Tauheedul Education Trust

This policy is in line with the Vision of the Trust

Nurturing Today's Young People, Inspiring Tomorrow's Leaders

SAFEGUARDING
(CHILD PROTECTION) POLICY

Tauheedul
Education Trust

Document Control

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Key Safeguarding Information

Key Staff	
Designated Safeguarding Lead (also Designated teacher responsible for the educational achievement of Looked After Children and PREVENT Lead)	Saleh Islam 0121 657 7070
Deputy Designated Safeguarding Lead(s)	Asiyah Ravat
Lead Governor for Safeguarding and Child Protection	Julie Griffiths

Key Contacts	
Police	West Midlands – Birmingham West and Central 101
Local Authority Children's Social Care	0121 303 1888 Outside hours: 0121 464 9001
Local Authority Designated Officer (LADO)	Judith Beddow LADO team: 0121 675 1669 ladoteam@birmingham.gov.uk
LCSB website	www.lscbbirmingham.org.uk

Key Documentation (including hyperlinks)
Keeping Children Safe in Education (DfE 2016)
Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015)
What To Do If You're Worried A Child Is Being Abused (DfE 2015)
Child Sexual Exploitation: Definition and Guide for Practitioners
Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People
Disqualification Under the Childcare Act 2006
Prevent Duty Guidance for England and Wales
DBS Identification Checking Guidelines
The Use of Social Media for Online Radicalisation (Home Office, 2015)
Promoting Fundamental British Values Through SMSC
Regulated Activity in Relation to Children (DfE 2016)
Teacher Status Checks - Employer Access Online
Guidance for the Employment Of Overseas Applicants
Guidance for the Employment of Overseas Trained Teachers
Inspecting safeguarding in early years, education and skills settings

Useful Sites
Channel general awareness online training module
UK Safer Internet Centre
Educate Against Hate
Home Office PREVENT e-learning
ThinkuKnow
DisrespectNobody

1 Introduction

1.1 Tauheedul Education Trust (TET) recognises its moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment in all our schools where children are respected and valued.

1.2 This policy is written with regard to:

1.2.1 Department for Education (DfE) guidance "Keeping Children Safe in Education" issued in 2016;

1.2.2 Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" issued in 2015;

1.2.3 Home Office guidance "Prevent Duty Guidance in England and Wales" issued in 2015 and the associated "The Prevent Duty: Departmental advice for schools and childcare providers" subsequently issued by DfE in 2015;

1.2.4 Home Office guidance "Channel: Vulnerability Assessment Framework" issued in 2012;

1.2.5 DfE guidance "Working Together to Safeguard Children" issued in 2015;

1.2.6 DfE guidance "What To Do If You're Worried A Child Is Being Abused" issued in 2015;

1.2.7 DfE guidance "Disqualification Under the Childcare Act 2006" issued in 2015.

1.2.8 It also draws upon good practice within Local Safeguarding Children Board procedures.

1.3 It applies to all governors, teaching, non-teaching and volunteer members of staff.

1.4 Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, Tauheedul Education Trust schools have systems in place which are designed to:

1.4.1 prevent unsuitable people working with, or coming into contact with pupils within school;

1.4.2 promote safe practice and challenge poor or unsafe practice;

1.4.3 identify pupils who are suffering or likely to suffer *significant harm*[1] and take appropriate action with the aim of making sure they are kept safe both at home and at school;

1.4.4 identify pupils who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs;

1.4.5 contribute to effective partnership working between all those involved with providing services for pupils.

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[1] Significant harm can be defined as 'the ill-treatment or impairment of health and development of a child or young person' where:

- *development* includes physical, intellectual, emotional, social or behavioural development
- *health* includes physical and mental health
- *ill-treatment* includes sexual abuse and other forms of ill-treatment which are not physical.

1.5 There are three main elements to the Safeguarding (Child Protection) Policy:

1.5.1 prevention – a commitment to early help and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of pupils and keep children safe;

1.5.2 protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children Board procedures);

1.5.3 support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that pupils, staff and families are supported appropriately.

2 Aims

2.1 To ensure that all practices of a TET school and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people – the pupils' welfare is of paramount importance.

2.2 To emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors.

2.3 To detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to a TET School.

2.4 To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at a TET School.

2.5 To communicate clear procedures for identifying, reporting and recording suspected cases of abuse, extremism and radicalisation.

2.6 To support the mission, vision and values of the Trust and its establishments.

3 Who is Responsible for the Policy?

3.1 The Trust has overall responsibility for the development and effective operation of this policy. The Trust has delegated day-to-day responsibility for operating the policy to the Trust Central Team, Local Governing Body and Principal at each Trust school.

3.2 The Local Governing Body and Senior Leadership Team at each Trust school has a specific responsibility to ensure the fair application of this policy and all are responsible for supporting colleagues and ensuring its success.

3.3 **This policy must be implemented alongside the procedural guidance set out by the Local Authority and Local Children's Safeguarding Board.**

4 Terminology

4.1 **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy 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 (Keeping Children Safe in Education, DfE, 2016).

4.2 **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).

4.3 **Early help** means providing support as soon as a problem emerges at any point in a child's life. It relates to those children and young people at risk of harm (but who have not yet reached the "significant harm" threshold and for whom a preventative service would reduce the likelihood of that risk or harm escalating). Early help requires a collaborative approach from all agencies, including schools, with the active involvement of children, young people, families and carers.

4.4 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Keeping Children Safe in Education, DfE, 2016).

4.5 **Extremism** is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).

4.6 **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence (Prevent Duty Guidance, Home Office, 2015).

4.7 The current UK definition of '**terrorism**' is given in the Terrorism Act 2000 (TACT 2000). In summary, this defines terrorism as an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause (Prevent Duty Guidance, Home Office, 2015).

4.8 An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).

4.9 **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.

4.10 **Child** refers to all young people who have not yet reached their 18th birthday.

4.11 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian(s).

5 The Trust's Commitment

5.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. TET school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.

5.2 The Trust is committed to providing safe, caring and welcoming environments where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.

5.3 The Trust Schools are alert to the signs of abuse, neglect and radicalisation and follow procedures to ensure that children receive effective support, protection and justice.

5.4 The Trust Schools will work with social care, the police, health services and other services (such as Channel co-ordinators/Police Practitioners where appropriate) to promote the welfare of children and protect them from harm.

6 Role of Tauheedul Education Trust

6.1 The Trust has responsibility for development and review of the Safeguarding (Child Protection) Policy and for ensuring compliance with the relevant statutory framework. The policy is designed to ensure that effective systems and procedures are in place to safeguard and promote the welfare of young people.

6.2 The TET Central Team will support the Trust Schools to ensure the effective implementation of the Safeguarding (Child Protection) Policy.

7 Role of the Local Governing Body

7.1 The Local Governing Body is expected to:

7.1.1 monitor the School's compliance with the Safeguarding (Child Protection) Policy and ensure that it is provided to and read by all staff – including temporary staff and volunteers on induction;

7.1.2 ensure all staff read at least Part 1 of Keeping Children Safe in Education (DfE 2016);

7.1.3 have a lead person for safeguarding and child protection on the Governing Body who liaises with the Principal, Local Authority and/or partner agencies on these matters;

7.1.4 ensure that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (DfE, 2015) including providing a coordinated offer of early help when additional needs are identified, contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing the Local Authority to conduct a section 17 or section 47 assessment;

7.1.5 recognise the importance of information sharing between professionals and local agencies.

7.1.6 ensure that school systems and procedures take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board;

7.1.7 verify that the School operates safer recruitment procedures and fulfils its statutory duty to ensure that appropriate checks are carried out on all staff and volunteers at the School;

7.1.8 ensure that the School has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance and Keeping Children Safe in Education (2016);

7.1.9 ensure that a member of the Governing Body is nominated to liaise with the, Trust Central Team, Local Authority and partner agencies in the event of an allegation being made against the Principal;

7.1.10 ensure the Staff Code of Conduct is upheld and provided to all staff including temporary members of staff;

7.1.11 ensure that a senior leader(s) (Designated Safeguarding Lead) in the School is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise

closely with other services such as Children's Social Care and where appropriate Channel co-ordinators/Police Practitioners;

7.1.12 ensure that the Designated Safeguarding Lead(s) within school have regular training from the Local Safeguarding Children Board;

7.1.13 ensure that a senior leader in the School is designated to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training;

7.1.14 ensure the School, in the exercise of its function, fulfils its duty to have "due regard to the need to prevent people from being drawn into terrorism";

7.1.15 ensure that the Designated Safeguarding Lead(s) receives regular training from appropriate agencies with regard to the Prevent Agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation;

7.1.16 ensure there are procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned (this is a legal duty and failure to refer when the criteria is met is a criminal offence);

7.1.17 ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues;

7.1.18 ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of training on child protection issues;

7.1.19 ensure appropriate safeguarding procedures and responses are in place for children who go missing in education;

7.1.20 ensure there are procedures in place to handle allegations against other children;

7.1.21 ensure there is a clear accountability for the commissioning and/or provision of the services designed to safeguard and promote the welfare of children;

7.1.22 ensure school staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18.

7.1.23 where services of activities are provided on the school premises by another body, ensure the body concerned has the appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the School on these matters where appropriate;

7.1.24 ensure it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social and health education (PSHE), and/or through sex and relationship education (SRE);

7.1.25 ensure the School has appropriate filters and monitoring in place to ensure children are safeguarded from potentially harmful and inappropriate online material;

7.1.26 ensure all systems within School have the child's best interest at heart.

7.2 For the purposes of accountability, the Governing Body will receive and scrutinise the Principal's Annual report with regards to safeguarding and, subject to any amendments which may be necessary, this report will be submitted to key stakeholders, including the Local Authority. This report will be signed by the Chair of Governors and any amendments will be noted and accepted

by the signature of the Principal. A copy of the finalised report will be provided to the Trust Central Team on an annual basis.

