

Safeguarding and Child Protection Policy



Cavendish
Primary School



Knowleswood
Primary School

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Statement of intent

Cavendish and Knowleswood Federation is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises. This policy sets out a clear and consistent framework for delivering this commitment, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Executive Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that any new staff members, governors and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Safeguarding Statement

At our Federation we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by or invited to deliver services across our schools. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

The aim of this policy is to safeguard and promote our pupils' welfare, safety and mental and physical health by fostering an honest, open, caring and supportive climate. We wish our pupils to remain safe and free from harm. We are committed to playing a full and active part in the multi-agency response to Child Protection. Our pupils' welfare is of paramount importance. We believe in open and honest communication with parents and guardians. Children are best protected when professionals work effectively together and share responsibility for protective action.

Cavendish Primary School

Academic Year	Designated safeguarding lead	Additional Designated safeguarding leads	Nominated Governor	Chair of Governors
2020/2021	Jon Nixon	Steph Whitbread, Christine Burns, Debra Nixon, Amber Bruce, Leanne Truesdale	Lindsay Wright	Angela Robertson

Knowleswood Primary School

Academic Year	Designated safeguarding lead	Additional Designated safeguarding leads	Nominated Governor	Chair of Governors
2020/2021	Clare Cosgrove	Julie Robinson, Gareth Lloyd, Lisa Donoghue, Leanne Towers	Lindsay Wright	Angela Robertson

Noreen Dunn (Executive Headteacher) is also trained as a DSL.

1. Definition

1.1. For the purpose of this policy, the Federation will define “safeguarding and protecting the welfare of children” as:

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

2. Legal framework

2.1. This policy follows legislation and statutory guidance from the following documents.

Legislation

- The Children Act 1989
- The Children Act 2004
- The Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- The Safeguarding Vulnerable Groups Act 2006
- School Staffing (England) Regulations 2009 (As amended)
- The Equality Act 2010
- The Protection of Freedoms Act 2012
- The Education (School Teachers’ Appraisal) (England) Regulations 2012 (as amended)
- The Children and Families Act 2014
- The Sexual Offences Act 2003
- The Education (Pupil Registration) (England) Regulations 2006 (as amended)

Statutory guidance

- HM Government (2014) ‘Multi-agency practice guidelines: Handling cases of Forced Marriage’
- DfE (2015, updated 2017) ‘Working together to safeguard children’
- DfE (2015) ‘What to do if you’re worried a child is being abused’
- DfE (2015) ‘Information sharing’
- DfE (2015) ‘The Prevent duty’
- DfE (2016) ‘Disqualification under the Childcare Act 2006’
- DfE (2017) ‘Child sexual exploitation’
- DfE (2020) ‘Keeping children safe in education’

3. Roles and responsibilities

3.1. The governing body has a duty to:

- Ensure that the Federation complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the Federation are effective and comply with the law at all times.
- Guarantee that the Federation contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children 2015.
- Confirm that the Federation's safeguarding arrangements take into account the procedures and practice of the LA as part of the interagency safeguarding procedures established by the Bradford safeguarding children board (BSCB).
- Comply with its obligations under the Children Act 2004 to work locally with the three safeguarding partners (the local authority; a clinical commissioning group within the local authority; and the chief officer of police for a police area in the local authority area) to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- Ensure that a member of the governing body is nominated to liaise with the LA and/or partner agencies on issues of child protection, and in the event of allegations of abuse made against the Executive Headteacher or other governor.
- Guarantee that there are effective child protection policies and procedures in place together with a staff code of conduct.
- Ensure that there is a nominated governor responsible for safeguarding arrangements.
- Appoint members of staff from the senior leadership team (SLT) to the role of DSL and Deputy DSL as an explicit part of the role-holder's job description – there should always be cover for the DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities to check staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as emails and staff meetings, as required.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle allegations against other pupils.
- Make sure that pupils' wishes, or feelings are taken into account when determining what action to take, and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and inform all staff of the procedures it involves.
- Appoint a designated teacher to promote the educational achievement of looked after children (LAC) and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.

- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risks of their disappearance in future.
- Ensure that all members of the governing body have been subject to an enhanced DBS check.

3.2. The Executive Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff code of conduct, information regarding the role of the DSL and part one of the Keeping Children Safe in Education (KCSIE) 2020 (including Annexe A) guidance at induction.

3.3. The DSL has a duty to:

- Refer all cases of suspected abuse to Children's Social Care, the LA designated officer (LADO) for child protection concerns linked to staff, the DBS, and the police in cases where a crime has been committed.
- Consider options to support children where there are concerns about their welfare. Options include internal support using the pastoral support process, an early help assessment or a referral to CSC.
- Refer cases of radicalisation to the Channel programme.
- Liaise with the Executive Headteacher to inform him/her of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs 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 Federation's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Be alert to the specific requirements of children in need, including those with special educational needs and disabilities (SEND) and young carers.
- Be able to keep detailed, accurate and secure records of concerns and referrals using CPOMS
- Obtain access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.

- Work with the governing body to ensure the Federation’s Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the Federation’s Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with the three safeguarding partners to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil’s child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns.
- Be aware of Information Sharing: Advice for Practitioners Providing safeguarding to Children, Young People, Parents and Carers. This gives support in making decisions about what information can be shared with regard to the Data Protection Act 2018 and GDPR.

NB. The school will determine what “available” means, e.g. it may be appropriate to be accessible by other means such as phone.

3.4. Other staff members have a responsibility to:

- Safeguard pupils’ wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Act on any concerns about a child’s welfare, they should act on them immediately following the Federation’s policy and speak to the DSL or deputy DSL.
- Identifying vulnerable pupils who may benefit from an Early Help referral. (Full list available KCSIE Part One paragraph 17)
- Provide a safe environment in which pupils can learn.
- Maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to Children’s Social Care, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Support social workers to take decisions about individual children, in collaboration with the DSL. If at any point there is a risk of immediate serious harm to a child, make a referral to Children’s Social Care and/or the police immediately.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the Federation’s procedure for, and approach to, preventing radicalisation as outlined in the Radicalisation and Extremism Policy.
- Should be aware of previously looked after children and have the skills, knowledge and understanding to keep them safe as they remain potentially vulnerable. They need to work together with other agencies to safeguard these children.
- Be aware of the context within which safeguarding incidents and behaviours occur. This is known as contextual safeguarding and means assessment of children should consider whether wider environmental factors are present in a child’s life that are a threat to their safety and / or welfare.
- If staff become aware that a child is being privately fostered, they need to notify the local authority so they can check that the arrangement is suitable and safe for the child. Private

fostering is when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

4. Inter-agency working

4.1 The Federation contributes to inter-agency working as part of its statutory duty.

4.2. The schools will work with Children's Social Care, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to inter-agency plans to provide additional support (Three Safeguarding Partners).

4.3. The Federation recognises the importance of information sharing between professionals and local agencies in order to effectively meet pupils' needs.

4.4. In light of the above, staff members are aware that whilst the Data Protection Act 2018 and GDPR places a duty on schools to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

4.5. Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils.

4.6. The Federation also recognises the particular importance of inter-agency working in identifying and preventing child sexual exploitation (CSE).

5. Abuse and neglect

5.1. All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.

5.2. All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.

5.3. All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in Federation's Anti-Bullying Policy.

5.4. All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.

6. Types of abuse and neglect

6.1. **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.

6.2. **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.

6.3. **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.

6.4. 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 paragraph 27 of KCSIE 2020).

6.5. 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. Female genital mutilation (FGM)

7.1. For the purpose of this policy, "female genital mutilation", commonly referred to as FGM, is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

7.2. All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care or the police.

7.3. Teachers are personally required to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

7.4. There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

7.5. Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so it is important for staff to be sensitive when broaching the subject.

