



Child Protection and Safeguarding Policy

Date of last review: 7th December 2017

Next scheduled review: December 2018

SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN IS EVERYONE'S RESPONSIBILITY

Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. All professionals should ensure their approach is child centred: this means considering at all times what is in the best interests of the child.

If you have serious concerns about immediate risk to a child, or are concerned that a child has suffered significant harm and continues to be at risk, you should report it immediately. Section 6.1 of this policy sets out the process for reporting and recording concerns.

*To accompany this policy, an annexe (**Schedule 1**) exists for each school in the Trust, which contains school-specific information including names and contact details for key school and local authority personnel.*

This policy also links to (and should be considered alongside) other policies in our schools and/or across the Trust concerned with the protection of children from harm, including: Online Safety; Behaviour; Positive Handling; Health and Safety; Special Educational Needs; Anti-Bullying; Confidentiality; Intimate Care; Trips; Safer Recruitment and Whistleblowing.

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1. Introduction

The Trustees of the Quality First Education Trust fully recognise the responsibilities and duties placed upon them to have arrangements to safeguard and promote the welfare of all pupils in the schools within the Trust. We believe that our schools provide a caring, positive, safe and stimulating environment in which pupils can learn and that promotes the social, physical and emotional wellbeing of each individual pupil.

We recognise that all staff, including volunteers, have a full and active part to play in protecting pupils from harm. **This policy is for:**

- Trustees and local governors
- All staff, regardless of employment status
- Volunteers

All staff, governors and trustees are required to:

- Read this policy carefully and to be aware of their role in these processes.
- Read Part One of Keeping Children Safe in Education 2016.

Schools will ensure that:

- The Designated Safeguarding Lead (DSL) and Designated Members of Staff (DMS) are released to attend the necessary enhanced training courses to enable them to carry out their role effectively.
- New staff are informed of safeguarding requirements and this policy during their induction
- Staff are provided with Part One of Keeping Children Safe in Education 2016.
- Staff are provided with appropriate training in Child Protection and Safeguarding issues and systems, including the Early Help process.
- Staff are informed who the DSL and DMS are in their school.
- Staff are assisted to discharge their roles and responsibilities in relation to this policy.

This policy is written in line with the principles established by the Children Act 1989 and 2004 and guidance for schools and colleges from the London Child Protection Procedures 2016 (5th edition amended 31st March 2016), Working Together to Safeguard Children 2015; What to do if you are worried a child is being abused (March 2015); Keeping Children Safe in Education 2016; and Statutory Framework for the Early Year's Foundation Stage (2017). Additional guidance comes from: The 'PREVENT' duty advice (2015) and 'Channel General Awareness' by the College of Policing; guidance from Ofsted 'Safeguarding in Schools: Best Practice' Sept 2011; the Education Act (DfE) 2002; the Education (Independent School Standards) Regulations 2014; and the Non-Maintained Special Schools (England) Regulations 2015 and the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016). We also make every effort to align with the relevant Local Safeguarding Children Board (LSCB) and the local authority for each of our schools. Links to useful documents can be found in Appendix A.

2. Aims of this policy

- To raise the awareness of all staff of the need to safeguard all children and of their responsibilities in identifying and reporting possible cases of abuse.
- To emphasise the need for good communication between all members of staff in matters relating to child protection.
- To set out a structured procedure which will be followed by all members of the school community in cases of suspected abuse.
- To provide a systematic means of monitoring pupils known or thought to be at risk of significant harm.
- To work openly and in partnership with parents in relation to child protection concerns.
- To support all pupils' development in ways that will foster security, confidence and independence.
- To promote safe practice and challenge poor and unsafe practice.
- To develop and promote effective working relationships with other agencies involved with safeguarding and promoting the welfare of children.
- To develop and promote online safety awareness amongst staff and children (including use of mobile phones).
- To develop and promote awareness of safeguarding regarding Grooming, Child Sexual Exploitation and Female Genital Mutilation.
- To develop and promote awareness of safeguarding regarding radicalisation and risk of being radicalised.
- To ensure that all adults working within our schools have been checked with regards to their suitability to work with children.
- To integrate opportunities into the curriculum for children to develop the skills they need to recognise and stay safe from abuse, allowing for continuity and progression through the key stages.
- To take account of and inform policy in related areas, such as: anti-bullying; discipline and behaviour; health and safety; online safety; missing children; child sexual exploitation; female genital mutilation (FGM); honour based violence; anti-radicalisation (PREVENT); de-escalation and positive handling procedures, procedures for dealing with allegations against staff and safer recruitment practice.

3. Definitions

The following definitions are based on 'Keeping Children Safe in Education' September 2016.

- **Children** includes everyone under the age of 18.
- **Safeguarding** is defined for the purpose of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes.
- **Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (for example, via the internet). Children may be abused by an adult, adults or by another child or children.
- **Abuse** is broadly divided into four categories: Neglect, Physical Abuse, Sexual Abuse and Emotional Abuse. The definitions are given below. Guidance for recognising the indicators of possible abuse are attached as Appendix C to this policy.
- **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 abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including use of inadequate care-givers); or ensure access to appropriate medical care and treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
- **Physical abuse:** A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Sexual abuse:** involves forcing or enticing a child or a 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 (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching inside or outside of clothing. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
- **Emotional abuse:** The persistent emotional maltreatment of a child, such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only insofar as they meet

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

All staff should also be aware of the safeguarding issues listed below and the potential signs of abuse set out in Appendix C to this policy:

- **Domestic Violence and Abuse:** It is important to recognise that some children will be living (or may have lived) in families where Domestic Abuse occurs. These situations have a harmful impact on children emotionally, as well as placing them at risk of physical harm. The definition of Domestic Abuse is below:
"Any incident or pattern of incidents of controlling, coercive threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to; psychological; physical; sexual; financial and emotional."
- **Child Sexual Exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. The statutory definition of Child sexual exploitation issued February 2017 is as follows:
"Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology".
- **Female Genital Mutilation (FGM)** includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non-medical reason (World Health Organisation) professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM. On their own, each indicator may not indicate a risk but if there are two or more indicators present this could signal that there is a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM

may not yet be aware of the practice or that it may be practised on them, so sensitivity should always be shown when approaching the subject. FGM is illegal in the UK and there is a **mandatory duty** on schools to report cases of FGM to the police.

- **Children Who Go Missing from Home or Care** are particularly vulnerable and may be at significant risk.

The immediate risks associated with going missing include:

- No means of support or legitimate income – leading to high risk activities
- Involvement in criminal activities
- Becoming a victim of abuse
- Becoming a victim of crime, for example through sexual assault and exploitation
- Alcohol/substance misuse
- Deterioration of physical and mental health
- Missing out on schooling and education
- Increased vulnerability

Longer-term risks include:

- Long-term drug dependency / alcohol dependency
- Crime
- Homelessness
- Disengagement from education
- Child sexual exploitation
- Poor physical and/or mental health.

- **Children Missing From Education:** All children, regardless of their circumstances, are entitled to a full-time education that is suitable to their age, ability and aptitude and any special educational needs they may have. When a child goes missing from school, or does not attend school regularly, there is a potential indication of abuse or neglect. We will follow the required procedures for unauthorised absence and for dealing with children who go missing from education, including ensuring we make the appropriate notification to the Local Authority. We will also ensure staff are alert to the potential risks of poor or non-attendance or cessation of attendance, including the signs to look out for and triggers to be aware of when considering the risks of potential concerns such as travelling to war zones, FGM and forced marriage.
- **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism. Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions. **Extremism** is defined as the holding of extreme political or religious views which may deny rights to any group or individual. **PREVENT: Preventing Radicalisation** is a programme which involves protecting children from the risk of radicalisation. All schools must have due regard to the need to prevent pupils from being drawn into terrorism or being radicalised and this should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse.
- **Sexting:** the sharing of youth produced sexual material (pictures or written) by children and/or involving children.