8 Role of the Principal

8.1 The Principal is expected to:

8.1.1 ensure that the Safeguarding (Child Protection) Policy and procedures are implemented and followed by all staff;

8.1.2 ensure the Designated Safeguarding Lead(s) is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;

8.1.3 ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues;

8.1.4 be the case manager and liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;

8.1.5 ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;

8.1.6 ensure that pupils' safety and welfare is addressed through the curriculum;

8.1.7 ensure appropriate arrangements are in place to ensure staff fulfil their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18;

8.1.8 ensure the School has arrangements in place to fulfil its duty to have "due regard to the need to prevent people from being drawn into terrorism";

8.1.9 ensure the School has arrangements in place to monitor and respond to children who go missing from education;

8.1.10 ensure the School fulfils its responsibility to complete the 157/175 Audit in liaison with the Local Safeguarding Children Board;

8.1.11 ensure the School fulfils its responsibility to complete a PREVENT Risk Assessment;

8.1.12 provide a signed annual report to the Governing Body and the Trust Central Office.

9 Role of the Designated Safeguarding Lead(s)

9.1 The Designated Safeguarding Lead will be a member of the Senior Leadership Team and their responsibilities will be set out in their Job Description (see Appendix 1).

9.2 All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Safeguarding Lead for Safeguarding and Child Protection.

9.3 The Designated Safeguarding Lead will:

9.3.1 have a working knowledge of how the Local Authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

9.3.2 ensure each member of staff has access to and understands the Safeguarding (Child Protection) Policy and procedures and has read at least Part 1 of Keeping Children Safe in Education (DfE, 2016), especially new and part time staff;

9.3.3 ensure all staff receive induction training, regular updates on child protection issues and annual safeguarding training on child protection issues;

9.3.4 be alert to the specific requirements of children in need, those with Special Educational Needs and young carers;

9.3.5 keep detailed, accurate, secure written records of concerns and referrals;

9.3.6 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;

9.3.7 work with the Trust in the annual review of the Safeguarding (Child Protection) Policy and procedures;

9.3.8 ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;

9.3.9 link with the Local Safeguarding Children Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding;

9.3.10 complete the 157/175 Audit in liaison with the Local Safeguarding Children Board;

9.3.11 complete an annual PREVENT Risk Assessment;

9.3.12 link with appropriate outside agencies to ensure staff receive training on the Prevent Agenda, and the means by which to identify extremism and prevent radicalisation and what to do to support them;

9.3.13 understand the Channel Panel referral system;

9.3.14 ensure the School Single Central Record is maintained and up-to-date;

9.3.15 keep a record of staff attendance at safeguarding and child protection training;

9.3.16 where children leave the School, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt is obtained;

9.3.17 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

9.3.18 ensure school staff are aware of their statutory duty to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18.

9.4 In managing referrals, the Designated Safeguarding Lead will:

9.4.1 refer all cases of suspected abuse to the Local Authority Children's Social Care team and:

9.4.1.1 the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);

9.4.1.2 Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);

9.4.1.3 Police (cases where a crime may have been committed).

9.4.2 liaise with the Principal to inform them of issues, especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;

9.4.3 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.

9.5 The Designated Safeguarding Lead is also the Designated Teacher with responsibilities for promoting the educational achievement of children who are looked after and is expected to undertake appropriate training.

9.6 At least one Deputy Designated Safeguarding Lead will be identified in school and trained to the same standard as the Designated Safeguarding Lead. The Designated Safeguarding Lead will, however, take lead responsibility.

9.7 During term time, the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Lead will always be available (during school time) for staff to discuss safeguarding concerns. Appropriate cover will also be put in place to cover out of hours/out of term time activities.

10 Role of the Every Child Matters Group

10.1 The Every Child Matters (ECM) Group will play an important role in safeguarding and promoting the welfare of children in the School. The aim of the ECM Group is to:

10.1.1 enhance the School's provision for the safeguarding and promotion of the welfare of learners;

10.1.2 provide a comprehensive Pupil Support Package that will allow the School to put into place support measures which are fully inclusive and wide ranging;

10.1.3 ensure that pastoral support to learners is personalised and responsive to need;

10.1.4 ensure that learners with personalised pastoral needs make good to outstanding academic progress in line with their peers in school;

10.1.5 ensure that external support is sought where relevant and appropriate for particular pupils with complex pastoral needs or who are from 'vulnerable groups'.

10.2 The 'ECM' group will maintain a risk register of vulnerable pupils who require sustained pastoral support. Pupils will be assessed against criteria for referral based on the Local Authority's 'continuum of need and response' and guidance related to extremism and radicalisation as part of the Prevent Agenda.

10.3 The risk register will place all learners in the school into one of five categories:

10.3.1 **Category 1** – Learners who have no discernible pastoral needs, or have needs which are met through general provision in the school. This group will not be addressed by the ECM Group.

10.3.2 **Category 2** – Learners who have a discernible pastoral need, but there is a low risk and impact of harm to development and the need is being addressed through a single strategy or response (e.g. a pupil with Special Educational Needs). This group will not be addressed by the ECM Group.

10.3.3 **Category 3** – Learners who have several or complex discernible needs, and there is a moderate risk and impact of harm to their development. The need is being met through

multiple approaches and strategies (e.g. a pupil who is experiencing bereavement and going through a stressful time, but is receiving mentoring and targeted support in lessons). The ECM Group will briefly discuss provision for each learner in this category.

10.3.4 **Category 4** – Learners who have several or complex discernible needs, and there is a moderate risk of harm to their development. The need requires a multi-faceted approach, but remains inadequately addressed as yet. Examples include the same as that for Category 3, but without the adequate provision in place (e.g. a pupil who is self-harming). The ECM Group will discuss, agree and review provision for each learner in this category.

10.3.5 **Category 5** – Learners who have a significant need or are most immediately vulnerable, where there is a substantial and immediate risk and impact of harm to their development, where the learner has experienced significant harm or where they are at risk of causing harm to others. The need requires urgent and significant multi-agency support, including external provision (e.g. a pupil who is being abused or at immediate risk of being abused, a pupil who discusses causing harm to members of the armed forces). The ECM Group will discuss, agree and review provision for each learner in this category.

10.4 The ECM Group will meet half-termly to agree and then review strategies for pupils placed in groups 3, 4 and 5.

11 Role of Staff

11.1 All staff have a responsibility to provide a safe environment in which to learn.

11.2 All staff have a responsibility to identify children who may benefit from early help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.

11.3 All staff are expected to:

11.3.1 read at least part one of the DfE guidance document 'Keeping Children Safe in Education' 2016;

11.3.2 be aware of systems within the School which support safeguarding (e.g. Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated Safeguarding Lead) and how to report safeguarding concerns;

11.3.3 be aware of the early help process and understand their role in it, including liaising with the Designated Safeguarding Lead, sharing information and in some cases acting as the lead professional;

11.3.4 be aware of the process for making referrals to Children's Social Care and for statutory assessments that may follow a referral, along with the role they might be expected to play in such assessments;

11.3.5 be familiar with, and implement, safe working practices outlined in this policy (see Appendix 2) and other school procedures;

11.3.6 be familiar with and alert to the key indicators of abuse, neglect and vulnerability to radicalisation;

11.3.7 ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home;

11.3.8 ensure they take all reasonable steps to challenge extremist ideologies;

11.3.9 contribute to a supportive culture where young people are able to report concerns;

11.3.10 report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Safeguarding Lead(s) immediately and, where required, support social workers to take decisions about individual children;

11.3.11 report any concerns regarding the behaviour of an adult working at the School to the Principal; and if the concern is regarding the Principal, then report this to the Chief Executive of the Trust;

11.3.12 undertake annual safeguarding and child protection training;

11.3.13 maintain an attitude of 'it could happen' here;

11.3.14 promote fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs;

11.3.15 liaise with the Designated Safeguarding Lead to report to the police any discovery that Female Genital Mutilation appears to have been carried out on a girl under 18.

12 Safeguarding Information for Pupils to Build Resilience, Awareness and Keep Children Safe

12.1 The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all pupils, and especially those at risk of, or suffering from, abuse.

12.2 The School will therefore:

12.2.1 establish and maintain an ethos where pupils feel secure and are encouraged to talk, and are listened to;

12.2.2 ensure that pupils know that there are adults in the school who they can approach if they are worried or are in difficulty;

12.2.3 ensure pupils are aware of the Safeguarding (Child Protection) Policy and the Designated Safeguarding Lead(s);

12.2.4 provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of young people;

12.2.5 include in the curriculum activities and opportunities for PSHE/Citizenship/SRE which equip pupils with the skills they need to stay safe from abuse (including recognising and managing risk, resisting pressures, healthy relationships) and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;

12.2.6 embed opportunities for children and young people to learn right from wrong, mix and share with children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;

12.2.7 promote community cohesion through partnership work and community service activities;

12.2.8 ensure it has appropriate online filters and monitoring systems in place;

12.2.9 develop and deliver a curriculum to safeguard children online, including information on the ways in which social media is used to radicalise young people;

12.2.10 implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering;

12.2.11 embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the School curriculum and all activities in and out of school;

12.2.12 ensure that, wherever possible, every effort is made to establish effective working relationships with parents and colleagues from other agencies;

12.2.13 make arrangements for consulting with and listening to pupils through the Pupil Council, displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics including terrorism and extremist ideologies.

13 Safeguarding Information for Parents

13.1 The School will ensure the Safeguarding (Child Protection) Policy is available publicly via the School website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the School in this.

13.2 Parents will be expected to support the School's ethos and the Safeguarding (Child Protection) Policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism.

14 Recognising Abuse

14.1 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. A child may be abused in a family or institutional setting or community setting by those known to them, or more rarely by others. They may be abused by an adult or adults or another child or children.

14.2 Abuse can take many forms. Abuse, safeguarding issues and neglect are rarely standalone events that can be covered by one definition or label. Knowing what to look for is vital to the early identification of abuse and neglect. If a staff member is unsure, they must always speak to the Designated Safeguarding Lead.

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

14.3.1 any injuries not consistent with the explanation given for them;

14.3.2 injuries which occur to the body in places which are not normally exposed to falls or rough games;

14.3.3 injuries which have not received medical attention;

14.3.4 reluctance to change for, or participate in, games or swimming;

14.3.5 bruises, bites, burns and fractures, for example, which do not have an accidental explanation;

14.3.6 inconsistent accounts for the cause of injuries.

