



**embrace
challenge:
expect
excellence**

Daubeney Academy



Child Protection Policy

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[INSERT NAME OF SCHOOL]

SAFEGUARDING AND CHILD PROTECTION POLICY

- Executive Summary -

The school is committed to ensuring the safety and wellbeing of children and expect everyone working with or for the School to share this commitment to create a culture of vigilance.

The school is committed to supporting all aspects of children's development and learning, and promotes a whole school approach to emotional health, wellbeing and resilience.

The school is committed to providing an environment in which all children feel safe, secure, valued and respected, and feel confident to approach adults if they are in difficulties knowing they will be effectively listened to.

The School is committed to creating a culture of 'it could happen here' and to support anyone who raises a concern about poor or unsafe practice and potential failures in the school's safeguarding regime.

All concerns about a child (including signs of abuse and neglect) must be **reported immediately** to the **Designated Safeguarding Lead** (DSL), or in their absence, to one of the Deputy Designated Safeguarding Leads (DDSL).

If a **child is suffering** or is **likely to suffer from harm**, a **referral to children's social care** (and if appropriate the Police) should be made **immediately**.

Concerns and/or allegations about an adult in the School should be referred to the Head (who should ensure referral to the LADO within 24 hours).

Concerns and/or allegations about the Head should be referred to the Chairman of Governors.

Concerns and/or allegations of peer on peer abuse should be shared with the DSL or DDSL.

Head	[name]	[contact]
Designated Safeguarding Lead	[name]	[contact]
Deputy Designated Safeguarding Leads	[name]	[contact]
	[name]	[contact]
Chair of Governors	[name]	[contact]

This policy must be read alongside Keeping Children Safe in Education (September 2020), Department for Education Statutory Guidance (available [here](#)) and relevant school policies.

If you have any questions or concerns about this policy please contact the DSL, DDSL or the Head.

1. Contact details

1.1 Key school safeguarding contact details

[School address] [School number] [School website] [School email]	
Headteacher	[name] [email] [phone]
Designated Safeguarding Lead (DSL)	[name] [email] [phone]
Deputy Designated Safeguarding Lead (DDSL)	[name] [email] [phone]
Deputy Designated Safeguarding Lead (DDSL)	[name] [email] [phone]
Designated Safeguarding Governor	[name] [email] [phone]
Chair of Governors	[name] [email] [phone]
[Designated Teacher for Looked After Children or formerly Looked After Children]	[name] [email] [phone]
CEO, Challenger Multi Academy Trust	Roy Blackwell [email] [phone]
Executive Headteacher with responsibility for safeguarding, Challenger Multi Academy Trust	Claire Mosseveld cmosseveld@challengermat.org [phone]
[Schools may want to signpost to other useful internal contacts, e.g. School nurse,	

counsellor, designated mental health leads etc.?	
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1.2 Key external safeguarding contact details

Local Authority Designated Officer (LADO)	[name of main school contact/s] [email] [phone] [out of hours phone] [website]
[MASH / Children’s Social Services - the School should insert the correct reference here depending on the arrangements in their local authority]	[name of main school contact/s] [email] [phone] [out of hours phone] [website]
[Schools may want to signpost to other useful external contacts, for example NSPCC]	

“Safeguarding is everybody’s responsibility”

2. Introduction

- 2.1 This policy aims to provide all members of staff, volunteers, governors, children and their families/carers with a clear and secure framework for ensuring that all children in the school are protected from harm. both while at school and when away from the school premises.
- 2.2 Unless otherwise stated this policy applies to all staff, governors and volunteers. Staff for the purposes of this policy includes all individuals working in or for the school (whether as teaching or non-teaching members of staff, full- or part-time, or as contractors or suppliers).
- 2.3 We recognise that **safeguarding is everyone’s responsibility** – everyone who comes into contact with children and their families has a role to play, and we expect all staff, governors and volunteers to consider and **act in accordance with the best interests of the child at all times**, and feel confident about **identifying concerns, sharing information** and **taking prompt and appropriate action**.
- 2.4 This policy should be read alongside relevant school policies in place from time to time, including but not limited to:
- 2.4.1 [Behaviour Policy]
 - 2.4.2 [Staff Code of Conduct]
 - 2.4.3 [Staff Disciplinary Policy]
 - 2.4.4 [Allegations Management Policy]
 - 2.4.5 [Safer Recruitment Policy]

- 2.4.6 [Prevent Policy]
- 2.4.7 [Whistleblowing Policy]
- 2.4.8 [Attendance and Children Missing in Education Policy]
- 2.4.9 [Use of Internet / Online Safety Policy]
- 2.4.10 [Anti-Bullying Policy]
- 2.4.11 [Mental Health and Wellbeing Policy]
- 2.4.12 [Privacy Notice]
- 2.4.13 [Data Protection – GDPR Policies]
- 2.4.14 [Information Sharing Policy]
- 2.4.15 [Administration of Medication / Supporting Children with Medical Conditions Policy]
- 2.4.16 [Relationship Policy]
- 2.4.17 [Positive Handling Policy]

These policies and this policy are available on the school's website.

