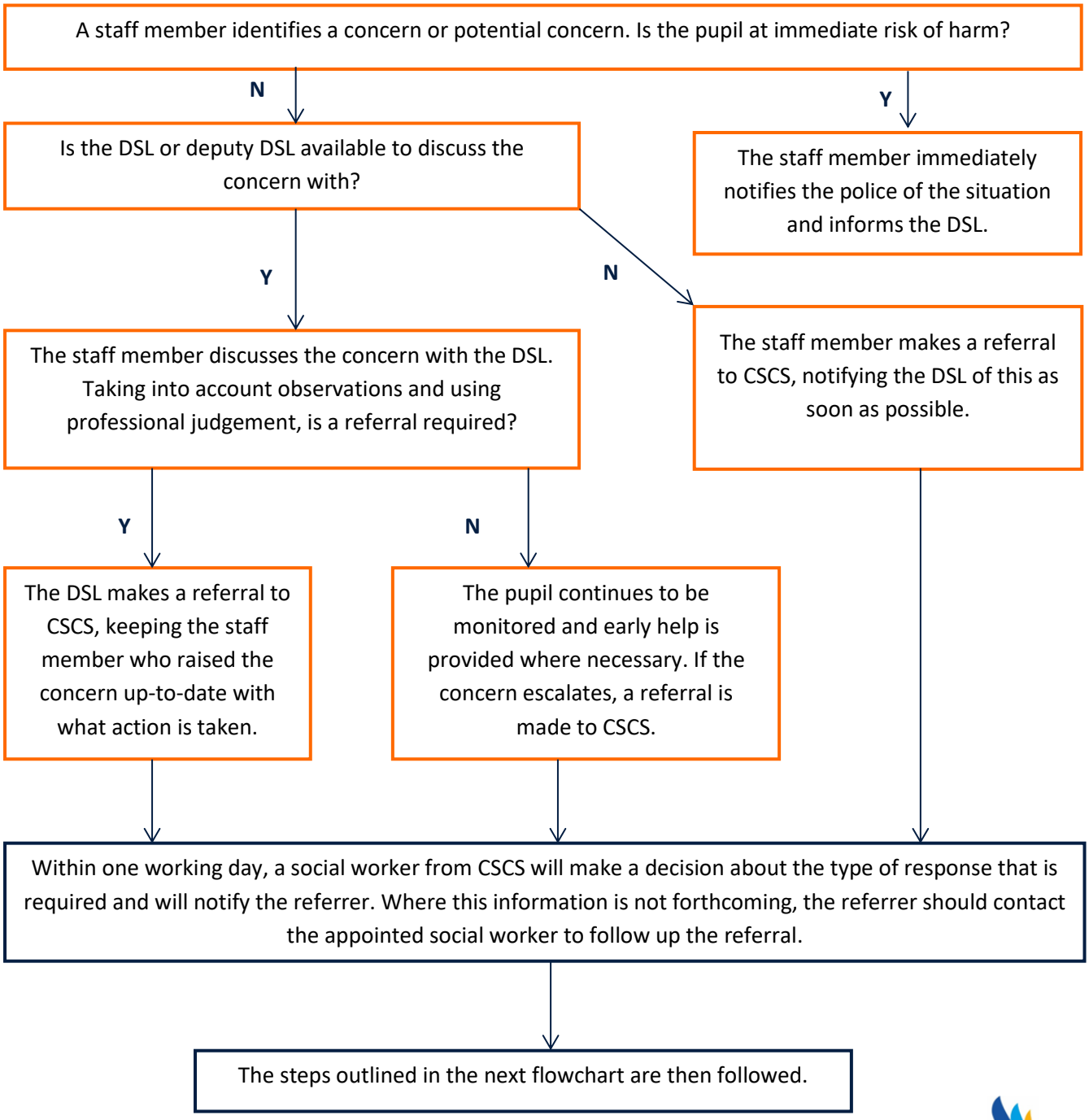
Appendix 2

Actions were there are concerns about a child: Reporting and Referral Process

The process outlined within the first section should be followed where a staff member has a safeguarding concern about a child. Where a referral has been made, the process outlined in the 'After a referral is made' section should be followed.