7.6. Indicators that may show a heightened risk of FGM include the following:

- The position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from personal, social and health education (PSHE)

7.7. Indicators that may show FGM could take place soon:

- The risk of FGM increases when a female family elder is visiting from a country of origin
- A girl may confide that she is to have a 'special procedure' or a ceremony to 'become a woman'
- A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
- A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- It is important that staff look for signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

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

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve Children's Social Care as appropriate.

FGM is also included in the definition of 'honour-based' abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing.

All forms of HBA are forms of abuse, and will be treated and escalated as such.

Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will activate local safeguarding procedures if concerns arise.

8. Forced marriage

8.1. For the purpose of this policy, a "forced marriage" is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

8.2. As part of HBA, staff will be alert to the signs of forced marriage, including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as selfharm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school

- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

8.3. If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed.

9. Child sexual exploitation (CSE) and child criminal exploitation (CCE)

9.1. For the purpose of this policy, “**child sexual exploitation**” and child criminal exploitation are defined as: forms of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual or criminal activity. This power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

The Federation has adopted the following procedure for handling cases of CSE and CCE, as outlined by the DfE:

1. Identifying cases

School staff members are aware of and look for the key indicators of CSE and CCE; these are as follows:

- Going missing for periods of time or regularly going home late
- Regularly missing lessons
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Undergoing mood swings or drastic changes in emotional wellbeing
- Displaying inappropriate sexualised behaviour
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying changes in emotional wellbeing
- Misusing drugs or alcohol

2. Referring cases

Where CSE or CCE, or the risk of it, is suspected, staff will discuss the case with the dedicated member of staff for child protection. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

3. Support

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

10. County Lines

All staff in school who work directly with children have undertaken safeguarding training on County Lines.

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered.

When staff are concerned that a child might be at risk of being involved in County Lines, immediate action should be taken and the designated safeguarding lead or a deputy should be notified. A referral to Children's Social Care should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

11. Mental Health

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

For children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

When staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and the designated safeguarding lead or a deputy should be notified.

The schools work with external agencies, such as the school nurse, to help identify children in need of extra mental health support.

12. Preventing radicalisation

12.1. Protecting children from the risk of radicalisation is part of the Federation's wider safeguarding duties.

12.2. The school will actively assess the risk of pupils being drawn into terrorism.

12.3. Staff will be alert to changes in pupils' behaviour which could indicate that they may be in need of help or protection.

12.4. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The Federation will work with the local safeguarding partners as appropriate.

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

12.6. Any concerns over radicalisation will be discussed with a child's parents/carers, unless the school has reason to believe that the child would be placed at risk as a result.

Training

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

Risk indicators

12.8. Indicators of an identity crisis:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

12.9. **Indicators of a personal crisis:**

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identity, faith and belonging

12.10. **Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

12.11. **Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

12.12. **Indicators of vulnerability through criminality:**

- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

12.13. When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?

- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

12.14. Critical indicators include where the pupil is:

- In contact with extremist recruiters.
- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

12.15. Any member of staff who identifies such concerns, as a result of observed behaviour or reports of conversations, will report these to the DSL.

12.16. The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

- 12.17. Safeguarding children is a key role for both the Federation and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.
- 12.18. In cases where the school believes a pupil is potentially at serious risk of being radicalised, the Executive Headteacher or DSL will contact the Channel programme.
- 12.19. The DSL will also support any staff making referrals to the Channel programme.
- 12.20. The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.
- 12.21. The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the Federation.
- 12.22. The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from social services, or where the individual is already known to social services.