14.4 **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. Possible signs of emotional abuse include:

14.4.1 depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;

14.4.2 obsessions or phobias;

14.4.3 sudden underachievement or lack of concentration;

14.4.4 seeking adult attention and not mixing well with other children;

14.4.5 sleep or speech disorders;

14.4.6 negative statements about self;

14.4.7 highly aggressive or cruel to others;

14.4.8 extreme shyness or passivity;

14.4.9 running away, stealing and lying.

14.5 **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Possible signs of sexual abuse include:

14.5.1 the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age;

14.5.2 sexual activity through words, play or drawing;

14.5.3 repeated urinary infections or unexplained stomach pains;

14.5.4 the child is sexually provocative or seductive with adults;

14.5.5 inappropriate bed-sharing arrangements at home;

14.5.6 severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations;

14.5.7 eating disorders such as anorexia or bulimia.

14.6 **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 the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs of neglect include:

14.6.1 dirty skin, body smells, unwashed, uncombed hair and untreated lice;

14.6.2 clothing that is dirty, too big or small, or inappropriate for weather conditions;

14.6.3 frequently left unsupervised or alone;

14.6.4 frequent diarrhoea;

14.6.5 frequent tiredness;

14.6.6 untreated illnesses, infected cuts or physical complaints which the carer does not respond to;

14.6.7 frequently hungry;

14.6.8 overeating junk food.

15 Recognising Extremism and Radicalisation

15.1 Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have "due regard to the need to prevent people from being drawn into terrorism". 'Having due regard' means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

15.2 The following guidance provides examples of potential indicators for assessing an individual's vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways; there is not simple profile. The guidance is written with regard to the Home Office guidance "Channel: Protecting Vulnerable People from Being Drawn into Terrorism" (2015) and "Channel: Vulnerability Assessment Framework" (2012).

15.3 **Engagement**: Example needs, susceptibilities, motivations and contextual influences that make individuals ***vulnerable*** to engagement with an extremist group, cause or ideology include:

15.3.1 feelings of grievance and injustice;

15.3.2 feeling under threat;

15.3.3 a need for identity, meaning and belonging;

15.3.4 a desire for status;

15.3.5 a desire for excitement and adventure;

15.3.6 a need to dominate and control other;

15.3.7 susceptibility to indoctrination;

15.3.8 a desire for political or moral change;

15.3.9 opportunistic involvement;

15.3.10 family or friends' involvement in extremism;

15.3.11 being at a transitional time of life;

15.3.12 being influenced or controlled by a group;

15.3.13 relevant mental health issues.

15.4 Example indicators that an individual ***is*** engaged with an extremist group, cause or ideology include:

15.4.1 spending increasing time in the company of other suspected extremists;

15.4.2 changing their style of dress or personal appearance to accord with the group;

15.4.3 their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;

15.4.4 loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

15.4.5 possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);

15.4.6 attempts to recruit others to the group/cause/ideology;

15.4.7 communications with others that suggest identification with a group/cause/ideology.

15.5 **Intent to cause harm**: Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a ***readiness to use violence*** and address what the individual would do and to what end. They can include:

15.5.1 over-identification with a group or ideology;

15.5.2 'Them and Us' thinking;

15.5.3 dehumanisation of the enemy;

15.5.4 attitudes that justify offending;

15.5.5 harmful means to an end;

15.5.6 harmful objectives.

15.6 Example indicators that an individual has an ***intention to use violence*** or other illegal means include:

15.6.1 clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;

15.6.2 using insulting or derogatory names or labels for another group;

15.6.3 speaking about the imminence of harm from the other group and the importance of action now;

15.6.4 expressing attitudes that justify offending on behalf of the group, cause or ideology;

15.6.5 condoning or supporting violence or harm towards others;

15.6.6 plotting or conspiring with others.

15.7 **Capability to cause harm**: Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:

15.7.1 having a history of violence;

15.7.2 being criminally versatile and using criminal networks to support extremist goals;

15.7.3 having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction);

15.7.4 having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

16 Child Sexual Exploitation – Specific Guidance

16.1 Child sexual exploitation (CSE) 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 (DfE, 2017).

16.2 **Child sexual exploitation is never the victim's fault, even if there is some form of exchange:** all children and young people under the age of 18 have a right to be safe and should be protected from harm.

16.3 Possible signs of child exploitation include:

16.3.1 acquisition of money, clothes, mobile phones etc without plausible explanation;

16.3.2 gang-association and/or isolation from peers/social networks;

16.3.3 Exclusion or unexplained absences from school;

16.3.4 leaving home/care without explanation and persistently going missing or returning late;

16.3.5 excessive receipt of texts/phone calls;

16.3.6 returning home under the influence of drugs/alcohol;

16.3.7 inappropriate sexualised behaviour for age/sexually transmitted infections;

16.3.8 evidence of/suspicions of physical or sexual assault;

16.3.9 relationships with controlling or significantly older individuals or groups;

16.3.10 multiple callers (unknown adults or peers);

16.3.11 frequenting areas known for sex work;

16.3.12 concerning use of internet or other social media;

16.3.13 increasing secretiveness around behaviours; and

16.3.14 self-harm or significant changes in emotional well-being.

16.4 Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

16.5 All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

17 Female Genital Mutilation – Specific Guidance

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

17.2 The School is alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

17.3 Signs FGM may be **imminent** include:

17.3.1 it may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin;

17.3.2 a professional may hear reference to FGM in conversation, for example a girl may tell other children about it;

17.3.3 a girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman';

17.3.4 a girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk;

17.3.5 parents seeking to withdraw their children from learning about FGM.

17.4 There are a number of indications that a girl or woman **has already been subjected to FGM**:

17.4.1 a girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable;

17.4.2 a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating;

17.4.3 a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.

17.4.4 a girl or woman may have frequent urinary, menstrual or stomach problems;

17.4.5 there may be prolonged or repeated absences from school or college;

17.4.6 a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return;

17.4.7 a girl or woman may be particularly reluctant to undergo normal medical examinations;

17.4.8 a girl or woman may confide in a professional;

17.4.9 a girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear;

17.4.10 a girl may talk about pain or discomfort between her legs.

17.5 Where staff have a concern, the School will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

17.6 In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the School and its staff will fulfil the **statutory duty** to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

17.7 Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

18 Forced Marriage – Specific Guidance

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

18.2 Possible indicators that a pupil may be at risk of forced marriage include:

18.2.1 a child may appear anxious, depressed and emotionally withdrawn with low self-esteem;

18.2.2 a child may have mental health disorders and display behaviours such as self-harming, self-cutting or anorexia;

18.2.3 sometimes a child may come to the attention of the police having been discovered shoplifting or taking drugs or alcohol;

18.2.4 a child may present with a sudden decline in their performance, aspirations or motivation;

18.2.5 a decline in punctuality which may be the result of having to "negotiate" their way out of the house;

18.2.6 running away from home;

18.2.7 no time allowed for extra-curricular activities;

18.2.8 family history of older siblings leaving education early and marrying early.

18.3 Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

19 Peer on Peer Abuse

19.1 Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the School's anti-bullying procedures where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

19.2 Peer on peer abuse can include: sexual bullying at school; being coerced to send sexual images; physical and sexual assaults and violence; child sexual exploitation and teenage relationship

abuse. Gang-affected young women are particularly vulnerable to being sexually exploited for protection, status, drugs or money.

19.3 The School takes peer on peer abuse seriously and all staff are clear that peer on peer abuse should not be passed off as "part of growing up" or "banter".

19.4 The School has put in place safeguards to reduce the likelihood of peer on peer allegations as outlined in Section 12 and is alert to the indicators of abuse.

19.5 Incidents of peer on peer abuse will be dealt in line with the normal School safeguarding procedures.

19.6 In dealing with peer on peer abuse, the School recognises:

19.6.1 that peer on peer abuse often occurs in the same school or neighbourhood, thus it is important any response takes account of how a network of peer relationships is affected;

19.6.2 the relationship between sexual exploitation, serious youth violence, and teenage relationship abuse, and the need to ensure it is recognised when young people are experiencing multiple forms of abuse;

19.6.3 that young people who have experienced abuse and exploitation can also be groomed to abuse their peers, requiring a much more holistic approach to safeguarding;

19.6.4 that different gender issues can be prevalent;

19.6.5 that peer on peer abuse can be influenced by the nature of the environments in which young people spend their time (e.g. exposure to violence on the streets, exposure to harmful social norms related to gender, relationships and consent);

19.6.6 that peer on peer abuse hinges upon young people's experiences of power, and ultimately the notion of consent (while young people who abuse their peers have power over the young person they are harming, they may be simultaneously powerless in relation to some peers who are encouraging their behaviour or in the home where they are being abused).

19.7 The School also recognises that an alleged perpetrator is likely to have considerable unmet needs as well as posing a significant risk of harm to other children. Any decision on action in respect of the alleged perpetrator must be based on the risk they pose to other children and what can be done to minimise this risk. Assessment of an alleged perpetrator's needs will include consideration of:

19.7.1 the nature, extent and context of the abusive behaviours;

19.7.2 the young person's development and family and social circumstances;

19.7.3 whether the young person appears to pose a continuing risk and, if so - who is likely to be at risk from him/her, and the nature and degree of the risk;

19.7.4 the young person's need for services, both those which relate to his/her harmful behaviour and other significant needs;

19.7.5 whether the young person is also at risk of significant harm and should be the subject of a child protection conference; and

19.7.6 whether action is to be taken within the criminal justice system.

19.8 Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures

20 Peer on Peer Abuse: Youth Produced Sexual Imagery (Sexting) – Specific Guidance

20.1 There is no clear definition of sexting, however, the school adopts the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People'.

20.2 Youth produced sexual imagery includes incidents where:

20.2.1 a person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;

20.2.2 a person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult;

20.2.3 a person under the age of 18 is in possession of sexual imagery created by another person under the age of 18.

20.3 Youth produced sexual imagery does not include:

20.3.1 the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police;

20.3.2 young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

20.4 Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal:

20.4.1 it is an offence to possess, distribute, show and make indecent images of children;

20.4.2 the Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18.

20.5 The law criminalising indecent images of children was created long before mass adoption of the internet, mobiles and digital photography. Despite this, young people who share sexual imagery of themselves, or peers, are breaking the law.