- 2.5 This policy has been written having regard to key government legislation and statutory guidance (see Annex 1), in particular Keeping Children Safe in Education (**KCSIE**) (September 2020), Working Together to Safeguarding Children (February 2019) and What to do if you are Worried a Child is Being Abused – Advice for Practitioners (March 2015). This policy also has regard to the [insert relevant local authority] Child Protection Procedures.
- 2.6 All staff, governors and volunteers must read and understand their responsibilities under Part one KCSIE (2020) and Annex A, copies of which will be provided as part of the school's induction.
- 2.7 This policy is intended to help staff, governors and volunteers:
 - 2.7.1 provide a safe environment where children can learn;
 - 2.7.2 identify and respond to concerns early to prevent them from escalating (see paragraph 6 below);
 - 2.7.3 know what to do if a child tells them they are being abused or neglected (see paragraph 11 below);
 - 2.7.4 follow the school's reporting procedure if they have a concern about the welfare of a child (see paragraph 12 below);
 - 2.7.5 know what to do if they have concerns about the behaviour of an adult (see paragraph 13 below); and
 - 2.7.6 identify children who may benefit from early help (see paragraph 23 below).

3. What is safeguarding?

- 3.1 We are committed to supporting all aspects of children's development and learning and keeping children safe.

- 3.2 Safeguarding and promoting the welfare of children is defined in the statutory guidance (Working Together to Safeguard Children (last updated February 2019)) as:
- 3.2.1 protecting children from maltreatment;
 - 3.2.2 preventing impairment of children's mental and physical health or development;
 - 3.2.3 ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - 3.2.4 taking action to enable all children to have the best outcomes.
- 3.3 A child is anyone under the age of 18.
- 3.4 Action must be taken under this policy to protect children from harm and abuse including neglect, online harm and peer-on-peer abuse.
- 3.5 Safeguarding also relates to broader aspects of care and education to help ensure they can achieve the best outcomes. This includes:
- 3.5.1 looking after health, safety and well-being, including physical, emotional and mental health;
 - 3.5.2 meeting all the needs of children who have special education needs and/or disabilities (SEND);
 - 3.5.3 meeting all the needs of children with vulnerabilities including those who are Looked After (LAC) and those in receipt of Pupil Premium funding;
 - 3.5.4 the use of reasonable force (in accordance with our [Positive Handling Policy]);
 - 3.5.5 meeting the needs of children with medical conditions;
 - 3.5.6 providing first aid and intimate care where necessary and in accordance with school policy;
 - 3.5.7 ensuring children are safe online (see paragraph 9 below); and
 - 3.5.8 putting appropriate arrangements in place to ensure children's security, taking into account relevant local context.

4. Contextual safeguarding

- 4.1 All staff are aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside the school. All staff and the DSL (or DDSL) will consider the context within which such incidents and behaviours occur. This means we will consider whether wider environmental factors are present in a child or young person's life that are a threat to their safety and/or welfare or to the safety and welfare of others.

5. Mental health, emotional well-being and resilience

- 5.1 We understand that emotional and social aspects of learning create a foundation for all learning. If a child or young person has not been supported to understand, express and resolve their feelings, they may not have the ability to share and build healthy relationships with other children resolve the small conflicts that arise in day-to-day classroom life, or concentrate on learning. Their frustrations may cause a range of anti-social, disruptive, overly compliant or withdrawn behaviours. We recognise and acknowledge the range of environments and experiences and needs of our children.

- 5.2 Our school is committed to embedding and promoting a whole school approach to emotional health, wellbeing and resilience.
- 5.3 Staff, governors and volunteers are appropriately trained and supported to help ensure a safe and happy learning environment in which children are supported and listened to, valued and respected, recognising that with children with special educational needs and disabilities, additional barriers to communication may exist.
- 5.4 All staff and volunteers will receive appropriate training to equip them with a broad understanding of mental health needs appropriate to the age of the children in our school.

6. Recognising abuse

- 6.1 Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child or young person by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse (see paragraph 9 regarding online safety). They may be abused by an adult or adults, or another child or children/young person. The risk may be within their environment and may relate to extra familial risks.
- 6.2 The Children Act 1989 introduced the concept of **significant harm** as the threshold that justifies compulsory intervention in family life in the best interests of children and gives local authorities a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child or young person who is suffering, or likely to suffer, significant harm.
- 6.3 A referral/notification of a safeguarding concern is made when risks/issues are identified. The Local Authority together with relevant partners will establish the threshold of risk and determine an appropriate response.
- 6.4 All staff, volunteers and governors will be made aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

7. Types of harm

- 7.1 **Keeping Children Safe in Education (September 2020) sets out the different types of harm which children may be exposed to.**
- 7.2 **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.
- 7.3 **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.
- 7.4 **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 from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of

another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

7.5 **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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see below on peer on peer abuse).