NB/ It is important to recognise that some young people who are being abused in any form do not exhibit any external signs of this abuse.

4. Key Principles

- We believe that all children have a right to be protected from harm and /or abuse whilst in and out of school care, in person or via the internet.
- We recognise that abuse and neglect are complex issues and rarely stand-alone events. We recognise that schools require a culture of vigilance, professional curiosity, respectful challenge and effective recording and monitoring systems. Safeguarding incidents could happen anywhere and staff should be alert to possible concerns being raised in school.
- We recognise that abuse occurs in all cultures, religions and social classes and that staff need to be sensitive to the many differing factors which need to be taken into account depending on the child's cultural and social background. However, we also recognise that **the needs of the child are paramount** and any concerns will be referred on appropriately, whatever the family background of the child concerned.
- We recognise that because of the day to day contact with children school staff are extremely well placed to observe outward signs of abuse.
- We recognise that a child who is abused or witnesses abuse or violence may find it difficult to develop and maintain a sense of self-worth. They may feel helpless and humiliated and may feel self-blame.
- We recognise that school may provide the only stability in the lives of children who have been abused or are at risk of harm.
- We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived as normal to that which is overtly aggressive, disturbed or withdrawn. We know that it is important that children feel secure, are encouraged to talk and are sensitively listened to, and that children know that there are adults in school whom they can approach if they are worried or unhappy.
- We acknowledge that there may be occasions where it may be appropriate to consider whether specific or additional arrangements need to be put in place where an issue is particularly sensitive due to gender issues or cultural or faith issues. If possible, in cases of sexual abuse in particular, we will try to ensure that a pupil can be spoken to by a same sex member of staff who has received enhanced training if this is felt to be appropriate.
- We adhere to the principles of working in partnership with those who hold parental responsibility for each child. Staff will raise Child Protection or Safeguarding concerns with Parents/Carers at the earliest appropriate opportunity and work in partnership with them and other agencies to improve outcomes.
- The prime concern at all times must be the welfare and safety of the child. Where there is a conflict between the needs of the child and the parent/carer, the **interests of the child must be paramount**.
- The ethos of our Trust supports open practice, good communication and a safe culture in which children can thrive and learn.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and know that these concerns will be taken seriously by the relevant school leadership team and dealt with sensitively and appropriately.

5. Safeguarding Code of Conduct for staff and volunteers

ALWAYS:

- ✓ treat all children, regardless of race, disability religion or belief, gender, sexual orientation, equally and with respect and dignity;
- ✓ ensure the child's welfare comes first and record and pass on any concerns to the Designated Safeguarding members of staff as soon as possible;
- ✓ work in an open environment. Avoid private or out of sight locations, encourage open communication and where appropriate keep doors open;
- ✓ speak clearly, without whispering, so that children do not need to come too close to hear;
- ✓ avoid spending time alone with individual children away from others unless necessary or unavoidable;
- ✓ ensure there are two adults together if changing a child who has wet or soiled themselves, ideally the child should do as much of the changing as they are able to for themselves;
- ✓ when having a meeting with a child/parent/carer, sit facing the door so that this can be monitored and help given if necessary;
- ✓ be aware of the impact of proxemics; maintain safe and appropriate distance; know where and how to place your body;
- ✓ avoid touching children and if a child seems uncomfortable: stop. NB/ if touching is necessary as part of positive handling verbalise to the child what you are doing;
- ✓ maintain professional boundaries, this means using a specific mobile number or email address for work boundaries rather than personal details, and not sharing social networking details (pupils and parents/carers);
- ✓ present as an exemplary role model by not smoking or drinking alcohol, swearing, allowing suggestive conversations or jokes or wearing less than professional clothing when in the company of a pupil;
- ✓ seek to be enthusiastic and constructive when giving feedback rather than making overly negative or critical remarks;
- ✓ record any injury that occurs and seek attention from a qualified First Aider or parent/carer;
- ✓ use social media carefully: check your privacy settings regularly, and think before you post or 'like' content which may bring your school into disrepute.

NEVER:

- x allow allegations made by a child to go unrecorded or not acted upon swiftly (this applies to any form of abuse or bullying)
- x promise confidentiality to a child making an allegation or disclosure
- x lock doors
- x impose humiliating or power-based punishments or intentionally reduce a child to tears;
- x engage in rough, physical or sexually proactive games, including horseplay;
- x allow or engage in any form of inappropriate touching;
- x share a bedroom with a pupil;
- x allow children to use inappropriate language unchallenged;
- x make sexually suggestive comments to a young person, even in fun;
- x engage in any form of relationship, sexual or otherwise, with a young person you work with even if they are over the age of consent, but under 18 (older with vulnerable adults);
- x do things of a personal nature for children or disabled young people that they can do for themselves;
- x invite or allow children to stay with you at your home unsupervised;
- x share private email addresses with pupils;
- x 'friend' a child on Facebook or any other social networking sites – particularly current and former pupils and their siblings;
- x keep photographs or videos of pupils on your phone (if you need to take photos or videos of a child for school use, you should upload them onto school system as soon as possible and then delete them from your own device);
- x seek physical contact. Try to gently discourage contact rather than reject pupils. Never allow physical contact when you are alone. Model appropriate contact, e.g. shaking hands or patting the shoulder.
- x pick up or carry a child unless unavoidable in an emergency (i.e. they are in danger and incapable of moving away themselves)
- x sit children on your lap; if a child needs comforting sit them alongside you;
- x take a pupil in your car, but where this is unavoidable:
 - prepare a risk assessment
 - ensure your insurance covers business passengers and musical instruments (NB This may be a very good reason for not being able to take pupils in your car)
 - obtain parental permission, preferably in writing
 - take more than one person
 - sit child in the back
 - travel directly to the destination
 - keep conversation professional.

6. Procedures

We ensure our procedures are in line with government policy and we make every effort to align with the relevant Local Safeguarding Children Board (LSCB) for each of our schools.

6.1 What to do if you are concerned about a child

All staff have a responsibility to safeguard and promote the welfare of all pupils at all times. If you have a concern about a pupil, you are required to act appropriately to ensure action can be taken to protect them. The concern may arise as a result of a disclosure from a pupil, a parent or a third party or due to their behaviour.

If a pupil discloses abuse:

- Listen carefully to what the pupil is telling you without interrupting
- Do not promise confidentiality
- Remain non-judgemental and keep an open mind
- Do not ask leading questions, or more questions than you have to – just establish what the pupil is telling you
- Be honest with the pupil and explain what you will happen next
- Record the information fully
- Pass on to the designated member of staff (DMS)

Record any information clearly: In the case of any concerns always record the information clearly and be clear how the concern has arisen. All verbal conversations should be written up as soon as possible. Written records must be kept securely, noting all concerns, discussions and decisions.

Report promptly: In all cases you must report any concerns to the DSL or DMS promptly. This includes any concerns of a child believed to be or suspected of being “at risk” of FGM or extremism or radicalisation. If there is any indication that the pupil has suffered harm or there is a high level of risk, report this to the DSL or DMS immediately.

Act quickly: It is important to identify any concerns about children **at as early a stage as possible** so that their needs can be identified and monitored and appropriate support put in place. We will ensure the immediate safety of any child felt to be at serious risk by taking appropriate action and by involving other relevant agencies as necessary.

Ask for advice: Please remember the DSLs and DMSs are available to offer help, advice and guidance to staff and pupils where necessary. If you have a concern or problem and are unclear how to proceed, ask for advice.

Support: In all cases ensure ongoing support is offered to the pupil as appropriate.