The actions taken by the school are outlined in yellow, whereas actions taken by another agency are outlined in blue.

Before a referral is made



After a referral is made

Once a referral has been made, a social worker from CSCS will notify the referrer that a decision has been made and one of the following responses will be actioned.

The pupil is in need of immediate protection.

Where the pupil is at risk of significant harm but is not in immediate danger, a strategy discussion is held.

No formal assessment is needed.

Where appropriate to do so, the DSL and staff member who raised the concern may be consulted during these stages to ensure that all areas of concern are addressed.

The DSL supports the initial staff member to liaise with other agencies to arrange an early help assessment and appropriate support.

Appropriate emergency action is taken by the social worker, police or NSPCC.

A Child in Need assessment is completed within 45 working days.

Within 15 working days of the strategy discussion, an initial child protection conference is held.

A child protection plan is potentially required.

The type of support needed is identified, arranged through multi-agency liaison and provided effectively.

Staff keep the pupil's circumstances under review and re-refer if appropriate to ensure circumstances improve – the pupil's best interests always come first.

If the child's situation does not appear to be improving, the DSL should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Appendix 3

Hartlepool Contact Details

Hartlepool and Stockton-on-Tees Safeguarding Children Partnership

Telephone: 01429 284284

Hartlepool Local Authority Designated Officer - Phil Curtis

Telephone: 01429 401844

Email: LADO@hartlepool.gov.uk

Middlesbrough Contact Details

South Tees Safeguarding Children Partnership (STSCP)

Telephone: 01642 726004

Middlesbrough Local Authority Designated Officer - Peter Storey

Telephone: 07929 854418

Email: Middlesbroughlado@middlesbrough.gov.uk

Sunderland Contact Details

Sunderland Safeguarding Children Partnership (SSCP)

Telephone: 0191 520 5560

Sunderland Local Authority Designated Officer

Telephone: 0191 561 3901

Email: designatedofficer@togetherforchildren.org.uk

Appendix 4

Low-level Concern Reporting Form

Thank you for reporting your concerns to the safeguarding team; we are grateful to you for taking the safety and welfare of our children seriously. Please fill in the below form, including as much detail as you can, and return it directly to the headteacher or DSL. Please refrain from discussing this concern with anyone other than the headteacher or DSL. We ask that you keep all details, including the name staff member to whom the concern pertains, confidential.

Your details	
Name (optional)	
Role	
Date and time of completing this form	
Details of individual whom the concern is about	
Name	
Role	
Relationship to the individual reporting the concern, e.g., manager, colleague	
Details of concern	
Please include as much detail as possible. Think about the following: What behaviour and/or incident are you reporting? What exactly happened? Why does the behaviour and/or incident worry you? Why do you believe the behaviour and/or incident is not consistent with our Staff Code of Conduct? (*Please continue on a separate sheet if necessary*)	

Details of any children or young people involved		
Name(s)		
Do you believe there is a risk of harm to the above children or young people, either now or in the future, as a result of the individual's behaviour? Explain your answer.		
Next steps		
What would you like to see happen in response to your concern?		
Are you willing to meet with the headteacher and DSL to discuss your concern? Please circle as appropriate.	**Yes**	**No**
Please state any other information that you believe is relevant to the processing of this concern.		
Signature		
For use by safeguarding team upon receipt of concern		
Date and time concern received		
Signature of DSL or deputy DSL		
Actions to be taken (*e.g. no action, investigation, reclassification as allegation meeting the harms threshold.)*		

Appendix 5 **Staff Disqualification Declaration**

Name of school:	
Name of staff member:	Position:

Orders and other restrictions	**Yes/No**
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
Specified and statutory offences	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	

Provision of information	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies):	
You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.	

Declaration

In signing this form, I confirm that the information provided is true to the best of my knowledge and that:

- I understand my responsibilities to safeguard children.
- I understand that I must notify the headteacher immediately of anything that affects my suitability to work within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.

Signed:	
Print name:	
Date:	