20.6 Incidents of sexting will be dealt in line with the normal School safeguarding procedures.

20.7 In responding to an incident or disclosure regarding youth produced sexual imagery, the School will aim to establish:

20.7.1 whether there is an immediate risk to a young person or young people;

20.7.2 if a referral should be made to the police and/or children's social care;

20.7.3 if it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery should not be viewed;

20.7.4 what further information is required to decide on the best response;

20.7.5 whether the imagery has been shared widely and via what services and/or platforms - this may be unknown;

20.7.6 whether immediate action should be taken to delete or remove images from devices or online services;

20.7.7 any relevant facts about the young people involved which would influence risk assessment;

20.7.8 if there is a need to contact another school, college, setting or individual;

20.7.9 whether to contact parents or carers of the pupils involved - in most cases parents should be involved, unless informing the parent will put the young person at risk of harm.

20.8 An immediate referral to police and/or children's social care will be made if, at this initial stage,:

20.8.1 the incident involves an adult;

20.8.2 there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);

20.8.3 what the School knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;

20.8.4 the imagery involves sexual acts and any pupil in the imagery is under 13;

20.8.5 the School has reason to believe a pupil or pupils are at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming;

20.9 If none of the above apply then the School may decide to respond to the incident without involving the police or children's social care (the School can choose to escalate the incident at any time if further information/concerns come to light).

20.10 The decision to respond to the incident without involving the police or children's social care will be made in cases when the Designated Safeguarding Lead and Principal are confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the School's pastoral support and disciplinary framework and if appropriate local network of support. For example, if a young person has shared imagery consensually, such as when in a romantic relationship, or as a joke, and there is no intended malice, it is usually appropriate for the School to manage the incident directly. In contrast any incidents with aggravating factors, for example, a young person sharing someone else's imagery without consent and with malicious intent, will generally be referred to police and/or children's social care.

20.11 If at the initial review stage, a decision is been made not to refer to police and/or children's social care, the Designated Safeguarding Lead will conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks. When assessing the risks the following will be considered:

20.11.1 Why was the imagery shared? Was the young person coerced or put under pressure to produce the imagery?;

20.11.2 Who has shared the imagery? Where has the imagery been shared? Was it shared and received with the knowledge of the pupil in the imagery?;

20.11.3 Are there any adults involved in the sharing of imagery?;

20.11.4 What is the impact on the pupils involved?;

20.11.5 Do the pupils involved have additional vulnerabilities?;

20.11.6 Does the young person understand consent?;

20.11.7 Has the young person taken part in this kind of activity before?

20.12 Adults will not view youth produced imagery unless there is good and clear reason to. In making that decision, the School will need to be satisfied that viewing:

20.12.1 is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved);

20.12.2 is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report;

20.12.3 is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network.

20.13 If it is necessary to view the imagery, the School will:

20.13.1 never copy, print or share the imagery; this is illegal;

20.13.2 ensure viewing is undertaken by the Designated Safeguarding Lead or another member of the safeguarding team with delegated authority from the Principal;

20.13.3 ensure viewing takes place with another member of staff present in the room, ideally the Principal or a member of the senior leadership team. This staff member does not need to view the images;

20.13.4 wherever possible, ensure viewing takes place on school premises, ideally in the Principal or a member of the Senior Leadership Team's office;

20.13.5 ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery;

20.13.6 record the viewing of the imagery in the school's safeguarding records including who was present, why the image was viewed and any subsequent actions.

20.14 If a decision is made to inform the police and any devices need to be seized and passed to the police, then the device(s) will be confiscated, turned off and placed under lock and key until retrieved by the police.

20.15 If a decision is made that other agencies do not need to be involved, consideration will be given to deleting the imagery in line with the TET Powers of Search Policy and the DfE guidance 'Searching, Screening and Confiscation' which advises that schools have the power to search pupils devices, search data on devices and delete youth produced sexual imagery. The School will not search devices and delete imagery unless there is good and clear reason to do so. The pupil should be asked to delete the imagery and confirm deletion.

20.16 In line with the school's general safeguarding procedures, all decisions and actions, including dates and times and reasoning will be logged.

21 Further Information of Specific Safeguarding Issues

21.1 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. The NSPCC offers information for schools on its website www.nspcc.org.uk. Broad government guidance on the issues listed below can also be accessed via the www.gov.uk website:

21.1.1 child missing from home or care

21.1.2 child sexual exploitation (CSE)

21.1.3 bullying including cyberbullying

21.1.4 domestic violence

21.1.5 drugs

21.1.6 fabricated or induced illness

21.1.7 faith abuse

21.1.8 female genital mutilation (FGM)

21.1.9 forced marriage

21.1.10 gangs and youth violence

21.1.11 gender-based violence/violence against women and girls (VAWG)

21.1.12 hate

21.1.13 mental health

21.1.14 missing children and adults strategy

21.1.15 private fostering

21.1.16 preventing radicalisation

21.1.17 PREVENT for schools

21.1.18 sexting (CEOP)

21.1.19 sexting in Schools and Colleges

21.1.20 teenage relationship abuse

21.1.21 trafficking

21.1.22 use of social media for online radicalisation

22 Recognising Children Who May Be Particularly Vulnerable

22.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

22.2 **Children who are looked after** are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Safeguarding Lead will ensure that staff have the skills, knowledge and understanding necessary to keeping children who are looked after safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

22.3 The School recognises that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. The School acknowledges that additional barriers can exist when recognising abuse and neglect in this group of children. School staff who work, in any

capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.

22.4 To ensure that all of our pupils receive appropriate protection, we will give special consideration to children who are:

22.4.1 disabled or have Special Educational Needs;

22.4.2 living in a domestically abusive situation;

22.4.3 affected by parental substance misuse;

22.4.4 asylum seekers;

22.4.5 regularly absent from school;

22.4.6 attending alternative provision or subject to a managed move;

22.4.7 living away from home (frequent movers);

22.4.8 vulnerable to being bullied, or engaging in bullying;

22.4.9 living in temporary accommodation;

22.4.10 living a transient lifestyle;

22.4.11 living in chaotic and unsupportive home situations;

22.4.12 vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;

22.4.13 involved directly or indirectly in prostitution or child trafficking;

22.4.14 speakers of another first language;

22.4.15 children that are subject to a Child Protection Plan;

22.4.16 children that may be vulnerable to messages of violence and extreme ideologies.

23 Children Missing From Education

23.1 A child going missing from education is a potential indicator of abuse or neglect.

23.2 The School will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.

23.3 The School will inform the Local Authority of any pupils who are failing to attend school regularly or going to be deleted from the admission register under all fifteen grounds for deletion. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. The School will record details of the pupil's residence, the name of the person with whom they will reside, the date from which they will reside there, and the destination school (where this can reasonably be obtained). The School will inform the Local Authority of the pupil's destination school and home address.

23.4 The School will inform the Local Authority of any pupil who fails to attend school, at such intervals as are agreed between the School and the Local Authority (or in default of such agreement, at intervals determined by the Secretary of State).

23.5 The School will work collaboratively with the Local Authority to make reasonable enquiries about a pupil's whereabouts where there is a continuous absence after a grant of leave.

23.6 The School will inform the Local Authority when registering new pupils within five days, including the pupil's address and previous school (where this can reasonably be obtained).

23.7 The School will cooperate with the Local Authority on the provision of the above information for pupils leaving or joining the school at standard transition points.

24 Responding to a Disclosure

24.1 If a child reports that they are being abused and neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe.

24.2 It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

24.3 If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately, the pupil may think that they do not want to listen. If left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

24.4 During their conversations with the pupils, staff will:

24.4.1 allow them to speak freely; listening carefully and uncritically;

24.4.2 endeavour to utilise a neutral translator if necessary;

24.4.3 remain calm and collected – the pupil may stop talking if they feel they are upsetting their listener;

24.4.4 give reassuring nods or words of comfort and reassure the pupil that they are right to tell – 'I'm sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';

24.4.5 not be afraid of silences – staff must remember how hard this must be for the pupil;

24.4.6 consider their own body language and the messages it may send a child regarding the nature of the disclosure;

24.4.7 under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think;

24.4.8 tell the pupil that in order to help them, the member of staff must pass the information on;

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

24.4.10 avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be interpreted by the child to mean that they have done something wrong;

24.4.11 tell the pupil what will happen next - the pupil may agree to go to see the Designated Safeguarding Lead otherwise it is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed (if the pupil does agree to

go and see the Designated Safeguarding Lead, the staff member should inform the Designated Safeguarding Lead that the child will be coming to see them at some point).

24.5 Following the conversation the staff will report the disclosure as outlined in Section 26, taking precaution to report to the Designated Safeguarding Lead even if the child has promised to do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

25 Responding to a Concern that a Child is at Risk

25.1 There will be occasions when, in the absence of a disclosure, staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre or concerning, pupils might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

25.2 Staff should report their concerns as outlined in Section 26.

26 Reporting Safeguarding Concerns

26.1 Recording procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.

26.2 All concerns, suspicions and disclosures should be recorded using the School's Safeguarding Concern Form (see Appendix 3). Blank copies of the Safeguarding Concern Form should be kept in the staffroom for all to access when necessary.

26.3 Staff should immediately report:

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

26.3.2 any explanation given which appears inconsistent or suspicious;

26.3.3 any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);

26.3.4 any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;

26.3.5 any concerns that a child is presenting signs or symptoms of abuse or neglect;

26.3.6 any significant changes in a child's presentation, including nonattendance;

26.3.7 any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;

26.3.8 any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or a person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;

26.3.9 any discovery that FGM appears to have taken place on a girl under 18 years;

26.3.10 any expressions of extremist ideologies that suggest vulnerability to radicalisation.

26.4 Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a pupil, they should make a written account of such concerns using Part 1 of the Safeguarding Concern Form (and Part 3 if applicable).

26.5 Where a disclosure has been made, a written factual account record, using the child's own words, should be made using Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable).

26.6 When completing the Safeguarding Concern Form, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). **All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.**

26.7 All recorded concerns should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24hrs. In some cases it may be necessary to pass on concerns verbally and follow them up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.

26.8 Any records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event can act as evidence of them being written at the time in any future court case. Therefore these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the Safeguarding Concern Form.