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

7.7 **Child Sexual Exploitation** is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity:

7.7.1 in exchange for something the victim needs or wants, and/or

7.7.2 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.

7.8 **Signs and Symptoms of Child Sexual Exploitation** may include acquisition of money, clothes, mobile phones etc. without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school, college or work; leaving home/care without explanation and persistently going missing or returning late; excessive receipt of texts/phone calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age/sexually transmitted infections; evidence of/suspicions of physical or sexual assault; relationships with controlling or significantly older individuals or groups; multiple callers (unknown adults or peers); frequenting areas known for sex work; concerning use of internet or other social media; increasing secretiveness around behaviours; and self-harm or significant changes in emotional well-being.

7.9 **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. Staff, volunteers and governors are or must be made aware that there is a statutory duty upon teachers 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 or is at risk of being carried out. Staff will not be examining children for signs of FGM. When staff are made aware through disclosure or seeing something they suspect may be due to FGM, they will follow the Home Office Mandatory Reporting procedures.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

HBA- honour based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community including FGM, forced marriage and practices such as breast ironing.

Any incident or pattern of incidents of controlling, coercive, threatening behavior, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. It can encompass, but is not limited to: psychological, physical, sexual, financial and emotional.

7.10 **Child Criminal Exploitation** is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. This can still be exploitation even if the activity appears consensual.

7.10.1 There may be criminal exploitation of children which is centred within illegal/offending behaviour more locally. The aspect of coercion force and safeguarding issues are consistent.

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

7.10.3 It can be perpetrated by individuals or groups, males or females, and young people or adults.

7.10.4 It is typified by some form of power imbalance in favour of those perpetrating the exploitation.

7.10.5 Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

7.10.6 Children being coerced to carry drugs/involvement in county lines should be considered victims. There does need to be safeguarding referrals on those felt to be involved/at risk. These have been determined as examples under modern day slavery/trafficking legislation.

7.10.7 County lines is a term used to describe gangs and organized criminal gangs and organized criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or another form of 'deal line'

7.10.8 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move (and store) drugs for money.

7.10.9 Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and threaten serious violence against victims.

7.11 **Serious violence** - all staff should be aware of the signs that children are at risk of or involved in serious crime. These may include absence from school, change in friendships or relationships with older individuals or groups, significant decline in performance, signs of self-harm or significant change in well-being, signs of assault or unexplained injury. Unexplained gifts or new possessions can also be signs that children are involved in gangs or criminal networks.

8. Peer on peer abuse

8.1 Children can abuse other children (this is often referred to as peer on peer abuse). It can take many different forms including, but not limited to:

- 8.1.1 bullying (including cyberbullying);
 - 8.1.2 physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - 8.1.3 sexual violence such as rape, assault by penetration and sexual assault harassment;
 - 8.1.4 sexual harassment such as sexual comments remarks jokes and online sexual harassment which may be stand alone or part of a broader pattern of abuse;
 - 8.1.5 upskirting which typically involves taking a picture under a persons clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation distress or alarm. This is a criminal offence;
 - 8.1.6 “sexting” where there is an element of coercion of power imbalance (also known as youth produced sexual imagery);
 - 8.1.7 initiation/hazing type violence and rituals; and
 - 8.1.8 exploitation of others by peers: criminal, financial, sexual.
- 8.2 These categories of abuse rarely take place in isolation and often indicate wider safeguarding concerns. For example, a teenage girl may be in a sexually exploitative relationship with a teenage boy who is himself being physically abused by a family member or by older boys. Equally, while children who abuse may have power over those who they are abusing, they may be simultaneously powerless to others.
- 8.3 Sexting can but does not always constitute abusive behaviour – see 8.1.6.
- 8.4 The school has procedures to follow regarding peer on peer abuse. These procedures aim to minimise the risk of peer on peer abuse and set out how allegations of peer on peer abuse will be investigated and dealt with, including:
- 8.4.1 how children involved in peer on peer abuse will be supported and worked with to reduce and prevent harm; and
 - 8.4.2 different gender issues that can be prevalent when dealing with peer on peer abuse.
 - 8.4.3 [School to include any details of guidance / procedures they have in place to minimize the risk of p on p abuse and set out how allegations are responded to in the school]
- 8.5 Inappropriate behaviour by children in the school will not be tolerated or passed off as “banter” or “part of growing up”
- 8.6 At all times the child’s wishes and feelings will be taken into account. There may be many reasons why a child harms another and it is important to understand why a young person has engaged in such behaviour, including accidentally before considering the action or punishment to be undertaken.
- 9. Online safety**
- 9.1 Safeguarding of children extends to the online environment. All staff should be aware of the risks posed to children by technology and the internet and should understand their role in preventing, identifying and responding to harm caused by its use. Abuse can take place wholly online or technology may be used to facilitate online abuse.