Refer directly if you need to:

- All staff know that they may raise concerns directly with Children's Social Care services, Child Line, the NSPCC, PREVENT- **anybody can make a referral**.
- **If you think a child is at immediate risk of significant harm, phone the Police.**
- See your school's specific annexe (Schedule 1) for names and contact details; see Appendix A of this document for other useful numbers.

6.2 Co-operating with other agencies

- If a DSL/DMS requires advice, they will contact the Education Safeguarding Advisor, the MASH or (after hours) a duty social worker.
- When considering referrals to support agencies, our schools will act in accordance with Local Safeguarding Children Board Thresholds for Intervention guidance, which is consistent with the London-wide Continuum of Need thresholds.
- We will refer any child believed to have suffered or to be likely to suffer significant harm to the relevant MASH team / Children's Services without delay, and will follow up any such referral in writing within 48 hours, unless the MASH team formally advise not to do so.
- We will contribute to multi-agency assessments of children's needs where appropriate and work in a fully integrated way with other relevant services as appropriate.
- We will develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at child protection case conferences wherever possible and providing reports as a matter of course (model format attached in Appendix E).
- If a child's situation does not appear to be improving, or a school is not satisfied with the input from Children's Services, the school will take responsibility for finding out what is happening and keep pressing for action to be taken.

6.3 Children Subject to Child Protection Plans:

- A specific request for any Child Protection Information will be made in writing for every child transferring into one of our schools from another school. Schools will make every effort to ensure the previous school provides the required information.
- The child's social worker will be notified of any pupil subject to a Child Protection Plan who is absent from school without explanation for more than one day.
- Any new concern or relevant information about a child subject to a Child Protection Plan will be passed to the child's allocated social worker without delay.
- If a child subject to a Child Protection Plan leaves a school, records will be transferred to the child's new school without delay and the child's social worker informed of the change.

6.4 Online Safety

- We will ensure that all staff and children are made aware of online safety risks and procedures and the **separate online safety policy**.
- We are aware of risks to children online and will ensure children are safeguarded in school from potentially harmful and inappropriate online material through appropriate filtering and monitoring systems.
- This includes use of computers, iPads and mobile phones.
- This includes dangers and risks involved with online chatting, social media, sharing youth produced sexual imagery (sexting), grooming and gaming.
- Each school has a **designated online safety coordinator**, named in each individual school's annexe to this document (Schedule 1).

6.5 Searching, Screening and Confiscation (DfE 2014 - Guidance link in appendix A)

- Staff are encouraged not to view images on children's computers, iPads and phones.
- Images are not copied or printed.
- It may be necessary to look at an image or check a device to ascertain whether there is a safeguarding issue and facts regarding an allegation or when an image is directly presented to a member of staff. Where an image is required to be viewed staff will record when they looked, where and why.

- Any sexual pictures of children under 13 will always be referred to the police and children's services. Children under 13 cannot legally consent to anything.
- Images cannot be deleted under the Data Protection Act 1998 by a member of staff. However, staff can ask the young person to delete images from any social media and sign and date that this has been done. If a child won't delete an image on request, this will result in an increased risk assessment of that child's safeguarding needs
- Without the child's consent, or where a child refuses to delete an image, the child's parent/carer may be called and requested to delete the images or take the device.
- If images are required for evidence the device may be confiscated (switched off and put in a sealed envelope) to be passed to the police. This can occur without the child's or parent/carer's consent if the content is considered harmful)
- Staff can also confiscate or remove any object/item considered harmful or detrimental to the school or children and adults in the school.
- With consent, staff can search for any item within a child's clothing or equipment.
- Without consent, this will be dealt with as a refusal to follow an instruction in line with the behaviour policy and parents/carers may again be asked to search a child for an item.

6.6 Communicating with Children, Parents and Carers

- All children are made aware who they can speak to if they are worried about anything through assemblies, posters around school and in the classrooms, and class discussions. This includes parents and class teachers and any other trusted adult as well as designated staff for safeguarding or behaviour. We will explain the roles of parents and class teachers and any other trusted adult as well as the DSL and DMSs for safeguarding or behaviour.
- All parents /carers are informed that our schools have a Child Protection and Safeguarding policy and that we are required to follow Local Safeguarding Children's Board and government guidelines in respect of reporting suspected abuse to the Children's Social Services. Parents/carers are made aware of the responsibilities of staff members with regard to Child Protection procedures, (for example by including this information on the website or in letters to parents).
- All parents and carers are Pupils and parents will be instructed on online safety procedures (see separate online safety policy).
- Information about key aspects of safety will be discussed as part of PSHCE or in assemblies where appropriate or necessary (e.g. NSPCC 'PANTS' 'Underwear Rule' - link in Appendix A)
- Information will also be made available about any local and national telephone help lines, e.g. in this policy or on the website (see Appendix A)
- In individual cases, parents are notified of the school's concerns at the earliest appropriate opportunity.

7. Early Intervention and Help

- All staff recognise that when a child or family may be experiencing difficulties, support is most effective if it is provided at as early a stage as possible.
- Early Help involves identifying emerging problems; liaising with the Designated Safeguarding Lead or other relevant colleagues; sharing information with other professionals to support early identification and acting as lead professional in undertaking an Early Help Assessment (**EHA**)

- We will ensure Early Help Assessments are carried out in accordance with the guidance set out in Working Together to Safeguard Children 2015.
- Any concerns will be identified by staff, discussed with relevant colleagues and parents and support will be put in place. Effective monitoring systems will be used to assess the effectiveness of interventions and outcomes.
- If appropriate support is not available within a school's own resources, an Early Help Assessment will be completed to identify the child's needs and enable additional support to be sought from other agencies.
- A Team Around the Child will be established where appropriate and a Lead Professional identified.
- If Early Help is in place the situation will be kept under constant review and consideration given to additional referrals (e.g. to social care) if the child's situation does not appear to be improving.
- Early Help Assessments will follow the "Signs of Safety and Wellbeing" model.

8. Staff training and awareness

8.1 DSL, DMS and Staff Training

- Each school has a member of staff who has received appropriate training and support for the role of Designated Safeguarding Lead (DSL) in accordance with mandatory requirements
- We have additional trained members of staff, who will act in the absence of the Designated Safeguarding Lead, and have also received the appropriate training for the role of Designated Member of Staff (DMS).
- We will ensure that the DSL and the DMS staff members attend training and receive relevant updates every year.
- Every member of staff, volunteer and governor knows the name of the DSL and DMSs and their roles and what the back-up arrangement are if the DSL is unavailable.
- We will ensure that all staff develop their understanding of signs and indicators of abuse and understand their responsibilities in passing concerns to the DSL or DMSs through training at induction and regular training at least annually by the DSL and every 3 years by a suitably qualified approved safeguarding trainer. All staff will also be given Safeguarding briefings and updates at least annually.
- We recognise that there is a variety of expertise within the staff team and will provide opportunities for staff to contribute to and shape Safeguarding arrangements and policy.

8.2 Staff Understanding of Statutory Guidance and Policies:

- All staff are familiar with the Child Protection and Safeguarding Policy. This document and related policies and guidance are included in the induction for each new staff member joining the Trust at any time of the year.
- All staff have been given a copy of Part 1 of 'Keeping Children Safe in Education' (current issue Sept 2016, see appendix A) and have signed to confirm that they have read and understood the document.
- All staff are given a copy of the 'Code of Conduct' and sign to confirm that they have read the document (see section 5 of this document).
- All staff are given guidance to help develop their understanding of the signs and indicators of abuse.
- Safeguarding guidance for trips, both local and residential, is provided in a separate Trips policy and shared with all staff and parent helpers accompanying school trips.

9. Curriculum Input

- We ensure that children are taught about safeguarding, including how to keep themselves safe online, through teaching and learning opportunities within our curriculum. This is differentiated according to the age and understanding of the pupil cohort.