Building children's resilience

12.23. The Federation will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

12.24. The Federation will utilise the following resources:

- The three safeguarding partners
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

13. A child missing from education

- 13.1. A child going missing from school is a potential indicator of abuse or neglect or involvement in County Lines and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.
- 13.2. Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.
- 13.2 School should hold more than one emergency contact number for each pupil. This gives the school additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and / or safeguarding concern.
- 13.3. The Federation will inform the LA of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

Admissions register

- 13.4. Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.
- 13.5. The school will notify the LA within five days of when a pupil's name is added to the admissions register.
- 13.6. The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.
- 13.7. Staff will monitor pupils who do not attend the school on the agreed date, and will notify the LA at the earliest opportunity.
- 13.8. If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent/carer with whom the pupil will live
 - The new address
 - The date from when the pupil will live at this address
- 13.9. If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:
- The name of the new school
 - The date on which the pupil first attended, or is due to attend, that school
- 13.10. Where a pupil moves to a new school, the school will use the internet system school2school to securely transfer pupils' data. The school will also transfer relevant CPOM's records.
- 13.11 In order to ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.

- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
 - Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
 - Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
 - Have been permanently excluded.
- 13.12. The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.
- 13.13. If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
 - The full name and address of any parent/carer with whom the pupil lives
 - At least two telephone number of the parent/carer with whom the pupil lives
 - The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
 - The name of the pupil's new school and the pupil's expected start date there, if applicable
 - The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)
- 13.14. The school will work with the LA to establish methods of reintegrating pupils back into school.
- 13.15. The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown.
- 13.16. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

14. Pupils with special educational needs and disabilities (SEND)

- 14.1. The Federation recognises that pupils with SEND can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in this group of pupils.
- 14.2. Staff will be aware of the following:
- Certain indicators of abuse such as behaviour, mood and injury may relate to the pupil's disability without further exploration
 - Pupils with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs
 - Communication barriers may exist, as well as difficulties in overcoming these barriers
- 14.3. When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

15. Concerns about a pupil

- 15.1. Concerns about a pupil do not include those in immediate danger and so must be handled differently.
- 15.2. If a staff member has any concerns about a pupil, they will raise this with the DSL using a yellow concern form or, if necessary, refer the case to specialist or early help services.
- 15.3. If a referral is made about a child by anyone other than the DSL, the DSL will be informed as soon as possible.
- 15.4. The LA will make a decision regarding what action is required within one working day of the referral being made, and will notify the referrer.
- 15.5. Staff are required to monitor a referral if they do not receive information from the LA regarding what action is necessary for the pupil.
- 15.6. If the situation does not improve after a referral, the DSL will ask for reconsideration to ensure that their concerns have been addressed and that the situation improves for the pupil.
- 15.7. If early help is appropriate, the case will be kept under constant review. If the pupil's situation does not improve, a referral will be considered.
- 15.8. The Federation uses CPOMS to record and manage all child protection and safeguarding information. This allows the school to build a clear chronology of safeguarding records. Any additional paper based information is stored in a secure cabinet in the Inclusion Leader's office.
- 15.9. If a pupil is in immediate danger, a referral will be made to Children's Social Care and/or the police straight away.
- 15.10. Where there are safeguarding concerns, the school will ensure that the pupil's wishes are always taken into account, and that there are systems available for pupils to provide feedback and express their views.
- 15.11. An inter-agency assessment will be undertaken where a child and their family could benefit from coordinated support from more than one agency. These assessments will identify what help the child and family require in preventing needs escalating to a point where intervention would be needed.

16. Concerns about staff members and safeguarding practices

- 16.1. If a staff member has concerns about another member of staff, volunteer or supply staff then this will be raised with the Executive Headteacher.
- 16.2. If the concern is with regards to the Executive Headteacher, this will be referred to the chair of governors.
- 16.3. Any concerns regarding the safeguarding practices at the Federation will be raised with the relevant SLT, and the necessary whistleblowing procedures will be followed, as outlined in the Whistleblowing Policy.
- 16.4. If a staff member feels unable to raise an issue with the SLT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).
- 16.5. Any allegations of abuse made against staff members will be dealt with in accordance with the Federation's Allegations of Abuse Against Staff procedure (appendix 3).