- 9.2 The school Governing Board ensures the school has a holistic approach to online safety, including a clear policy on the use of mobile technology. The school ensures appropriate filtering and monitoring systems are in place.
- 9.3 Learning about keeping safe online is incorporated into our curriculum and including reference to peer on peer abuse, grooming, youth-produced sexual imagery (“sexting”).
- 9.4 [Schools must include details of their own policy concerning the use of mobile devices in school].
- 9.5 Our school uses guidance provided by the UK Council for Internet Safety to help us develop online safety policies. Parents may like to access this useful resource. <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

10. Prevent

- 10.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.
- 10.2 Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. These fundamental values are woven into our curriculum.
- 10.3 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 10.4 Children can be vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our safeguarding approach. As with other safeguarding risks, staff are alert to changes in children’s behaviour which could indicate that they may be in need of help or protection, and referrals to the Channel programme will be made, where appropriate (and following advice and guidance from [Children’s Services – insert agency name in school’s local authority]).

11. Receiving a disclosure

- 11.1 If a child has made an allegation or disclosure of abuse, you should:
- 11.1.1 reassure the child that they did the right thing in letting you know;
 - 11.1.2 let the child know that you are under a duty to report the matter to ensure their safety and welfare - you should not give promises of confidentiality, but you can let them know that the information will only be shared with those who need to know so that they can look after their best interests;
 - 11.1.3 do not ask leading questions but should listen carefully and ask open questions, if you need to;
 - 11.1.4 you should not conduct any kind of investigation; and
 - 11.1.5 as soon as you can make a detailed as possible written account of what was shared with you and sign and date it, and share with the DSL without delay, this should include (not limited to):
 - (a) the name of the child;
 - (b) date, place and time of the disclosure;

- (c) who else was present;
 - (d) what was said and anything else of note (child's demeanor, mood, speech, behaviour – record your words and not your interpretation); and
 - (e) an analysis of what you observed and why you had a cause for concern.
- 11.2 Disclosures about non-recent abuse (for example against a former staff member, or against a former pupil at the school, or an allegation of abuse that happened in a child's past) should be treated in the same way as an ordinary disclosure, i.e. reported to the DSL.

12. Reporting concerns about a child

12.1 **If a child is in immediate danger or is at risk of harm call 999. If you have a concern about a child (and there is no immediate danger or risk of harm) then you should inform the DSL (or DDSL) immediately. If the DSL or DDSL is not available you should speak to the Headteacher or another member of the senior leadership team. Key contact details at the start of this policy.**

12.2 You have a responsibility to act promptly and in accordance with this policy if you have a concern about a child, this may be for example because of something:

12.2.1 the child / young person / parent has told you;

12.2.2 you have noticed about the child/young person's behaviour, health, or appearance;

12.2.3 another professional said or did.

12.3 Even if you think your concern is minor, the DSL may have more information that, together with what you know, represents a more serious worry about a child or young person.

12.4 It is never your decision alone how to respond to concerns, but it is always your responsibility to share concerns, no matter how small. If you have a concern about the safety or wellbeing of a child you should share this information with the DSL (or DDSL if they are not available) as soon as possible.

12.5 You should not assume that another colleague or professional will take action.

12.6 In the exceptional circumstances that the DSL or DDSL is not available, this should not delay you taking appropriate action in relation to your concern. You should try and speak to a the Headteacher or another member of the senior leadership team and/or take advice from children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as practically possible.

12.7 The DSL (or DDSL) will assess the concern and decide whether a referral needs to be made to the local authority. If at any time it is considered that the child has suffered or is at risk of significant harm, or is in immediate danger, a referral should be made immediately to children's social care.

12.8 The DSL should keep an accurate and thorough record of action taken, including if a referral is made, advice given and steps agreed and/or taken. This should be signed and dated.

12.9 The DSL should ensure information is shared appropriately with other relevant professionals, recording reasons for sharing information and ensuring that they are aware of what action the other professionals will take as a result of information shared.

12.10 The DSL will ordinarily inform parent that they have made a referral, if the parent does not already know, and if there is no reason not to let them know (for example, doing so would put

the child or another child at risk). If unclear, advice should be sought from the local authority. In cases of suspected fabricated or induced illness by proxy, the parent is not informed that this is being considered.