10. Children with special educational needs and disabilities

- We recognise that children with SEN/Disabilities may be especially vulnerable to abuse and expect staff to take extra care to interpret possible signs of abuse or neglect.
- Staff should recognise that additional barriers can exist when recognising the signs of abuse or neglect in this group of children. We will ensure assumptions are not made that indicators of abuse (such as behaviour, mood and injury) relate to the child's special educational needs or disability without further exploration.
- We will provide a school environment in which all pupils, including those with SEN/D, can feel confident and able to discuss their concerns.
- The DSL and DMSs will work together with the inclusion team, where necessary, to ensure that the needs of SEN/D pupils in relation to Child Protection issues, are responded to appropriately (e.g. for a child with particular communication needs).
- See also separate Policy for Special Educational Needs.

11. Mental health and behaviour

- The Trust is aware of the advice issued by the Department for Education known as Mental Health and Behaviour in Schools March 2016.
- We recognise that our schools play an important role in helping our children to succeed by supporting them to be resilient and mentally healthy.
- We will ensure that pupils and their families are enabled to participate as fully as possible in decisions and are provided with information and support. The views, wishes and feelings of the pupil and their parents/carers should always be considered.
- We recognise that some children are more at risk of developing mental health problems than others. These risks can relate to the child, their family or to community and life events.
- Risk factors are cumulative, and children exposed to multiple risks are more likely to develop behavioural or mental health problems.
- Where severe problems occur, we expect the child will also be able to access support elsewhere as well, including from medical professionals working in specialist services e.g. CAMHS, voluntary organisations and local GPs.
- We recognise that there are things that schools can do – including for all their pupils, for those showing early signs of problems and for families exposed to several risk factors – to intervene early and strengthen resilience, before serious mental health problems occur.

12. Looked after children

- We recognise that children in care may be especially vulnerable to abuse and expect staff to take extra care to interpret apparent signs of abuse or neglect. We also recognise similar concerns may apply to children who are formally Looked After Children.
- The most common reason for children becoming looked after is as a result of abuse and/or neglect.
- We will provide a school environment in which all pupils, including those who are looked after, can feel confident and able to discuss their concerns.
- The Governing body will ensure that staff have the necessary skills, knowledge and understanding necessary to keeping Looked After Children safe
- Each school will ensure that there is a **designated teacher** whose role is to promote the educational achievement of children who are Looked After and ensure that the needs of Looked After Children, are responded to appropriately. Each school will also ensure that the designated teacher has received appropriate training as defined in the Children and Young person's Act 2008.
- Each school will work with the Virtual School Head from the Local Safeguarding Board responsible for the child regarding information about that child's provision and care, including attending the statutory PEP and LAC meetings and how the pupil premium plus funding can best be used to support the progress of Looked After Children in the school.

13. Confidentiality

- We recognise that matters related to Child Protection are of a confidential nature.
- Written records must be kept securely in a locked location.
- The DSL and/or DMSs or the Headteachers will share detailed information about a pupil with other staff members on a need to know basis only.
- The Executive Headteacher will be informed of cases where necessary and all cases resulting in a referral to Children's Services.
- All staff are aware that they have a professional responsibility to share information with the DSL/DMSs or other relevant agencies where necessary to safeguard and promote the welfare of children.
- **Staff cannot promise a child that they will keep certain information secret.**
- All staff must be aware that discussing children and specific cases outside of specific meetings in which they are required to be, or with people who are not directly involved in the case, is inappropriate and unethical.

14. Support for staff

- We recognise that staff who have been dealing with child protection issues may find the situation stressful or upsetting.
- We ensure that opportunities are provided for staff to be supported in these circumstances and to talk through any anxieties they may have.
- We will arrange formal supervision for staff working in Early Years and Foundation Stage as required.
- We will consider what arrangements can be made to provide supervision for DSL, DMSs and any other staff members as appropriate.

15. Neutral notification

There may be occasions where something occurs which causes a member of staff to have doubts about the behaviour of another adult towards a pupil or another child; or about something that they themselves have done that may be misconstrued or misinterpreted. It is important that any concerns, or incidents which might give rise to concerns about the conduct of staff, are reported to the DSL or Headteacher, however minor. In the vast majority of cases, there will be an innocent explanation for what has occurred, and staff should not feel that making a report, or being the subject of a report, will cause them to suffer any detriment or stigma where this is the case.

Reporting of these types of concerns is a neutral act, and the Headteacher and DSL will, on receipt of a report, determine how to best approach the issue.

The process for reporting a concern of this nature about safeguarding is called 'Neutral Notification'. This is a procedure for self-reporting or reporting about the behaviour and action of others. Neutral Notification must be used by staff to record all events and/or situations which have the potential to be misconstrued or misinterpreted by others; or where they are at all concerned about the behaviour of an adult, not just where it is clear that a role or professional boundary has been broken. The purpose of neutral reporting is to protect both pupils and the staff working with them and allows a system for a simple record to be kept in case events are later referred to or any patterns emerge.

The circumstances in which staff must make a Neutral Notification are as follows:

- any incident where s/he feels that his/her actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- any incident where s/he feels that another adult's actions or behaviour towards a pupil may have been misinterpreted or may have given rise to a risk of misinterpretation;
- any use by an adult of sexually inappropriate language, references or jokes to a pupil;
- email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols;
- any unsupervised access to a pupil other than in the context of a planned one-to-one lesson (this would include all one-to-one meetings or discussions, whether related to school work, pastoral issues or other matters);
- any incident of physical contact with a pupil when no one else is present that may be deemed to be inappropriate, such as when administering first aid or medical treatment, and including physical demonstrations in one-to-one sports coaching, music lessons etc;
- any incident where a member of staff has been alone with a pupil or pupils in a vehicle where this has not been authorised in advance;
- if a pupil becomes aware of a staff member's home address, mobile or home phone number, or non-school e-mail address;
- if a staff member becomes involved in a close or sexual relationship with a former pupil, regardless of the age of the pupil;
- the fact of, and explanation for, unsupervised access to a pupil on schools trips;
- any incident where, for whatever reason, a member of staff has not complied with this Code of Conduct.

NB. This is not intended to be an exhaustive list. Anything which causes staff to have a 'nagging doubt' about the way in which other adults behave or interact with pupils must be notified, in order to protect both pupils and the members of staff involved.

The Neutral Notification system is intended to enable staff to self-report, as well as to make notifications about other staff members. It is accepted that there are occasions when school staff, as professionals, have to make decisions to act in a particular way in order to protect the health, safety and welfare of their pupils. This may, in some cases, put the adult in a vulnerable position and cause the adult, with hindsight, to consider that on reflection they might not act in the same way in a similar situation. In this scenario, staff must make a Neutral Notification.

Neutral Notifications may be made in person or on the Neutral Notification Form (see Appendix I) to the Headteacher/DSL. If the notification is made in person in the first instance, staff may be required to complete a Neutral Notification Form later. The Headteacher/DSL will record all Neutral Notifications centrally as part of a single record, and obtain the advice of the local authority as necessary.

A staff member who makes a Neutral Notification, or a more serious allegation, in good faith will suffer no detriment as a result, and will benefit from the protection set out in the Whistleblowing Policy. Failure to make a Neutral Notification may, however, constitute misconduct and require the implementation of the Disciplinary Procedure.

16. Children who abuse other children

We recognise that children are capable of abusing their peers. Our school s work to minimise the risk of peer on peer abuse and will investigate and deal with any allegations robustly. Risk assessments will be carried out where needed out and strategies put in place to protect the child who has suffered abuse and to offer them support. Concerns raised will be treated seriously and followed up in a timely and sensitive fashion. Allegations are treated with confidentiality and sensitivity and without judgement until processes and investigations have been completed.