17. Allegations of abuse against other pupils

- 17.1. All staff will be aware that pupils are capable of abusing their peers and will never tolerate abuse as “banter” or “part of growing up”.
- 17.2. The Federation is aware that peer-on-peer abuse can be manifested in many different ways, including sexting and gender issues, such as girls being sexually touched or assaulted, upskirting and boys being subjected to hazing/initiation type of violence, which aims to cause physical, emotional or psychological harm, bullying (including cyber bullying), physical abuse such as hitting, kicking, shaking, biting, sexual violence and sexual harassment.
- 17.3. All allegations of abuse made against other pupils and the disciplinary action necessary will be dealt with in accordance with the procedures outlined in the Federation’s Behaviour and also the Anti-Bullying Policy.
- 17.4. The DSL will be informed of any allegations of abuse against other pupils, who will record the incident in writing and decide what course of action is necessary, with the best interests of the pupil in mind at all times.
- 17.5. If appropriate, a referral may be made to children’s social services and, depending on the nature of the incident, the police.
- 17.6. The DSL will decide which safeguards, if any, are necessary for the pupil, e.g. counselling support or immediate protection.
- 17.7. In all cases, parents/carers will be informed of the incident and how it is being managed, unless doing so would put the pupil at further risk of harm.
- 17.8. In order to prevent peer-on-peer abuse, the Federation will educate pupils about abuse, its forms, the importance of discussing any concerns and respecting others, through the curriculum, assemblies and PSHE lessons regularly.
- 17.9. The Federation will also ensure that pupils are taught about safeguarding, including online safety, as part of a broad and balanced curriculum in PSHE lessons, sex and relationship education (SRE) and group sessions.

Child on child sexual violence and sexual assault

The governing body should be aware of the detailed advice to support schools and colleges, Sexual Violence and Sexual Harassment Between Children in Schools and Colleges. This includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and advice on a whole school approach to preventing child on child sexual violence and sexual harassment.

When such an incident is reported the designated safeguarding lead (or a deputy) will take a leading role and use their professional judgement, supported by other agencies, such as children’s social care and the police as required.

Where staff are investigating a report which includes an online element, they need to be aware of searching screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The advice provides more details on what to do when viewing an image is unavoidable.

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) will make an immediate risk and needs assessment. This will be recorded and kept under review. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator;
- all the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them.

The designated safeguarding lead (or a deputy) will ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. The risk assessment is not intended to replace the detailed assessments of expert professionals. Any such professional assessments will be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

The school will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the school's or college's initial response.

All staff will act in the best interests of the child and will follow general safeguarding principles. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator (and any other children involved/impacted).

The school will consider every report on a case-by-case basis. When to inform the alleged perpetrator will be a decision that will be carefully considered. Where a report is going to be made to children's social care and/or the police, the school will speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However this will not stop the school taking immediate action to safeguard the children, where required.

In some cases of sexual harassment, for example, one-off incidents, the school may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising our behaviour and bullying policies and by providing pastoral support. The response will be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

All concerns, discussions, decisions and reasons for decisions will be recorded on CPOMS.

The school may decide that the children involved do not require statutory interventions, but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

Where a child has been harmed, is at risk of harm, or is in immediate danger, school will make a referral to children's social care.

It is important that the designated safeguarding lead (and their deputies) are clear about the local process for referrals and follow that process.

Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach. Any report to the police will generally be in parallel with a referral to children's social care.

The school will provide ongoing support and safeguarding to victims. This will be planned on a case by case basis and may be needed for an extended period of time. Recommendations to the type of support offered are detailed in Keeping Children Safe in Education 2020 paragraphs 255 to 261.

If the victim moves to another educational institution the new educational institution will be made aware of any ongoing support needs. The designated safeguarding lead will take responsibility to ensure this happens and will transfer the child protection file.