- 12.11 If a child protection investigation is pursued, the DSL and other key school staff will:
- 12.11.1 work closely and collaboratively with all professionals involved in the investigation, to keep the child / young person safe;
 - 12.11.2 attend any strategy meetings/discussions in relation to the child;
 - 12.11.3 attend any child protection conference when invited and provide updated information about the child/young person;
 - 12.11.4 attend any subsequent child protection review conferences;
 - 12.11.5 attend core group meetings and take an active role in the implementation of the protection plan.
- 12.12 Where there is a safeguarding concern the relevant parties should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately any systems and processes should operate with the **best interests** of the child at their heart.
- 12.13 Any member of staff, governor or volunteer may make a referral directly to children's social care. There is a duty on all staff to persist with referrals to children's social care if they feel appropriate action is not being taken. **However, all staff are expected to raise concerns with the DSL in the first instance and should inform them if they make a referral directly.**
- 12.14 If you do not think that appropriate action has been taken you can raise your concerns under the school's whistleblowing policy – see paragraph 14 below.

13. Allegations against a staff member or volunteer

- 13.1 The safety and wellbeing of our children depend on the vigilance of everyone and prompt communication of concerns, not matter how small, about any adult's suitability to work with or have access to children. Those raising concerns in good faith will always be supported.
- 13.2 If you have a concern or an allegation that a member of staff or volunteer has:
- 13.2.1 behaved in a way that poses a risk of harm to children; or may have harmed a child;
 - 13.2.2 possibly committed a criminal offence against or related to a child; or
 - 13.2.3 behaved in a way that indicates they may pose a risk of harm to children.
- this should be referred without delay to the Headteacher. Where there are concerns or allegations about the Headteacher, this should be referred to the Chair of Governors.
- 13.3 In responding to an allegation the Headteacher (or DSL) must:
- 13.3.1 ensure that the child reporting the allegation is safe and away from the individual against whom the allegation is made;
 - 13.3.2 make a referral to the LADO immediately or within 24 hours

- 13.3.3 following advice from the LADO and HR, and review individual's working arrangements / role and if no safe alternative identified consider suspension of the individual, pending investigation;
- 13.3.4 attend strategy meetings convened by the LADO and act upon the decisions made at these meetings;
- 13.3.5 follow (and conclude) the school's disciplinary procedures (in consultation with the LADO, where appropriate); and
- 13.3.6 consider, upon conclusion of the external and internal processes, whether any referrals need to be made (for example to the Disclosure & Barring Service, or Teaching Regulation Agency).

14. Concerns about safeguarding practices at the school – whistleblowing policy

- 14.1 Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements and know that these concerns will be taken seriously by senior leadership.
- 14.2 No member of staff will suffer a detriment or be disciplined for raising a genuine concern about unsafe practice, provided that they do so in good faith and following the appropriate procedures.
- 14.3 Any concerns about safeguarding practice can be raised under the school's whistleblowing policy. If you feel that your concerns have not been properly addressed or for whatever reason you feel unable to raise your concerns via the whistleblowing channel you can raise your concerns externally, guidance can be found at www.gov.uk/whistleblowing, and at the NSPCC whistleblowing advice line: <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>.

15. Sharing information

- 15.1 Sharing information is a crucial part of safeguarding. Early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children. The DSL may have other information regarding a child, young person or their family of which other staff may not be aware. Minor concerns may take on greater significance within the wider context of knowledge of a child young person or family that the school may hold on record.
- 15.2 The School shares information lawfully and fairly having regard to the Data Protection Act 2018 and the General Data Protection Regulation (GDPR), and in accordance with its **Privacy Notice**, Data Protection and GDPR policies, and Information Sharing Policy in place from time to time.
- 15.3 If you are in any doubt about whether to share information, then speak to the DSL or DDSL about this.

16. Record keeping

- 16.1 The DSL has responsibility for creating and maintaining accurate and up to date safeguarding files. Where children leave the school or college the DSL should 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. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school or college in advance of a

child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

- 16.2 The safeguarding files of pupils who remain at school until age 18 would ordinarily be kept securely for a further six years before being destroyed, but due to the ongoing Independent Inquiry into Child Sex Abuse the School has currently suspended the destruction of records until the Inquiry is concluded.
- 16.3 A record will be made of all conversations, including any advice or recommendations by the LADO concerning allegations/concerns raised about staff and volunteers. These records and any associated documentation shall be maintained in a folder which relates exclusively to allegations against staff. A clear and comprehensive summary of all allegations shall be kept on the confidential personnel file of the accused, and a copy provided to the person concerned.
- 16.4 Allegations that are found to have been malicious will be removed from personnel records. However, for all other allegations, the School will in accordance with KCSIE 2019 retain a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decision reached on the personnel record. A copy should be provided to the person concerned.