- In this event of a pupil making an allegation about another pupil, the designated staff should be informed.
- Both children's views will be taken into account.
- Safeguarding referral procedures will be followed accordingly as in all other cases.
- All children and families will be offered support and the school will work with all agencies to ensure the care and safety of all children.

Safeguarding concerns about child on child abuse should be made to the DSL or DMSs. These should be considered as safeguarding concerns for both parties involved.

Managing situations where children have been abused by other children can be complex and stressful. In such incidences, schools will follow the guidance below, issued in relation to children who abuse others and local procedures and make referrals to social care, CAMHS and / or police as appropriate.

It is important to be conscious that any child who is engaging in abusive behaviour towards others may have been subject to abuse from other children or from adults. Abusive behaviour can be displayed in a variety of ways and can consist of sexual abuse; physical harm; emotional abuse and/or verbal abuse. There is significant research evidence to suggest that children who behave in a sexually inappropriate and / or aggressive way towards other children are often victims of

abuse themselves. There is also significant research evidence which indicates that abuse is likely to be repeated without appropriate intervention and treatment. This must be considered throughout the planning stages of managing cases of abuse perpetrated by children

Children who abuse others should be held responsible for their abusive behaviour, whilst being identified and responded to in a way which meets their needs as well as protecting others.

Where an allegation is made regarding alleged abuse perpetrated by another child, the age and understanding of the alleged perpetrator must be considered throughout decision making.

The circumstances of the alleged perpetrator must be assessed separately from those of the alleged victim and must include exploration of why this behaviour has occurred.

The focus of involvement with the alleged perpetrator and their family will be both to determine risks to and from the child concerned within the parameters of the Children Act 1989, and to manage allegations against them within the criminal justice framework.

Process

When an instance of child on child abuse comes to light, is disclosed or where there is evidence to indicate it has occurred, a referral should be made to children's social care in respect of both children concerned. The interests of the identified victim must always be the paramount consideration.

Where the allegation relates to an incident that took place within a school, or relates to pupils attending the same school the school should:

- Keep the involved children separate during the school day while the investigation is taking place to avoid collusion or intimidation;
- Having established what is alleged to have taken place, avoid talking to the children any further about the incident(s);
- Keep a detailed log of actions, discussions and decisions;
- Carry out a risk assessment and put a risk management plan in place if necessary – ensure that non-teaching times are considered, especially times when pupils are moving around the school as the child who has been harmed may feel very vulnerable at such times;
- Be aware that whether the incident(s) happened in school or elsewhere, other pupils may know what has happened (or is alleged to have happened). Other pupils may have been involved, either directly or indirectly. Other pupils may be judgemental or make unkind, or even threatening, comments;
- Contact parents where possible (unless advised otherwise, or serious concern re further risk to child or in particularly complex situations e.g. sexual exploitation – in these instances seek advice); and
- Consider whether the situation warrants information being shared with other parents in the school (e.g. where press coverage is likely) and seek advice.

The decision as to whether or not behaviour directed at another child should be categorised as harmful is clearly dependent on the individual circumstances of the case. It may be helpful to consider the following factors:

- The relative chronological and developmental age of the two children;
- Whether the alleged abuser is supported or joined by other children;

- Any differential in power or authority (e.g. related to race, gender, physical, emotional or intellectual vulnerability of victim);
- The actual behaviour (consider all factors);
- Whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation;
- The degree of coercion, physical aggression, intimidation or bribery;
- The victim's experience of the behaviour and the impact it is having on them;
- Attempts to ensure secrecy; and
- Duration and frequency of behaviour.

In such cases the needs of each child should be separately considered by social care. In cases where a significant incident has occurred or the alleged incident is of a serious nature the usual process will involve a separate strategy meeting in respect of each child, and section 47 enquiries initiated, which will involve discussion with police (CAIT). Different social workers should be allocated for the child who is the victim and the child who has harmed, even if they are living in the same household. Police will decide whether an alleged offence should be subject to criminal investigation.

If the investigation / assessment concludes that the allegations are substantiated, the children should not necessarily be expected to continue their education in contact with each other. The child/children responsible for the abuse should be moved if necessary. The views and wishes of the child who has been abused and their parents should be appropriately considered in the decision making.

Once initial actions have been taken and processes are in place consideration should be given to the provision of ongoing support /counselling for the children involved, where appropriate / necessary.

Additional guidance is available via the London Child Protection procedures http://www.londoncp.co.uk/chapters/ch_harm_others.html.

17. Children Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local Authorities (LAs) have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. This requires a co-ordinated approach across schools, different parts of the LA and other agencies.

A child going missing from education is a potential indicator for abuse and neglect. Governing bodies should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Schools will report concerns that a child is 'missing' to the appropriate education welfare officer and Multi Agency Safeguarding Hub (MASH) following attempts to contact the family where no contact is made after 5 days.

Parents/carers of children who are going to leave school other than at the expected times (end Nursery/Y6) will be required to notify the school and give the name of the new school. If this is not supplied the school may refer this to Educational Welfare Officer or Local Safeguarding Board and any other services as appropriate.

Each of our schools has both an admissions register and an attendance register, and all pupils are placed on both registers (unless pupils are boarders). Pupils must be entered on the admissions register at the beginning of the first day on which the school has agreed or been notified that the pupil will attend the school. If the pupil fails to attend the school will undertake reasonable enquiries to establish their whereabouts.

The school will make reasonable enquiries (jointly with the Local Authority) to establish the whereabouts of a pupil who ceases to attend, before deleting the child from roll if the deletion is under regulation 8(1), sub paragraphs (f)(iii) and (h)(iii) (see table below).

The school will always inform the LA of any pupil who is going to be removed from the admission register under any of the grounds listed in the regulations (see table overleaf).The notification will include:

- a) The full name of the pupil;
- b) The full name and address of any parent with whom the child usually resides;
- c) At least one telephone number of the parent;
- d) The pupil's future address and destination school (if applicable); and
- e) The ground in regulation 8 under which the pupil's name is to be removed.

The notification should be made as soon as the grounds above are met and prior to removal. This is essential so that the Local Authority can take appropriate follow up action when required.

The school will also notify the Local Authority within 5 days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details included in the admissions register. The school will also provide information about pupil admissions at standard transition points if requested to do so by the Local Authority.

In line with the safeguarding duties of the school, all unexplained pupil absences will be investigated. The school is required to, and will, inform the Local Authority of any pupil who fails to attend school, or has been absent without permission for a continuous period of 10 school days or more. However, the school will follow the procedures set out below in respect of absence of less than 10 days.

Established procedures will be followed, but each case needs to be treated on its own merits, taking into account all the facts of the case. Some children are at particular risk, and may also need referral to social care.

Where the school is otherwise unable to make contact with an absent child's parent or carer, or receives an explanation as to the child's absence which may be a cause for concern, the school will seek guidance after 11am on the second consecutive day of the child's absence.

For a child considered to be vulnerable, for whatever reason, or a child who is known to travel to school unaccompanied in the morning, the school should make contact with the MASH after 11am on the day of absence.

Grounds for deleting a pupil of compulsory school age from the school admission register set out in the Education (Pupil Registration) (England) Regulations 2006, as amended	
1	8(1)(a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the LA for that named in the order or the order is revoked by the LA on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that he has ceased to attend the school and the proprietor of any other school at which he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which he is registered.
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor and the LA have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
7	8(1)(g) - that he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he nor his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that he has been continuously absent from the school for a period of not less than twenty school days and (i) at no time was his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) the proprietor of the school and the LA have failed, after jointly making reasonable enquiries, to ascertain where the pupil is.
9	8(1)(i) - that he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period.
10	8(1)(j) - that the pupil has died
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) the pupil does not meet the academic entry requirements for admission to the school's sixth form
12	8(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology or the arts, that he has ceased to be a pupil of the school
13	8(1)(m) - that he has been permanently excluded from the school
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that he has not on completing such education transferred to a reception, or higher, class at the school
15	8(1)(o) where— (i) the pupil is a boarder at a maintained school or an Academy; (ii) charges for board and lodging are payable by the parent of the pupil; and (iii) those charges remain unpaid by the pupil's parent at the end of the school term to which they relate

18. Specific safeguarding issues

Up-to-date guidance and practical support on specific Safeguarding issues will be sought where necessary.