26.9 Staff will follow the reporting procedures outlined in this policy. However, **anybody can make a direct referral**. They may share information directly with Children's Social Care, police or the NSPCC if:

26.9.1 the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the Chair of Governors are all unavailable;

26.9.2 they are convinced that a direct report is the only way to ensure the pupil's safety.

26.10 Key points for staff to remember for taking action are:

26.10.1 report the concern to the Designated Safeguarding Lead as soon as is possible, within 24hrs at the latest;

26.10.2 in an emergency, take the action necessary to help and protect the child, for example, call 999;

26.10.3 not to start their own investigation;

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

26.10.5 complete the Safeguarding Concern Form;

26.10.6 seek support if distressed.

27 Responding to Safeguarding Concerns

27.1 A concern raised may not progress any further than a discussion with the Designated Safeguarding Lead. A record of the discussion and any initial action taken will be recorded in Part 4 of the Safeguarding Concern Form.

27.2 When dealing with a case, the Designated Safeguarding Lead will consider:

27.2.1 Am I dealing with 'risk' or 'need'? (by definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)

27.2.2 Can the level of need identified be met:

27.2.2.1 in or by the school or by accessing universal services without referral to Children's Social Care or other targeted services

27.2.2.2 by working with the child, parents and colleagues?;

27.2.3 What resources are available to me / the School and what are their limitations?;

27.2.4 Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?;

27.2.5 Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?;

27.2.6 What information is available to me: child, parents, family and environment?;

27.2.7 What information is inaccessible and, potentially, how significant might this be?;

27.2.8 Who do I/don't I need to speak to now and what do they need to know?;

27.2.9 Where can I access appropriate advice and/or support?;

27.2.10 If I am not going to refer, then what action am I going to take?

27.3 The Designated Safeguarding Lead will make a referral to Children's Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

27.4 In making this decision, the Designated Safeguarding Lead will **consider the Local Safeguarding Children Board's threshold document and framework for action** that includes:

27.4.1 the process for the early help assessment and the type and level of early help services to be provided;

27.4.2 the criteria, including the level of need, for when a case should be referred to Local Authority Children's Social Care for assessment and for statutory services.

27.5 Where a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead considers that a referral to Children's Social Care may be required, they must consider:

27.5.1 *Is this a Child In Need?* - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

27.5.1.1 the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;

27.5.1.2 the child's health or development is likely to be impaired, or further impaired, without the provision of such services;

27.5.1.3 the child is disabled.

27.5.2 *Is this a Child Protection Matter?* - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:

27.5.2.1 is the subject of an Emergency Protection Order;

27.5.2.2 is in Police Protection;

27.5.2.3 or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

27.6 Once a referral has been made, Children's Social Care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a Child In Need Assessment (section 17 Children Act 1989) or a Child Protection Enquiry (section 47 Children Act 1989). The School will participate in Strategy Discussions and Child Protection Conferences as required.

27.7 Referrals regarding extremism will be made to Children's Social Care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of Children's Social Care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

28 Record Keeping

28.1 A Child Protection File will be started for an individual child as soon as the School is aware of any child protection concerns about them. This may arise in a number of ways:

28.1.1 if a member of staff raises a concern about the welfare or well-being of a pupil (this should be recorded in writing using Appendix 3 Part 1 (and 3 if applicable);

28.1.2 if a child makes a disclosure (this should be recorded in writing using Appendix 3 Part 1 and 2 (and 3 if applicable));

28.1.3 if information is passed to the School by a previous school attended by the pupil;

28.1.4 if the school is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.

28.2 The Child Protection File will have a front sheet (see Appendix 4) on the file which records the child's full name, date of birth, address and information about family members.

28.3 Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.

28.4 If more than one file exists in relation to an individual child, this will be indicated on each file. Each file will be numbered and dated (e.g. January 2015, Vol. 1 of 3).

28.5 If information is removed from the file for any reason, a record should be made indicating the reason for such removal, where the information has gone, when it was removed and who removed it (see Appendix 5). The Designated Safeguarding Lead will be notified of the removal of any information from a file.

28.6 The Child Protection File will contain:

28.6.1 A Child Protection File front sheet (see Appendix 4)

28.6.2 a detailed chronology, updated on a regular basis, at the front of the file (see Appendix 6);

28.6.3 any concerns raised by staff;

28.6.4 all safeguarding/concern reports, notes and correspondence referring to the child;

28.6.5 copies of any referrals;

28.6.6 any child protection information received from previous schools or other agencies;

28.6.7 notes/minutes of any Child Protection Conferences etc;

28.6.8 record of any instances where information has been removed from the file.

28.7 The School will record in SIMS whether the child is subject to a Child Protection Plan or if they are a Child in Care.

28.8 The Child Protection File will also cross-reference other relevant records held in school (e.g. relating to the Common Assessment Framework (CAF), early support, Special Educational Need).

28.9 All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. All staff who may need to consult a child's school file will be made aware of what the symbol means, and who to consult if they see this symbol. The information will be shared with those who need to have it.

28.10 All Child Protection Files will be kept together in a secure place. The filing system will be accessed via the Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals.

28.11 Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:

28.11.1 processed for limited purposes;

28.11.2 adequate, relevant and not excessive;

28.11.3 accurate;

28.11.4 kept no longer than necessary;

28.11.5 processed in accordance with the data subject's rights;

28.11.6 secure.

28.12 Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

29 Record Transfers

29.1 It is imperative that relevant child protection information is forwarded to the new/receiving establishment by the establishment that the subject child is departing and that this happens as quickly as possible.

29.2 Such information sharing should occur between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days of the child's departure.

29.3 When a file is to be transferred, a 'Record of Child Protection File Transfer' should be completed and attached to the Child Protection File (see Appendix 7).

29.4 It is inappropriate to simply forward all relevant documentation as this leaves the former school with no record. Rather:

29.4.1 where feasible, Designated Safeguarding Leads from former and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided; or

29.4.2 alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records.

29.5 The new school/college should be provided with the ORIGINAL documentation.

29.6 Where a parent elects for Home Education, the child is from a traveller, migrant or Roman family, and/or where the receiving school's identity is not known, the Designated Safeguarding Lead at the former school should contact Children's Social Care for advice.

30 Access to Child Protection Files

30.1 The safety and welfare of a child must always be considered when making decisions about whether to share confidential information.

30.2 A child who has a Child Protection File has the right to access their personal record. This is known as the right of subject access under the Data Protection Act.

30.1 Parents (i.e. those with parental responsibility in law) may exercise the right of subject access on behalf of their child if they are unable to act on their own behalf or give their permission. As a general guide, a child of 12 or older is expected to be mature enough to make this kind of request independently or provide permission.

30.2 All requests for a right of subject access under the Data Protection Act must be made in writing.

30.3 There are circumstances were the right of subject access would be denied; for example, where the information might cause harm to the physical or mental health of the pupil or another individual, or would be likely to prejudice an ongoing criminal investigation. The establishment will take advice when a right of subject access under the Data Protection Act is received.

30.4 There is a cost for the provision of the record. This is determined by the Data Protection Act and it depends on the number of pages provided. For example, 1 to 19 pages will cost £1.20; 29 pages will cost £2, and so on, up to a maximum of 500+ pages which will cost £50.

30.5 When staff have information they feel needs to be shared within the school or with an external agency such as the Police, they should seek advice from the Designated Safeguarding Lead. The Designated Safeguarding Lead may consult the LADO.

30.6 In the vast majority of cases, the child and family's consent to sharing should be sought. If consent has been withheld, this must be recorded, including the reason given for withholding consent. Exceptions to the requirement to gain consent are that if seeking such consent could:

30.6.1 increase the risk of harm to the child or someone else;

30.6.2 undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult);

30.6.3 interfere with any potential investigation.

30.7 Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the **welfare of the child is paramount**. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in *his/her professional capacity* and the person giving that information *believes* it will be treated securely, and that belief is reasonable, then the recipient of the information will be *under a duty* to treat it securely.

30.8 The names of any other children, other than the pupil who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.

30.9 Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g. information should not be released to solicitors etc). Where such a request is made, advice should be sought from the Trust's HR Central Team.

30.10 Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

31 Retention of Child Protection Files

31.1 According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25th birthday, after which they should be shredded (Child Protection records relating to Children's Social Care involvement will be retained for much longer than this by the Local Authority in any event).

31.2 The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff should record at least:

31.2.1 file reference (or other unique identifier);

31.2.2 file title (or brief description);

31.2.3 number of files (and date range);

31.2.4 the name of the authorising officer;

31.2.5 date action taken.

This could be kept in an Excel spreadsheet or other database format.

32 Support for those Involved in a Child Protection Issue

32.1 The School will support pupils, their families, and staff by:

32.1.1 taking all suspicions and disclosures seriously;

32.1.2 nominating a link person (Designated Safeguarding Lead) who will keep all parties informed and be the central point of contact;

32.1.3 nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a pupil, to avoid any conflict of interest;

32.1.4 responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;

32.1.5 maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;

32.1.6 storing records securely;

32.1.7 offering details of helplines, counselling or other avenues of external support;

32.1.8 following the procedures laid down in the School's whistleblowing, complaints and disciplinary procedures;

32.1.9 cooperating fully with relevant statutory agencies;

32.1.10 making sure a neutral interpreter is available when English is not the child's first language.

32.2 The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.

32.3 The School will endeavour to support pupils through:

32.3.1 the curriculum, to encourage self-esteem and self-motivation;

32.3.2 the School ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued;

32.3.3 the implementation of behaviour management policies;

32.3.4 a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;

32.3.5 regular liaison with other professionals and agencies who support the pupils and their families, in-line with appropriate confidentiality parameters;

32.3.6 a commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;

32.3.7 the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

33 Confidentiality

33.1 All staff are expected to:

33.1.1 ensure that information they receive about pupils is treated in a discreet and confidential manner;

33.1.2 seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them;

33.1.3 be cautious about passing information to others about a pupil.

34 Safer Recruitment

34.1 The 'Recruitment and Selection Policy' sets out the Trust's approach to safer recruitment. All staff should endeavour to follow this during the recruitment and vetting of new staff.