17. Use of reasonable force

- 17.1 There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- 17.2 The law forbids a teacher or other members of staff from using any degree of physical contact that is deliberately intended to punish a pupil, or that is primarily intended to cause pain or injury or humiliation.
- 17.3 Teaching [and non-teaching staff] at a school are allowed to use reasonable force to control or restrain pupils under certain exceptional circumstances, and must be appropriately trained. In some circumstances, teachers and authorised members of staff can restrain pupils in order to protect them and others. Any use of reasonable force must be conducted in accordance with the school's [Positive Handling Policy] and the current Government guidance – Use of Reasonable Force in Schools (July 2013) (see Annex 1).
- 17.4 Any concerns or allegations that a member of staff, volunteer or governor may have acted inappropriately with a child should be reported in line with the steps set out at paragraph 13 above.

18. Designated Safeguarding Lead (DSL)

- 18.1 The current Designated Safeguarding Lead is: [name]. The current Deputy Designated Safeguarding Leads are: [name] and [name]. Their contact details are included at the start of this policy.
- 18.2 The DSL has lead responsibility for safeguarding and child protection in the School including providing advice and support for other staff, volunteers and governors and liaising with statutory agencies, developing and updating policies, training staff and any other duties as set out in statutory guidance (in particular Keeping Children Safe in Education). Deputy DSLs are trained to the same level as the DSL.

18.3 The DSL and Deputy DSL must be a senior member of staff with the authority and seniority to carry out the functions of the role. The DSL must be properly training and have the requisite level of working knowledge before taking on the role.

18.4 During term-time the DSL or a DDSL will always be in school during school hours. Outside of school hours they will be available by phone if not in school. While the DSL can delegate some safeguarding responsibilities to the deputies, the ultimate responsibility for safeguarding lies with them (and cannot be delegated). **Annex B of KCSIE (September 2019) outlines the key responsibilities of the DSL**, which include:

18.4.1 managing referrals, e.g.:

- (a) managing referrals including referring cases of suspected abuse to the local authorities children's social care as required;
- (b) advising and supporting staff in relation to safeguarding issues, and supporting staff who make referrals to local authority children's social care;
- (c) referring cases to the Channel programme where there is a radicalization concern (see paragraph 10 on the Prevent duty);
- (d) referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- (e) referring cases to the Police where a crime may have been committed.

18.4.2 working with others, e.g.:

- (a) liaising with the key safeguarding partners and work with other agencies in line with Working Together to Safeguarding Children (February 2019);
- (b) liaising with the headteacher to inform him or her of any issues – especially ongoing enquiries under section 47 of the Children Act 29189 and police investigations;
- (c) as required, liaise with the "case manager" and the designated officer(s) at the local authority for children protection concerns which concern a staff member;
- (d) liaise with staff (especially pastoral support staff, school nurses, IT staff and SENCOs or the named person with oversight for SEND in a college) on matters of safety and safeguarding (including digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- (e) acting as a source of support, advice and expertise on safeguarding issues, for all staff.

18.4.3 managing training and raising awareness, e.g.:

- (a) ensuring staff, governors and volunteers receive appropriate training and maintain training records;
- (b) ensure the school's policies are known, understood and used appropriately, and training opportunities are made known to relevant staff;
- (c) ensure this policy is made 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;

- (d) ensuring their own training record and level of knowledge is up to date. Details of what the DSL should be aware of is listed at Annex D in KCSIE (September 2019) under “Training”; and
- (e) cooperating with any requests for information from the local authority, such as Child Protection training returns and self-evaluative forms for safeguarding and child protection, in compliance with Section 11, Children Act 2004.

18.4.4 Maintaining and managing the Child Protection Files at the school in accordance with the requirements of KCSIE (September 2019).

19. Designated Governor for Safeguarding

19.1 The current Designated Governor for Safeguarding is [name]. Their details are included at the start of this policy.

19.2 The Governing Board must have oversight of the school's safeguarding arrangements and ensure compliance with relevant legislation and government guidance to ensure that the policies, procedures and training in the school are effective and comply with the law at all times

19.3 The role of the Designated Governor for Safeguarding is to have overall supervision and oversight of safeguarding arrangements in the school and to ensure that:

- 19.3.1 an appropriate DSL and DDSLs have been appointed and trained;
- 19.3.2 training for the DSL takes place every two years and that the DSL is kept abreast of developments and changes in law;
- 19.3.3 that sufficient time and resources are allocated to the DSL and other relevant personnel to ensure the school can carry out its safeguarding responsibilities at all times;
- 19.3.4 training requirements are met for staff, volunteers and governors;
- 19.3.5 the Single Central Record is accurate and up to date with records for teaching and non-teaching staff, volunteers and governors;
- 19.3.6 numbers and trends of safeguarding issues are monitored and acted on;
- 19.3.7 they liaise regularly with the DSL so that issues and trends can be discussed and appropriate action taken;
- 19.3.8 this policy and related policies and procedures are updated in line with legislation and at least annually;
- 19.3.9 the Governing Board is informed about safeguarding regularly and provided with an annual report – it should be a standing agenda at Governors' meetings;
- 19.3.10 supports the DSL and Headteacher in their safeguarding responsibilities and preparing for Ofsted and other inspections or audits;
- 19.3.11 the students are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- 19.3.12 safer recruitment and selection practice is in line with legal requirements, including the requirement for governors and Trustees to have enhanced DBS checks and Section 128 checks.