The DSL will attend relevant training and ensure that staff are aware of issues such as Child Sexual Exploitation, Female Genital Mutilation, Youth Produced Sexual Imagery (sexting), Illness Fabricated and Induced, Domestic Abuse, Honour based Violence, and other relevant training, so that staff understand the indicators and recognise the complexities of these issues for young people.

19. Anti-radicalisation

Each of our schools work within the curriculum to promote British values, including tolerance and respect for diverse views, while challenging prejudice of any kind. We are a group of inclusive schools which value citizenship and a sense of belonging. Pupils are encouraged to share their views and recognise that they are entitled to have different beliefs, but that these should not be used to influence others.

The Trust supports the **PREVENT Strategy**, which works to prevent the growth of issues that create a climate which encourages radicalisation and extremism, which in turn can lead to acts of violence or terrorism. All staff members are aware of these issues and relevant staff have attended or been provided with online training through the **Channel** Programme (which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism). Training aims to enable staff to assess the risk of children being drawn into extremist ideas that are part of terrorist ideology and to identify any child who may be at risk and how to support them.

We will ensure that children are safe from terrorist and extremist material when accessing the internet in school.

As with all matters pertaining to the maintenance of a Safeguarding culture, staff are expected to be vigilant in identifying concerns. If any concerns arise, or are disclosed by a child, they will be responded to following normal safeguarding processes, and advice would be sought from colleagues in the Local Authority (either PREVENT co-ordinator or safeguarding services) if necessary. Concerns will be discussed with the child's parents whenever possible. Referrals will be made to the Channel programme when appropriate (see appendix A for PREVENT referral contacts).

20. Positive Handling and physical intervention

- Our policy on physical intervention by staff is set out in a separate document.
- Staff should only use physical intervention in particular circumstances, at a last resort, and that even when necessary the minimum force should be used to prevent harm to the child or another child or adult.
- Positive Handling training is provided for staff by an accredited trainer, to ensure best practice at all times.

- Risk assessments will be carried out where individual pupils have additional needs or challenges that mean there is an increased likelihood of physical interventions being required and individual plans will be developed and shared/agreed with the parents/carers.
- Physical intervention which causes injury or severe distress to a child may have to be considered under Child Protection or disciplinary procedures.

21. Safer recruitment

- The Trust will ensure that it strictly follows safer recruitment procedures to ensure that all staff and volunteers working in its schools, in either a paid or unpaid capacity, will be subject to the required identity and qualification and health checks. All references will be taken up and verified and appropriate checks (i.e. enhanced Disclosure and Barring Service (DBS) checks and checks against the Children's Barred List, depending on the level of regulated activity) will be carried out on all potential employees. At interview, candidates will be asked to account for any gaps in their employment history.
- All staff are also required to complete a Staff Disqualification Declaration confirming that they are not disqualified from working with children in the form set out in Appendix G, under Child Care (Disqualification) Regulations 2009. This completed form is logged on the single central record.
- In addition, a check is made for each governor and person appointed to a management position in each school under section 128 of the Education and Skills Act 2008 to confirm that such person is not subject to a prohibition preventing their involvement or employment in any management role in an independent school, including free schools and academies.
- Senior leaders and any other staff involved in selection procedures and interview panels will attend Safer Recruitment Practices training. At least one member of each interview panel must have completed Safer Recruitment Practices training to ensure that the school follows the Safer Recruitment Practice requirements set out in the 'Keeping Children Safe in Education' 2016 guidance. Interview panels will follow recommendations from the HR section in relation to implementing safer recruitment practice.
- The governing body of the relevant school will ensure that one or more governors has completed Safer Recruitment Practices training.
- All trustees and local body governors are required to have an up to date enhanced DBS check. If a governor or trustee also undertakes a regulated activity, such person is also required to complete a Children's Barred List check.
- The Trust and its schools will follow the most recent guidance in respect of this issue, taking into account the definition of regulated activity.
- Volunteers are welcome at our schools. The annexe document (Schedule 1) for each school explains how visitors should sign in and how they should identify themselves when on site. Any person who volunteers with pupils will be subject to all reasonable vetting procedures and the required Disclosure and Barring service checks. Volunteers are given the Code of Conduct and informed of their safeguarding responsibilities. Regular volunteers are required to read and certify that they have read Part 1 of Keeping Children Safe in Education 2016.
- Completion of staff, volunteer and governor checks will be monitored by both the school's DSL and named safeguarding governor. This information will be entered into the relevant school's Single Central Record which will be kept up to date at all times.

22. Allegations against staff

There may be occasions when a pupil, a parent or another person makes an allegation against a member of staff or other adult. This means it has been alleged that a teacher or member of staff (including volunteers) has:

- behaved in a way that has, or may have, harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Safeguarding concerns about a staff member should be referred to the Designated Safeguarding Lead (DSL) and the Headteacher. The DSL/Headteacher will make a referral to the Local Authority Designated Officer (LADO).

Concerns about a Headteacher should be referred to the Chair of the Local Governing Body (LGB) or direct to the relevant Local Authority Designated Officer (LADO).

Concerns about the Executive Headteacher should be referred to the Chair of Trustees or direct to the relevant Local Authority Designated Officer (LADO).

The schools in the Trust also understand their legal responsibility to refer a member of staff or other adult to the Disclosure and Barring Service when required.

A whistle blowing policy is made accessible to all staff. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns internally regarding child protection.

All staff are expected to recognise the need for confidentiality in these situations.

23. Local Governor and Trustee responsibilities

The Local Governing Body (LGB) for each school in the trust will:

- ensure that the policy and relevant school-specific annex document (Schedule 1) is made available to and read by all school staff;
- ensure there is a named local governor for Safeguarding; and
- ensure that a member of the LGB (usually the Chair) has been nominated to liaise with the local authority and/or partner agencies on issues of Child Protection and in the event of an allegation being made against the Headteacher.

The Trustees will:

- ensure that the Safeguarding and Child Protection Policy is reviewed on an annual basis;
- ensure that they comply with their duties under legislation, and that the policies, procedures and training in our schools are effective and comply with the law at all times;
- remedy any deficiencies or weaknesses in regard to Child Protection arrangements that are brought to their attention without delay;
- ensure there is a named Trustee for Safeguarding across the trust; and
- ensure that a Trustee has been nominated to liaise with the local authority and/or partner agencies on issues of Child Protection in the event of an allegation being made against the Executive Headteacher or another member of the Trust's central team.

24. Designated safeguarding lead responsibilities

Local Governing Bodies should ensure that each school designates an appropriate senior member of staff to take lead responsibility for child protection. **The broad areas of responsibility for the Designated Safeguarding Lead are:**

- Committing resources and, where appropriate, supporting and directing other staff;
- Managing referrals;
- Referring all cases of suspected abuse to the Local Authority children's social care
- Referring all cases which concern a staff member to the Local authority designated officer (LADO) and the disclosing and Barring Service (where the person has been dismissed or left due to risk/harm to a child or police where a crime has been committed);
- Liaise with the headteacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Have a working knowledge of the assessment process for providing Early Help and how local authorities conduct a child protection case conference and review and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff (including new and part time staff) has access to and understands the Trust's child protection policy and procedures;
- Be alert to the specific needs of children in need, those with special educational needs and young carers;
- Be able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- Raise awareness of the Trust's policy and safeguarding risks;
- Ensure the safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly and work with the governing board regarding this;
- Ensure the policy is available publically and parents are aware that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the Local Authority Safeguarding Board to make sure staff are aware of training opportunities and the latest policies on safeguarding;
- Where children leave school, ensure their child protection file is copied for any new school as soon as possible but transferred separately from the main pupil file.