34.2 The School will also adhere to the guidance set out in Keeping Children Safe in Education Part 3 (2016).

34.3 In particular, the School will:

34.3.1 ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the School's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children;

34.3.2 ensure that an application form is used and that C.V.s are not accepted;

34.3.3 prepare and provide a Job Description and Person Specification when posts are advertised;

34.3.4 check the application form so that it has a full employment history with no gaps;

34.3.5 ensure that at least one member of staff involved in the recruitment process has undertaken accredited safer recruitment training;

34.3.6 ensure shortlisting is undertaken with reference to the person specification for the post;

34.3.7 ensure two written references are sought on shortlisted candidates directly from referees before interview so that any concerns can be explored further with the referee prior to interview and taken up with the candidate at interview;

34.3.8 explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process;

34.3.9 use original documents to confirm qualifications, identity and address of the successful candidate.

34.4 The School will ensure that any appointment is conditional upon:

34.4.1 Receipt of two satisfactory references;

34.4.2 Verification of identity (through photographic ID and proof of address);

34.4.3 Verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;

34.4.4 Verification of the person's mental and physical fitness to carry out their work responsibilities;

34.4.5 Verification of professional status if a teacher or Principal;

34.4.6 Verification that a candidate for a teaching post is not subject to a prohibition order issued by Secretary of State via the DfE Secure Access Online Portal;

34.4.7 Verification that a candidate for a role in the management of the school (management position, trustee or governor) is not subject to a section 128 direction made by the Secretary of State via the DfE Secure Access Online Portal;

34.4.8 Verification that a candidate has not been subject to any restrictions imposed by regulators of the teaching profession in other EEA member states via the via the DfE Secure Access Online Portal;

34.4.9 Verification of qualifications;

34.4.10 Satisfactory completion of checks to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009 (where applicable);

34.4.11 Verification of the person's right to work in the United Kingdom;

34.4.12 Any further checks considered appropriate where the person has lived or worked outside the UK.

34.4.13 Satisfactory Vetting and Due Diligence checks (where applicable)

34.5 The school will keep and maintain a Single Central Record (SCR) of recruitment and vetting checks, on the following people:

34.5.1 all staff (including supply staff, and teacher trainees on salaried route) who work at the School;

34.5.2 all others who have been chosen by the school to work in regular contact with children; this will cover contractors, volunteers and governors who also work as volunteers within the school

34.5.3 people brought into the school to provide additional teaching or instruction for pupils but who are not staff members; for example, a specialist sports coach or artist.

34.5.4 all members of the Local Governing Body.

34.6 As a minimum, the Single Central Record will include whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:

34.6.1 an identity check;

34.6.2 a barred list check;

34.6.3 an enhanced DBS check/certificate;

34.6.4 a prohibition from teaching check;

34.6.5 a Section 128 check;

34.6.6 an EEA sanction/restriction check;

34.6.7 further checks on people living or working outside the UK;

34.6.8 a check of professional qualifications;

34.6.9 a check of two references;

34.6.10 verification of person's mental and physical fitness to work;

34.6.11 verification of professional status;

34.6.12 verification that that the individual is disqualified under the Childcare (Disqualification) Regulations 2009 (where applicable);

34.6.13 a check to establish the person's right to work in the United Kingdom;

34.6.14 any further checks required where a person has lived or worked outside the UK.

34.6.15 vetting and due diligence check (where applicable).

34.7 For supply staff, the School will also include whether written confirmation that the employment business supplying the member of supply staff has carried out the relevant checks and obtained the appropriate certificates, whether any enhanced DBS check certificate has been provided in respect of the member of supply staff, and the date that confirmation was received.

34.8 Where the School has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, the School will carry out all relevant checks as if the person were a new member of staff.

34.9 The School will comply with its legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Referrals will be made as soon as possible after the resignation or removal of the individual.

34.10 Where the School dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the School will consider whether to refer the case to the Secretary of State, as required by sections 141D and 141E ofthe Education Act 2002.

34.11 The Trust Central Team will maintain a Single Central Record of all Trustees and staff employed at the Central Office.

34.12 The Trust will ensure the appointment of Trustees and Governors is dependent upon, as a minimum:

34.12.1 verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;

34.12.2 verification of identity;

34.12.3 any further checks considered appropriate where the person has lived or worked outside the UK;

34.12.4 verification that the individual is not subject to a section 128 direction made by the Secretary of State Employer Access Online Service;

34.13 Guidance related to checks for contractors, visitors and trainee teachers etc can be found in the Recruitment and Selection Policy.

35 Disqualification Under the Childcare Act 2006

35.1 All 'relevant' staff working in a 'relevant setting' will be checked, via a declaration form, in accordance with the requirements of the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006 (see Appendix 8). The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

35.1.1 staff who work in early years provision (including teachers and support staff working in school nursery and reception classes);

35.1.2 staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;

35.1.3 staff who are directly concerned in the management of such early or later years provision.

35.2 The Regulations refer to employing a person "in connection with" these provisions and it is therefore concluded that:

35.2.1 In Infant and Nursery Schools **- all staff** will be covered by the Regulations;

35.2.2 Primary/Junior Schools - **all staff** will be covered by the Regulations as it is unlikely in such settings that staff are always exclusively working with those over the age of 8;

35.2.3 Secondary Schools - will need to undertake checks on relevant staff (including managers) where any services are provided where under 8s may be in attendance e.g. childcare facilities, before or after school clubs.

35.3 'Staff' includes individuals employed by the School, those undertaking training in the School (both salaried and unsalaried), casual workers and volunteers.

35.4 Checks will be conducted in line with the above annually for existing staff and at the point of conditional job offer for new staff. Refusal to participate in such checks may be dealt with under the Trust's Disciplinary Policy.

35.5 Where trainee teachers are fee-funded, it is the responsibility of the Initial Teacher Training Provider to carry out the necessary checks. Similarly, it is the responsibility of any Supply Agency to carry out the checks. In such instances, the School will obtain confirmation from the provider/agency that these checks have been carried out and that the individual has been judged suitable to work with children.

35.6 A record of all checks will be entered on the Single Central Record and disclosure forms will be held on staff personnel files.

35.7 Where a declaration is made, advice will be sought immediately from the Trust HR Central Team to verify whether a 'relevant' offence has been committed. Advice may also be sought directly from the Department for Education (mailbox.disqualification@education.gsi.gov.uk) or Ofsted (disqualification@ofsted.gov.uk) if required.

36 Allegations Against Members of Staff

36.1 If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:

36.1.1 behaved in a way that has harmed a child, or may have harmed a child;

36.1.2 possibly committed a criminal offence against or related to a child; or

36.1.3 behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children (including the promotion of extreme ideologies).

then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children Board.

36.2 The Principal, rather than the Designated Safeguarding Lead, will handle such allegations as Case Manager, unless the allegation is against the Principal, when the Chief Executive of the Trust will act as Case Manager and handle the School's response.

36.3 In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and the Principal and/or Chief Executive of the Trust must discuss the allegation with

the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children Board policy on allegations against staff.

36.4 Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.

36.5 In the event of an allegation being made, the School will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.

36.6 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

36.7 The School will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

37 External Speakers and Charities

37.1 As outlined in the Trust's External Speakers and Charities Policy, external speakers and charities will be vetted to ensure pupils are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the School.

38 Use of Mobile Phones and Cameras

38.1 Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2014).

38.2 Under the Data Protection Act 1998, the School must seek parental consent to take photographs and use video recorders.

38.3 On admission, parents will be asked to sign their consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child, then separate consent before photographs are taken will be sought.

38.4 Staff, visitors, volunteers and pupils are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.

38.5 The School's digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photographs will printed/uploaded in the setting by staff and once done images will be immediately removed from the camera's memory.

38.6 It is acknowledged that often photographs may contain other children in the background.

38.7 Cameras and mobile phones are prohibited in all toilet areas.

39 Induction

39.1 All new members of staff will undergo an induction that includes familiarisation with the School's Safeguarding (Child Protection) Policy and identification of their child protection training needs.

39.2 The School's Induction Policy outlines the procedures for the induction of new staff.

39.3 New staff will be inducted fully so that they are able to contribute towards safeguarding and promoting the welfare of pupils.

39.4 Induction includes ensuring new staff are:

39.4.1 aware of school systems and structures for supporting the wellbeing of pupils (including online safety);

39.4.2 provided with adequate training on safeguarding issues and policy (including Safeguarding (Child Protection) Policy and Staff Code of Conduct);

39.4.3 introduced to the Designated Safeguarding Leads in school who have responsibility for safeguarding;

39.4.4 made aware of the early help process;

39.4.5 made aware of the process for making referrals.

39.5 On Induction, all staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2016. All staff will sign to confirm they have received these documents and will work within them (see Appendix 9).

40 Training

40.1 Designated Safeguarding Leads will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.

40.2 All staff will participate in training on safeguarding on a regular basis and the School will ensure staff are aware of any safeguarding and child protection updates. The School will provide training to all existing staff at least once a year and all new staff during their induction (as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

40.3 Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by the Office for Security and Counter Terrorism. The training will provide staff with:

40.3.1 an awareness and understanding of the Prevent agenda and their role within it;

40.3.2 the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation;

40.3.3 the confidence to use a common sense based response.

40.4 Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.

40.5 As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2016. All staff will sign to confirm they have received these documents and will work within them (see Appendix 9).

40.6 Supply staff and other visitors will be given the School's Visitor Guide, which outlines core safeguarding measures.

40.7 Senior governors, the Principal and senior leaders will undertake safer recruitment training. This will enable them to participate in the recruitment of staff.

41 Extended School and Off-Site Arrangements

41.1 This policy is also applicable to all pupils undertaking extended service activities. Where extended school activities are provided by and managed by the School, our own child protection policy and procedures apply.

41.2 If other organisations provide services or activities on our site, the School will check that they have appropriate procedures in place, including safer recruitment procedures.

41.3 When pupils attend off-site activities, the School will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.

41.4 All organisations will be vetted to ensure pupils are not exposed to inappropriate political or controversial messages or activities.