20. Safer Recruitment

20.1 It is vital that the school creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject or identify people who is unsuitable to work with children. To this end the school will:

20.1.1 comply with the government guidance on Safer Recruitment (including Part 3 of KCSIE (September 2019)) and follows its own Safer Recruitment Policy;

20.1.2 ensure that appropriate checks are carried out against all staff, governors and volunteers (including visitors to the school, contractors or suppliers – where eligible), including:

- (a) identity check;
- (b) DBS checks (or equivalent, e.g. if they have worked overseas);
- (c) professional accreditation/qualifications;
- (d) gaps in CVs are explored; and
- (e) appropriate references are requested and followed up.

20.1.3 ensure one member of the interview panel should have Safer Recruitment training and a proper record of the interview kept;

20.1.4 ensure safeguarding questions are included in the interview questions;

20.1.5 obtain that appropriate suitability checks apply to any staff employed by another organisation who might be working on the school site or with students;

20.1.6 ensure any individual working with pupils for whom an enhanced DBS check with barred list is required will not be allowed to work in regulated activity and will be appropriately supervised at all times;

20.1.7 maintain a Single Central Record (**SCR**) in accordance with the Department for Education requirements as set out in KCSIE 2019. The record will be reviewed no times per year to ensure that all records are up to date and an annual report made to the Governing Body and the Multi Academy Trust trustees.

The SCR will cover the following people - staff, (including teacher trainees on salaried routes), agency and third-party supply staff who work at the school, members and trustees of the academy trust.

The SCR will indicate whether the checks listed below have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained. The list below is also the minimum information that must be recorded for staff (including teacher trainees on salaried routes):

- (a) an identity check;
- (b) a barred list check;
- (c) an enhanced DBS check/certificate;
- (d) a prohibition from teaching check;
- (e) further checks on people who have lived or worked outside the UK (see paragraph 156 – 157 of KCSIE 2019);

- (f) a check of professional qualifications, where required;
- (g) a check to establish the person's right to work in the United Kingdom; and
- (h) a Section 128 check for management positions as set out in paragraph 128-129 of KCSIE 2019.

20.1.8 ensure that a prompt DBS referral is made 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.

21. Special Educational Needs and Disabilities

21.1 Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. We will ensure that staff, volunteers and governors understand that additional barriers can exist when recognising abuse and neglect in this group of children.

21.2 These can include:

21.2.1 assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child or young person's disability without further exploration;

21.2.2 the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

21.2.3 communication barriers and difficulties in overcoming these barriers.

22. Looked After Children (LAC) and previously looked after children

22.1 The most common reason for children becoming looked after is as a result of abuse and/or neglect. Our staff are given the information they need in relation to a child's looked after status and the child's contact arrangements with birth parents or those with parental responsibility. The DSL [and Designated Teacher for Looked After and previously looked after children] has/have details of a child's social worker and the name of the Virtual School head that looks after the child.

22.2 The Governing board must ensure that a designated teacher is appointed to promote the educational achievement of registered pupils who are looked after.

23. Early Help

23.1 School staff play a crucial role in helping to identify welfare concerns, and indicators of possible abuse or neglect, at an early stage.

23.2 Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but staff should be particularly alert to the potential need for early help for a child who:

23.2.1 is disabled and has specific additional needs;

23.2.2 has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

23.2.3 is a young carer;

23.2.4 is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;

23.2.5 is frequently missing/goes missing from care or from home;

- 23.2.6 is at risk of modern slavery, trafficking or exploitation;
 - 23.2.7 is at risk of being radicalised or exploited;
 - 23.2.8 is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
 - 23.2.9 is misusing drugs or alcohol themselves;
 - 23.2.10 has returned home to their family from care; or
 - 23.2.11 is a privately fostered child.
- 23.3 All staff at the school should be aware of the early help offer and process, and understand their role in it. This includes identifying emerging problems, liaising with the DDSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the Lead Professional in undertaking an Early Help Assessment (EHA).
- 23.4 If early help and or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

24. School Attendance and Children Missing in Education

- 24.1 Our school and the Governing Board will monitor attendance and patterns of attendance. All staff are aware that children who do not attend school regularly act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- 24.2 Staff must be aware of and comply with the school's Attendance Policy and Children Missing from Education procedures (which also apply in cases where a child is absent within the school day).
- 24.3 The school should ensure that parents/carers provide at least two emergency contact numbers and these details are updated as required and at least annually. Regard should be had to the statutory guidance – children missing in education (September 2016) – see Annex 1.