This policy was written: 19th November 2017

Approved by Trustees: 7th December 2017

Date of next review: December 2018

Appendix A: Useful documents, contacts and links

Keeping Children Safe in Education: Statutory Guidance for schools and colleges

DFE guidance issued May 2016 - Commenced 5th September 2016 (Ref: DFE/00215/2016)
(Hard copies sent direct from DfES to Headteachers and Chairs of Governors, also available at:
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

London Child Protection Procedures

(Available as hard copy in each school, also available electronically via Info for Schools website)

Safeguarding in Schools: best Practice (Ofsted, Sept 2011)

Available in hard copy at school or online at www.ofsted.gov.uk/resources/100240

Success in Schools: Safeguarding Handbook for Schools (Andrew Hall, Sept 2016 Edition)

www.successinschools.co.uk

What To Do If You Are Worried a Child Is Being Abused (Dept. of Health publication 31815)

Available in summary version also - multiple copies distributed to schools

Procedures for Dealing With Allegations Against Staff

LA guidance available on Info for Schools website
And guidance in Keeping Children Safe in Education 2014.

Childline: www.childline.org.uk 08001111 (contact number for under 19s)

NSPCC whistleblowing helpline for adults worried about a child: 0808 8005000

SMS- 88858 www.NSPCC.org.uk, or help@nspcc.org.uk

PREVENT helpline: 0207 34072665; counter.extremism@education.gsi.gov.uk

Searching, screening and confiscation

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/554415/searching_screening_confiscation_advice_Sept_2016.pdf

Protecting children and adults from abuse in the UK and abroad

http://www.wscb.org.uk/wscb/downloads/file/160/protecting_children_and_adults_from_abuse_in_the_uk_and_abroad

Sexting in schools and colleges

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_.PDF

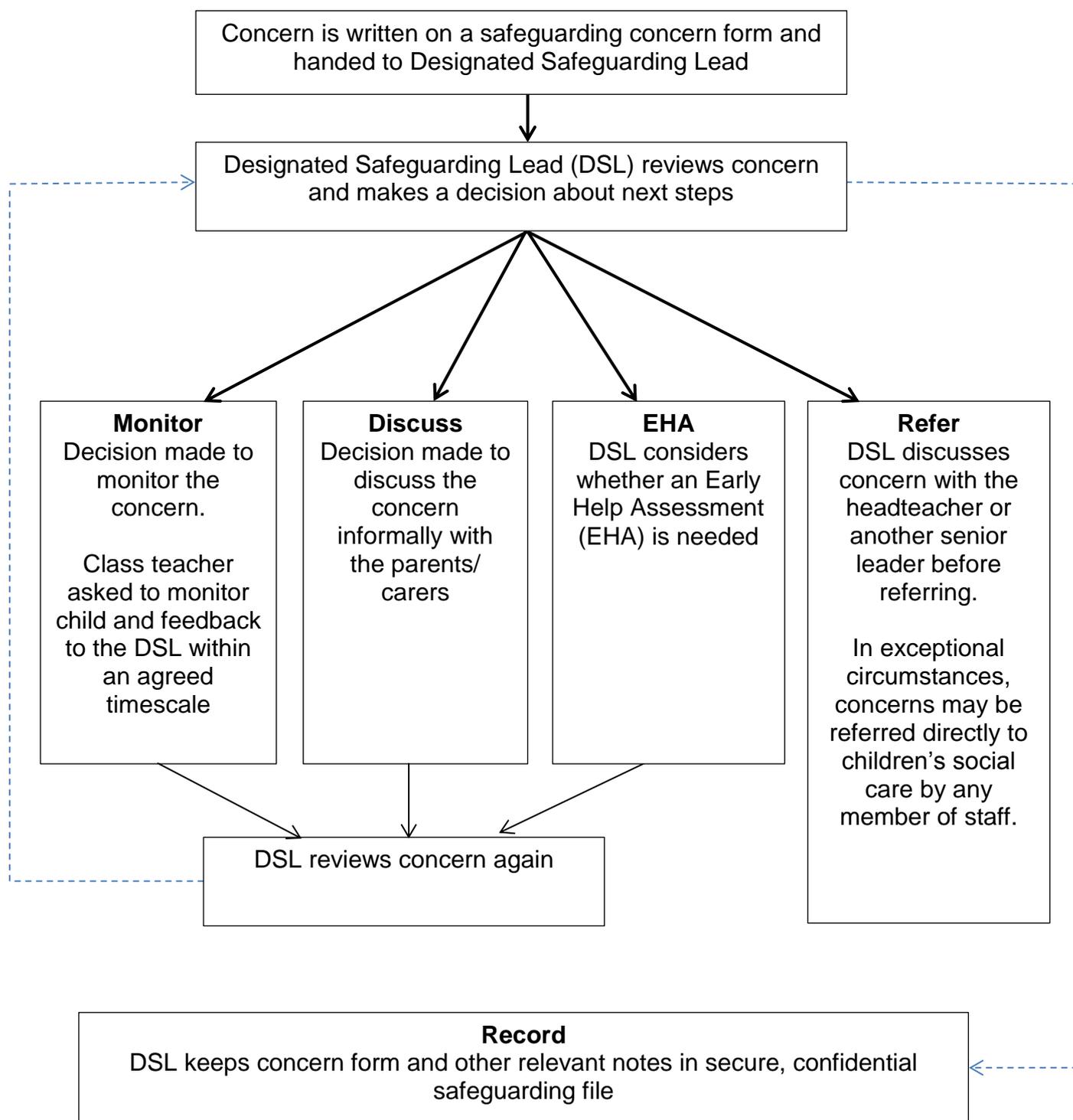
NSPCC 'Underwear Rule' Poster

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

NSPCC- Harmful Sexual Behaviour Framework 2010

(<https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool>)

Appendix B - Flow chart for raising safeguarding concerns about a child



Appendix C - Guidance regarding potential signs of abuse

Drawn from the London Safeguarding Children Board (SCB) child protection procedures

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents / carers are uninterested or undisturbed by an accident or an injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a 'cry for help' and if ignored could lead to a more serious injury).
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shape. Those over 3 cm in diameter are more likely to have been caused by an adult or an older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water of its own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns / scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discoloration over a bone or a joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of body, may suggest abuse

Behavioural Indications

Some children may behave in ways that alert you to the possibility of physical injury, for example

- Withdrawal from physical contact
- Fear of returning home
- Self-destructive tendencies
- Aggression towards others

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse. The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent / carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Scape-goated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' – difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harming
- Running away

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting.

Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care

- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from or late for school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Compulsive stealing or scavenging

Recognising Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and / or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child / family. Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional / behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate for the child's age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder, self-mutilation and suicide attempts)
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes for e.g. sports events (but this may be related to cultural norms or physical difficulties)
- Concerning changes in behaviour or general presentation
- Regressive behaviour
- Distrust of a particular adult
- Unexplained gifts of money
- Sleep disturbances or nightmares
- Phobias or panic attacks

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl
- Physical symptoms such as injuries to the genital or anal areas, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen in vagina, anus, external genitalia or clothing
- Wetting or soiling

Please also refer to the Brook Traffic Light Tool listed in Appendix A for advice in what behaviours are a concern versus age appropriate exploration for support guidelines.