42 Related School Policies

42.1 Attendance and Punctuality

42.2 Anti-bullying

42.3 Behaviour

42.4 Complaints

42.5 Off Site Visits / Requirements for Off Sites Visits and Adventurous Activities

42.6 Equal Opportunities

42.7 ICT Acceptable Use

42.8 Equalities

42.9 Health and Safety (includes First Aid)

42.10 Home School Agreement

42.11 Induction

42.12 PSHE

42.13 Sex and Relationships Education

42.14 Use of Reasonable Force

42.15 Powers of Search

42.16 Recruitment and Selection Policy

42.17 SEN – Information, Policy and Guidance

42.18 Social Media

42.19 Staff Code of Conduct

42.20 Supporting Pupils with Medical Conditions (includes Intimate Care Policy)

42.21 Disciplinary

42.22 Whistleblowing

43 Concerns About Safeguarding Practices

43.1 Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime.

43.2 Where staff or volunteers wish to raise concerns, they should be raised with the School's management team under the Whistleblowing Policy.

43.3 Where a staff member feels unable to raise the issue with the School or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

44 Complaints

44.1 The Trust complaints procedure will be followed where a pupil or parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action.

45 Monitoring, Evaluation and Review

45.1 The policy will be promoted and implemented throughout all Trust schools.

45.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust school.

45.3 The Trust will review this policy every year in consultation with each Trust school.

Appendix 1: Designated Safeguarding Lead Responsibilities

The broad areas of responsibility for the Designated Safeguarding Lead are:

Manage referrals

The Designated Safeguarding Lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

- Liaise with the headteacher or principal to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The Designated Safeguarding Lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;

- Are alert to the specific needs of children in need, those with special educational needs and young carers;[2]
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The Designated Safeguarding Lead should ensure the school or college's child protection policies are known, understood and used appropriately;
- Ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

- Where children leave the school or college, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the Designated Safeguarding Lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the Designated Safeguarding Lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- It is a matter for individual schools and colleges and the Designated Safeguarding Lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

[2] Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Appendix 2: Safe Working Practices

Propriety and behaviour

All staff are expected to:

- set high expectations and challenging targets for all pupils
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any pupil that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

- making inappropriate (innuendo) remarks to, or about, a pupil
- discussing personal relationships with or in the presence of pupils
- discussing a pupil's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

Dress and appearance

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory.

Rewards and gifts

All staff are expected to:

- ensure that gifts received or given in situations which may be misconstrued are declared immediately
- generally, only give gifts to an individual pupil as part of an agreed reward system

- where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

Infatuations

All staff are expected to report any indications (verbal, written or physical) that suggest a pupil may be infatuated with a member of staff. This must be reported to a senior leader.

Photography, videos and other creative arts

All staff are expected to:

- refrain from making any visual recordings of pupils (still or moving) without the prior consent of a senior leader
- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published
- ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- refrain from taking images of pupils using personal mobile phones.

Social contact

All staff are expected to:

- always approve any planned social contact with pupils or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a pupil which might cause concern
- report and record any situation which they feel might compromise the School or their own professional standing
- refrain from sending personal communication to pupils e.g. letters and cards unless agreed with a senior leader.

Communication using technology

All staff are expected to refrain from:

- passing personal contact details to pupils including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- any communication with pupils which may be construed as grooming
- making any visual recordings of pupils (still or moving) without the prior consent of a senior leader
- using any personal equipment when communicating with pupils.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with pupils. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing.

Safeguarding whilst using ICT

In using ICT in lessons, the following safeguards will be introduced by the School:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software will prevent access to social networking sites
- anti-viral software will be installed on all PCs, laptops and the network and renewed as required
- the use of the internet will be monitored using security software to ensure effective safeguarding within and beyond the School
- all network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- all wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- communicate the expectations in the Acceptable Use of ICT agreement to all pupils
- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by pupils, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to their line manager and to the ICT Technician
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in the School's Anti-Bullying Policy)
- take extreme care to ensure that pupils are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to a senior leader as soon as possible.

Physical contact

All staff are expected to:

- refrain from touching pupils in a way which may be considered as indecent or for the gratification of the adult or the pupil
- avoid any gratuitous or unnecessary physical contact with pupils (this includes horseplay, tickling or stroking the head etc)
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage pupils, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward (this includes hugs and pats on back etc)
- ensure that physical contact is never secretive or represents a misuse of authority.

Behaviour management and physical restraint

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the Schools agreed 'Behaviour Policy'
- ensure parents are informed of all sanctions

- avoid the use of sarcasm or demeaning and insensitive comments towards pupils.

Please see the Behaviour Policy for full details on behaviour management strategies upheld by the School.

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground
- to restrain a pupil at risk of harming themselves through physical outbursts.

Under no circumstances should staff use force as a punishment.

Please see the 'Use of Reasonable Force Policy' for full guidance.

One-to-one situations

All staff should:

- avoid meeting with pupils in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with pupils that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior leader.

Intimate care

Some pupils may require intimate care – this may include support with toileting or removing soiled clothing. In supporting such children, staff should:

- take account of the 'Supporting Pupils with Medical Conditions' Policy
- adhere to a care plan agreed with parents for pupils requiring intimate care

- encourage pupils to act as independently as possible
- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan
- share the need for intimate care with parents, if irregular or unexpected.

Toileting, Showering and Changing

General Principles:

- shower facilities for boys and girls should be separate, clean and well-maintained so that pupils' health and safety, privacy and dignity are not put at risk
- suitable toilet and washing facilities should be provided for the sole use of pupils
- separate toilet facilities for boys and girls aged 8 years or over should be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time
- suitable changing accommodation and showers should be provided for pupils aged 11 years or over at the start of the school year who receive physical education
- where separate facilities are provided for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled
- as far as possible, members of staff should supervise or assist pupils of the same sex
- wherever possible designated single sex changing room or areas should be used. If this is not possible and boys and girls change together, in a classroom for example, consideration should be given to utilising furniture or screens to provide discrete areas.

All staff are expected to:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour and, where there are changing rooms, announce their intention of entering
- avoid remaining in the room unless a pupil's needs require it (judgement will be based on the age and development needs of the pupils)
- take into account the needs of pupils from different religions, beliefs and cultural backgrounds.

Where pupils need assistance staff are expected to:

- take account of the 'Intimate Care' Policy held within the 'Supporting Pupils with Medical Conditions' Policy
- encourage pupils to be as independent as possible, giving verbal help before offering assistance
- provide assistance openly, not out of sight of others.

All staff must not:

- change in the same place as children
- shower with children.

When off-site showering and changing arrangements are in place:

- the above guidance will apply
- pupils will not share changing/toilet facilities with members of the public
- where changing facilities are shared with pupils from another school, adults from both schools will make appropriate arrangements and properly risk assess together.

Visual access to classrooms

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.

Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.

Administration of medication

In dispensing medication to pupils, staff should:

- Take account of the school's 'Supporting Pupils with Medical Conditions' Policy
- Ensure that they are authorised to dispense medication
- Ensure that parental consent has been secured and recorded
- Ensure that all medicines are stored in a locked cupboard, or if refrigerated, in an area not accessible to pupils
- Record the storage, dispensing and disposal of medication
- Not force a pupil to take medicine if they refuse to do so - in such a case, parents should be informed immediately and emergency services called if needed.

Staff must also ensure that all personal medication is stored securely in a locked area at all times.

Transporting pupils in staff cars

Pupils should only be transported in staff cars as a matter of last resort – where alternative modes of transport are unavailable and only when the pupil is not distressed in any way. Normally, this will mean when taking pupils home – trips should not be planned with the intention of using staff vehicles for transport. In transporting pupils using a staff vehicle:

- the consent of a senior leader should be secured on each occasion
- the member of staff should travel with a colleague, if at all possible
- the member of staff should have 'Business' car insurance on their vehicle
- the member of staff should ensure that the car is roadworthy
- the pupil should sit at the back of the car – and be instructed to wear a seat belt.

Appendix 3: Safeguarding Concern Form

Safeguarding Concern Form

CONFIDENTIAL

Tauheedul Education Trust

PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of pupil:	
D.O.B.	
Class / Year	
What is the nature of your concern?	
- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, radicalisation, other … - Have you had any previous concerns about this pupil? If so, what, when, action? - ***If you have received a 'disclosure' from or about a child please complete Part 2 overleaf***	
Are there any injuries of concern?	Yes / No
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	
Any action already taken	
Signed	
Name	
Job title	
Time/Date	
If you have received a 'disclosure' from or about a child please complete Part 2 overleaf	

PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

**It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

Name of person to whom the 'disclosure' has been made	
Position / relationship with child	
How did the 'disclosure' come about i.e. when and where?	
Who was present when the disclosure was made?	
Summary of information disclosed	

WHO is said to be involved	
WHAT is said to have happened / be happening?	
WHERE is this said to have happened / be happening?	
WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?	
WHO else may have witnessed what happened?	
HOW and where is the pupil now?	
Continuation sheet added	YES / NO

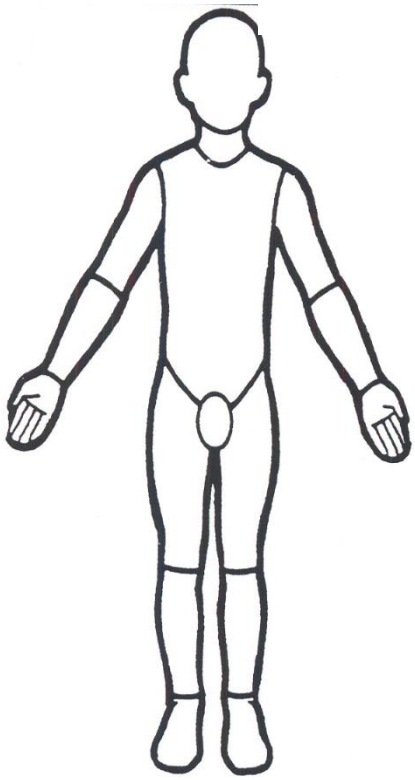
Note:

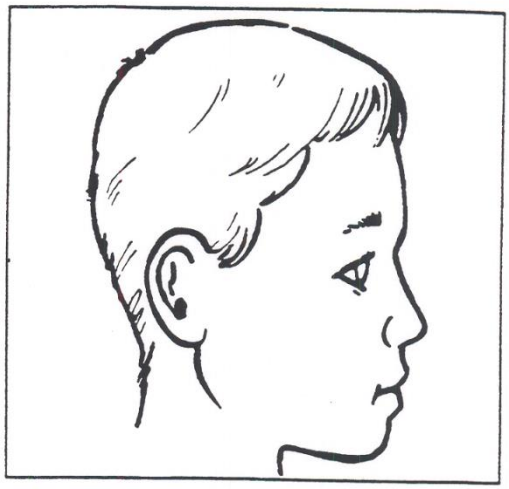
- *Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.*
- *If you have used quotes please ensure that they are accurate.*
- *Make a note of any open questions asked or minimal prompts used.*
- *Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.*