25. Training

- 25.1 All staff, governors and volunteers must read and understand their responsibilities under this policy and Part one and Annex A of KCSIE (2019). A copy of this policy the relevant sections of KCSIE 2019 will be provided as part of the school's induction.
- 25.2 All staff, governors and governors should receive safeguarding and child protection training which is updated at least every three years, and they should also receive regular safeguarding updates, as required, but at least annually, and should include updates on new guidance, useful resources, updates on contextual safeguarding, online safety, county-lines, for example. All staff, governors and volunteers will undertake Prevent training.
- 25.3 The DSL and DDSLs must undergo training to provide them with the knowledge and skills required to carry out the role at least **once every two years**. In addition to their formal training their knowledge and skills are updated at regular intervals, but at least annually, to keep up with any developments relevant to their role (for example via bulletins, meeting other DSLs or taking time to read and digest safeguarding developments). The DSL will undertake Prevent awareness training at appropriate intervals.

25.4 [The school will provide briefings and training for parents/carers about keeping their children safe including online.]

26. Safeguarding in the curriculum

26.1 We ensure safeguarding, including internet safety, is taught as part of a broad and balanced curriculum.

26.2 Many other aspects of school provision support the aims of this policy. Our school plays an important role in making children aware both of behaviour towards them that is not acceptable, and of how they can help keep themselves safe.

26.3 The non-statutory framework for personal, social and health education (PSHE) provides opportunities for children to learn about keeping safe. PSHE curriculum materials provide resources that enable our school to tackle issues regarding healthy relationships, including domestic violence, bullying and abuse. Discussions about personal safety and keeping safe reinforce the message that any kind of violence is unacceptable, let children know that it is acceptable to talk about their own problems, and signpost sources of help.

26.4 Other aspects of provision that support this policy are:

26.4.1 Social and Emotional Aspects of Learning (SEAL);

26.4.2 Citizenship Curriculum;

26.4.3 Sexual Health Initiatives; and

26.4.4 School Nurse Checks.

27. Visitors, contractors and suppliers

27.1 All visitors to the school should be required to sign in at the front desk and wear a visitor badge.

27.2 No visitors, including tradespeople, should be allowed to wander around the premises unaccompanied when children are present.

27.3 Staff should be alert to strangers frequently waiting outside a venue with no apparent purpose and feel confident to ask them why they are on-site and report any concerns.

27.4 Children should not be collected by people other than their parents/carers unless written notification has been received in advance.

27.5 DBS checks will be carried out at the appropriate level for visitors, contractors or suppliers if they are eligible for one by virtue of their activities. See paragraph 20 above on safer recruitment.

28. Responsibility and review

28.1 [The trustees of the Multi Academy Trust have oversight of safeguarding in all the academies within the Trust. Roy Blackwell is the CEO and Claire Mosseveld, is an Executive Headteacher with responsibility for safeguarding at Trust level. Their contact details are included at the start of this policy.]

28.2 Safeguarding and child protection will be included as a standing agenda item for all school staff meetings and governors' meetings.

28.3 This policy is reviewed by the DSL, Headteacher and governors at least annually to ensure it is up to date with relevant legislation and guidance. It will reflect the experience and expertise

of school staff, volunteers and governors. The DSL will encourage a culture of listening to children and taking into account their wishes and feelings in any measures our school may put in place to protect them.

28.4 This policy was last reviewed in September 2020. The next scheduled review is [Month] 2021.

Annex 1 – key legislation and guidance

Click on the link to open the guidance / legislation.

[Working Together to Safeguard Children \(February 2019\)](#)

[Keeping Children Safe in Education \(September 2020\)](#)

[What to do if you're worried a child is being abused \(March 2015\)](#)

[Prevent Duty Guidance: for England and Wales \(April 2019\)](#)

[Guidance for safer working practices for those working with children and young people in education settings \(May 2019\) \(non-statutory guidance\)](#)

[Disclosure and Barring Service Referral Guidance \(May 2018\)](#)

[Safeguarding and protecting people for charities and trustees \(October 2019\)](#)

[Information sharing advice for safeguarding practitioners \(July 2018\)](#)

[Disqualification under the Childcare Act 2006 \(August 2018\)](#)

[Sexual violence and sexual harassment between children \(May 2018\)](#)

[Children missing in education \(September 2016\)](#)

[Use of reasonable force in schools \(July 2013\)](#)

[Children Act 1989](#)

[Children Act 2004 \(Children's Services\) Regulations 2005](#)

[Education Act 2002](#)