Child Sexual Exploitation

Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs or alcohol;
- Children who go missing for periods of time or regularly come home late and
- Children who regularly miss school or education or who do not take part in education.

Appendix D: Example of concern or disclosure form

Safeguarding Concern Form					
Child's Full Name:		Class:		Date of Birth:	
Date:		Day:		Time:	
Name of staff member noting concern:			Role:		
Concern: (please describe as fully as possible)					
Signature:			Date:		
Now hand this to a Designated Member Staff (DMS) as soon as possible. Sections below to be completed by DMS only.					
Name of DMS:		Date and time received:		Signature of DMS:	
Action(s) Taken by DMS	Date	Time	Reason for action/ decision	Signature	

Appendix E – School report to Child Protection Conference (Primary)

School:			
Name of child:		Date of birth:	
Year group:		Name of class teacher:	
Attendance and punctuality			
Who brings and collects the child? Include after school arrangements			
Is the child prepared for school? e.g. PE kit; book folder, homework			
General appearance / presentation e.g. appropriate clothing, clean & tidy			
Emotional presentation e.g. happy, sad, anxious, preoccupied, withdrawn			
Academic progress/ attainment/areas requiring improvement Please note strengths & concerns			
Social development			
Relationships with adults			
Relationships with other children			
Home / school contact Are parent(s) easily contactable / supportive of school / attend parent's evenings / use PACT folders or diaries etc			
Any other areas of concern Please note any issues or specific incidents which have concerned you			
Name of person completing form:		Signature:	Date:

Appendix F - Mobile Pupil Confidential Report

School pupil is moving from:		School pupil is moving to:	
Name of child:		Date of birth:	
Does child have an EHA/SOWB/eCAF?	Yes/No		
Safeguarding/child protection			
Are there any safeguarding/child protection concerns?	Yes/No If yes: Have these been communicated to the school? Yes/No Have any relevant documents been forwarded to the school: Yes/No		
Any other comments:			
Special Educational Needs			
Does the child have any Special Educational Needs concerns:	Yes/No If yes: Have these been communicated to the school? Yes/No Have any relevant documents been forwarded to the school: Yes/No		
Any other comments:			
Please comment on any of the following areas which you feel we should be aware of:			
The child's character (e.g. social interaction, personal organization)			
The child's general behaviour			
The child's interests outside school and any wider achievements			
Any standardised scores e.g. reading age, NC Levels, NFER or academic concerns			
Family circumstances			
Attendance Record			
Any further comments			
Completed by		Position in School	Date

Please return to Designated Safeguarding Lead at the school address.

Appendix G - Staff Disqualification Declaration

YOU ARE REQUIRED TO SIGN THE DECLARATION BELOW CONFIRMING THAT YOU ARE NOT DISQUALIFIED UNDER CHILDCARE (DISQUALIFICATION) REGULATIONS 2009.

Failing to do so will result in not being able to offer you work.

In October 2014, the Department for Education (DfE) issued an update to its Statutory Guidance "Keeping Children Safe".

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/362919/Keeping_children_safe_in_education_childcare_disqualification_requirements_-_supplementary_advice.pdf

This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009. Reference:

<http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made>

A person is disqualified if any of the following apply:

1. They have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children
2. They have been subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children
3. They have had a registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering
4. They live in the same household as someone who is disqualified by virtue of the points above (this is known as disqualification 'by association')

A disqualified person is not permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from OFSTED.

Reference: <http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcare-providers>.

Name	Post	
Please circle one option for every question		
Section 1 – Orders or other restrictions		
Have any orders or other determinations related to childcare been made in respect of you?		YES / NO
Have any orders or other determinations related to childcare been made in respect of a child in your care?		YES / NO
Have any orders or other determinations been made which prevents you from being registered in relation to child care, children's homes or fostering?		YES / NO
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in the Schedule 1 of the Regulations? Available from the school office or at the link below: http://www.legislation.gov.uk/ukxi/2009/1547/schedule/1/made		YES / NO
Are you barred from working with Children (Disclosure and Barring (DBS))?		YES / NO
Are you prohibited from Teaching?		YES / NO

Section 2 – Specified and Statutory Offences		
Have you ever been cautioned, reprimanded, given a warning for or convicted of:		
• Any offence against or involving a child? (A child is a person under the age of 18)?		YES / NO
• Any violent or sexual offence against an adult?		YES / NO
• Any offence under the Sexual Offences Act?		YES / NO
Any other relevant offence? Available from the school office or at the links below: http://www.legislation.gov.uk/ukxi/2009/1547/schedule/2/made http://www.legislation.gov.uk/ukxi/2009/1547/schedule/3/made		YES / NO
Have you ever been cautioned, reprimanded, given a warning for or convicted of any similar offence in another country?		YES / NO
Section 3 – Disqualification by association		
To the best of your knowledge, is anyone in your household* disqualified from working with children under the Regulations? *household – includes family, lodgers, house-sharers, household employees This means does anyone in your household have an Order or Restriction against them as set out in Section 1 or have they been cautioned, reprimanded, given a warning for or convicted of any offence in Section 2.		YES / NO
Section 4 – Provision of Information		
If you have answered YES to any of the questions above you should provide details below in respect of yourself, or where relevant the member of your household. You may supply this information separately if you so wish, but you must do so without delay.		
Details of the order, restriction, conviction, caution etc.		
The date(s) of these		
The relevant court(s) or body(ies)		
You should also provide a copy of the relevant order, caution, conviction etc. In relation to cautions/convictions a DBS Certificate may be provided.		
Section 4 - 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 Safeguarding Plus Ltd. Management immediately of anything that affects my suitability including any cautions, warnings, convictions, orders or other determinations made in respect of me or a member of my household that would render me disqualified from working with children		
Signed		
Print Name	Date	

Appendix H - LADO Referral Form

Allegations against staff or volunteers who work with children

Referral form to the Local Authority Designated Officer (LADO)

This referral form must be completed and emailed immediately to the LADO if it is alleged that a person who works with children has:

- Behaved in a way that has harmed, 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

Telephone the Duty LADO Officer immediately after completing this form to discuss the next course of action.

Details of the person against which the allegation, complaint or concern has been made:

- **Full name:**
- **Date of Birth:**
- **Gender:**
- **Home Address:**
- **Role/ Job title:**
- **Name of the setting where the person works:**
- **Is the person an employee, volunteer or agency worker?**
- **If an agency worker – what are the contact details for the agency?**
- **Length of service in current post:**
- **When was the person last DBS checked?**
- **Was it clear?**
- **Are there any previous allegations, complaints or concerns in relation to this person (not necessarily safeguarding related)?**
- **Does this person work with children or vulnerable adults in any other capacity? Give details.**
- **Does this person have children of their own? Give details.**
- **Is the person aware that an allegation, complaint or concern has been raised?**

Details of the child/ young person subject of the allegation, complaint or concern:

- **Full name:**
- **Date of Birth:**
- **Gender:**
- **Home Address:**
- **Parent/carers' names and contact details:**
- **Has the child/ young person made any previous allegations?**

- Does the child/ young person have a social worker? Give details.

Details about the allegation, complaint or concern:

- Date of the alleged incident:
- Where did the incident take place?
- Brief description of the incident:
- Person/agency initially receiving the allegation, complaint or concern:
- Does the child/ young person have an injury? If so described the injury.
- *If the injury has not been seen, describe what has been disclosed.*
- Was the alleged incident witnessed? If so give name and role of the witnesses.
- Have the parents/carers of the child been informed? *Give details, including reason if not informed at this stage.*
- What safeguarding measures are currently in place?

Details of the person completing this form:

- Name:
- Agency:
- Role/ Job Title:
- Contact Number:
- Email Address:
- Date:

Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