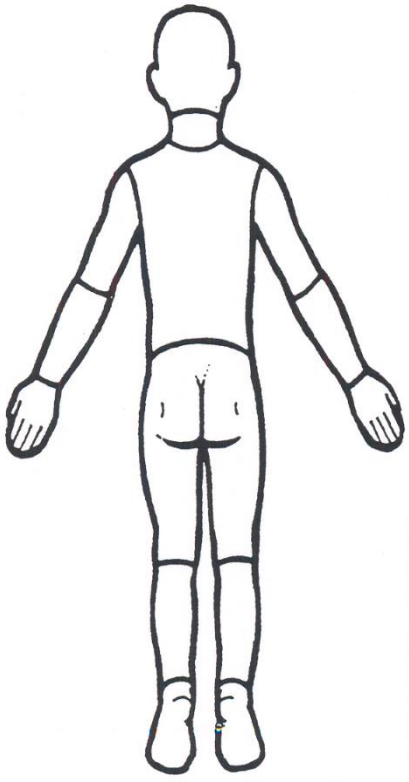
Signed	
Name	
Job title	
Time/Date	

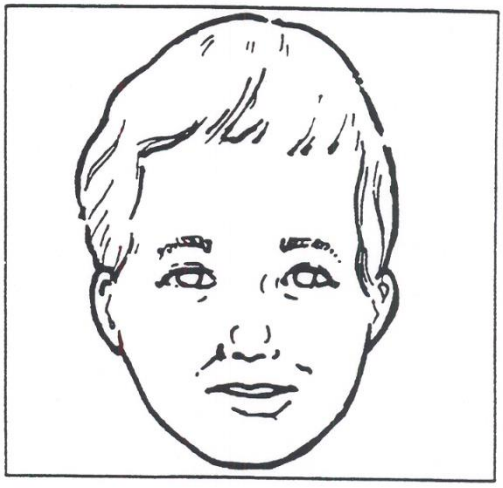
PART 3: BODY MAP

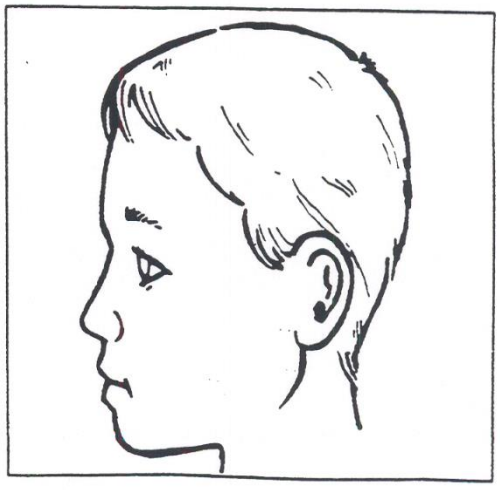
Older Child











PART 4: ACTION TAKEN BY DSL

Time and date information received by DSL and from whom	Time	
	Date	
	From	
Action taken (internal & external advice sought, referral to SENCO, Attendance Officer, Children's Social Care, continued monitoring etc) Include time, dates, names, who information shared with and when etc		
Parents informed and reasons?	Yes / No	
Pupil Child Protection File created?	Yes / No	
Front Sheet populated?	Yes / No	
Chronology Record started/updated	Yes / No	

Signed by DSL	
Name	
Time/Date	

Appendix 4: Child Protection File – Front Sheet

Child Protection File
Front Sheet

Tauheedul Education Trust

Pupil name	
Date of birth	
Any other name by which child is known	

Home address	**Current address (if different)**

Contact tel no.		**Contact tel no.**	

Family members i.e. parents / carers / siblings

Name	**Relationship**	**Address**	**School Details** (in the case of siblings)

Date file started	
Are records held in school relating to other connected children?	

Contact details of other professionals

Name	**Agency**	**Address**

Appendix 5: Removal of Information Record

Child Protection File
Removal of Information Record

Tauheedul Education Trust

Pupil Information	
Pupil name	
Date of birth	
Removal of Information	
Date documents or complete file removed	
Name and role of person removing documents or complete file	
Signature of person removing documents or complete file	
List documents removed (or complete file)	
Reason for removal	
Replacement of Information	
Date documents or complete file replaced:	
Were all documents replaced?	Yes / No
If all documents are NOT replaced please record which documents have not yet been replaced, along with the location of such documents and reason for such documents not having been replaced.	
Name and role of person replacing documents or complete file	
Signature of person replacing documents or complete file	

Appendix 6: Child Protection File – Chronology of Significant Events

Child Protection File
Chronology of Significant Events

Tauheedul Education Trust

Pupil name	
Date of birth	

Date of event	**Date info received/ recorded**	**Significant event**	**Source of information**	**Actions taken and outcomes** (include advice sought, dates, names, who information shared with and when etc)	**Parents informed Y/N and reasons**	**Recorded by** (full name and job title)

Appendix 7: Record of Child Protection File Transfer

Record of Child Protection File Transfer

Tauheedul Education Trust

PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of child	
D.O.B.	
Name of school sending CP File	
Address of sending school	
Date file sent	
Name of Principal / Designated Safeguarding Lead	
Method of delivery	
Signature	

PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file	
Address	
Date received	
Name of Principal/ Designated Safeguarding Lead receiving file	
Had the file been tampered with in transit?	
Signature	

Appendix 8: Disqualification by Association Declaration

Disqualification Declaration

CONFIDENTIAL

Tauheedul Education Trust

This Declaration is to be completed by all new staff and volunteers when they commence their employment/placement and completed by all staff and volunteers on an annual basis.

BACKGROUND

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

A person is disqualified if any of the following apply:

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

The *Schedules to the Regulations* (which detail the disqualification orders, offences etc) provide the full details of offences covered by the requirement:
http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made
http://www.legislation.gov.uk/uksi/2009/1547/schedule/2/made
http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made

A list of the offences covered is also provided in the DfE guidance document 'Disqualification Under the Childcare Act 2006' A copy of this document is available to staff and volunteers on request.

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.

Please answer the questions below to the best of your knowledge and sign the declaration at the end of this form. Please note you must answer all questions yourself AND for all others who live or work in the same household as you.

The definition of "others in the household" is wide and includes anyone who lives or works in the same property as you including partners, spouses, children, parents, flatmates, lodgers, tenants on a permanent or temporary basis.

If there are any aspects of the declaration that you are not able to meet, you should disclose immediately to the school.

All responses will be treated in the strictest confidence.

Name:		Post:	

Please circle 'YES' or 'NO' against each statement.

Questions relating to **you** as a member of staff			
1.	Have you ever been cautioned or convicted of any offences against a child?	**YES**	**NO**
2.	Have you ever been cautioned or convicted of any violent or sexual offences against an adult?	**YES**	**NO**
3.	Have you ever been barred from working with children by the Disclosure and Barring Service (formerly CRB)?	**YES**	**NO**
4.	Have your children ever been taken into care?	**YES**	**NO**
5.	Have your children ever or are they currently the subject of a child protection order?	**YES**	**NO**
6.	Has a court order ever been made against you in respect of a child under your care?	**YES**	**NO**
7.	Have you ever been refused registration or had registration cancelled in relation to childcare or a children's home or have you ever been disqualified from private fostering?	**YES**	**NO**
If you have answered YES to any of the questions above, please provide further information below (please complete on a separate sheet if necessary):			

Questions relating to ***anyone else*** who lives in your household			
1.	Has anyone in your household ever been cautioned or convicted of any offences against a child?	**YES**	**NO**
2.	Has anyone in your household ever been cautioned or convicted of any violent or sexual offences against an adult?	**YES**	**NO**
3.	Has anyone in your household ever been barred from working with children by the Disclosure and Barring Service (formerly CRB)?	**YES**	**NO**
4.	Does anyone living or working in your household have children that have been taken into care either currently or in the past?	**YES**	**NO**
5.	Does anyone in your household have children that have been or are the subject of a child protection order?	**YES**	**NO**
6.	Has anyone in your household ever had a court order made against them in respect of a child under their care?	**YES**	**NO**
7.	Has anyone living in your household been refused registration or had a registration cancelled in relation to childcare or a children's home or have they ever been disqualified from private fostering?	**YES**	**NO**

If you have answered YES to any of the questions above, please provide further information below (please complete on a separate sheet if necessary):

DECLARATION

I confirm the information I have declared above is correct. I understand that I have a duty to inform the Principal or Designated Safeguarding Lead should any of this information change at any time during my employment with the Trust.

***Note**: Tauheedul Education Trust takes its responsibility to safeguard children very seriously. If any concerns regarding conduct, contrary to the Safeguarding (Child Protection) Policy/Declaration, come to our attention, appropriate action will be taken.*

Print name: _____

Sign: _____

Date: _____

TO BE COMPLETED BY THE PRINCIPAL

I have reviewed the answers provided above and no further action is required.

Print name: _____

Sign: _____

Date: _____

OR

I have reviewed the answers provided above and the following action has been taken.

Print name: _____

Sign: _____

Date: _____

Appendix 9: Staff Safeguarding Declaration

Annual Safeguarding Declaration

Tauheedul Education Trust

1. I have received and read the School's Safeguarding (Child Protection) Policy, including the appendices.

2. I have received and read Part 1 of the DfE guidance 'Keeping Children Safe in Education', (DfE 2016).

3. I have received and read the Tauheedul Education Trust Staff Code of Conduct.

4. I have completed the School's safeguarding training, including PREVENT training.

5. I understand that supplementary safeguarding guidance is available at www.gov.uk

6. I agree to adhere to the protocols set out in the School's Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2016).

***Note**: Tauheedul Education Trust takes its responsibility to safeguard children very seriously. If any concerns regarding conduct contrary to the Safeguarding (Child Protection) Policy come to our attention, appropriate action will be taken.*

Print name: ……

Sign: ……

Date: ……