The school will provide ongoing support and safeguarding to the perpetrator. Support (and sanctions) will be considered on a case-by-case basis. School will take into consideration that an alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Advice will be taken, as appropriate, from children's social care, specialist sexual violence services and the police. Advice on supporting the perpetrator is available in Keeping Children Safe in Education 2020 paragraph 262.

If the alleged perpetrator moves to another educational institution the new educational institution will be made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead will take responsibility to ensure this happens and will transfer the child protection file.

18. Online safety

- 18.1. The Federation will ensure that suitable filtering systems are in place to prevent children accessing terrorist and extremist material, in accordance with the school's E-Safety and communications policy. This includes using a DfE approved Firewall (Netsweeper).
- 18.2. The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the Mobile phone policy.
- 18.3. The school will ensure that the use of filtering and monitoring systems does not cause "over blocking" which may lead to unreasonable restrictions as to what pupils can be taught regarding online teaching.
- 18.4 The school will ensure that, children are taught about safeguarding, including online safety (paragraph 87 KCSIE 2020), that online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

19. Safer recruitment

- 19.1. An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:
 - Are responsible on a daily basis for the care or supervision of children.
 - Regularly work in the school at times when children are on the premises.
 - Regularly come into contact with children under 18 years of age.
- 19.2 At least one of the people who conducts an interview will have completed safer recruitment training.

Pre-employment checks

19.3. The governing body will assess the suitability of prospective employees by:

- Verifying the candidate's identity, preferably from current photographic ID and proof of address except where, for exceptional reasons, none is available.
- Obtaining a certificate for an enhanced DBS check with barred list information where the person will be engaged in regulated activity.
- Obtaining a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available.
- Checking that a candidate to be employed as a teacher is not subject to a prohibition order issued by the Secretary of State, using the [Teacher Services' System](#).
- Verifying the candidate's mental and physical fitness to undertake their working responsibilities, including asking relevant questions about disability and health to establish whether they have the physical and mental capacity for the specific role.
- Checking the person's right to work in the UK. If there is uncertainty about whether an individual needs permission to work in the UK, the advice set out on the [Gov.UK](#) website will be followed.
- If the person has lived or worked outside the UK, making any further checks that the school considers appropriate; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.
- Checking professional experience and qualifications as appropriate.

19.4. A DBS certificate will be obtained from candidates before or as soon as practicable after appointment. An online update check may be undertaken through the DBS update service if an applicant has subscribed to it and gives their permission.

19.5. An enhanced DBS certificate and barred list check will be obtained for all trainee teachers.

19.6. An enhanced criminal records DBS check will be carried out on for each member of the governing body.

19.7. The school will refer to the DBS anyone who has harmed a child, poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

19.8. For those who have lived or worked outside of the UK, additional checks regarding teacher sanctions or restrictions will be conducted; this includes checking for any teacher sanctions or restrictions that an EEA professional regulating authority has imposed.

Barred list check

19.9. An enhanced DBS check may be requested for anyone working in the school that is not in regulated activity, but not with a barred list check.

19.10. If there are concerns about an applicant, an enhanced DBS check with barred list information may be requested, even if he/she has worked in regulated activity in the three months prior to appointment.

19.11. Written information about their previous employment history will be obtained from candidates and the appropriate checks undertaken to ensure information is not contradictory or incomplete.

References

- 19.12. References will be obtained directly from referees and scrutinised, with all concerns satisfactorily resolved prior to confirmation of employment.
- 19.13. References will be sought on all short-listed candidates, including internal ones, before interview and checked on receipt to ensure that all specific questions were answered satisfactorily.
- 19.14. Information about past disciplinary action or allegations will be considered carefully when assessing an applicant's suitability for a post.
- 19.15. Checks will be conducted to ensure that the contractor presenting themselves for work is the same person on whom the checks have been made.

Volunteers

- 19.16. No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained.
- 19.17. An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.
- 19.18. An enhanced DBS certificate will be obtained for new volunteers not in regulated activity.
- 19.19. The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.
- 19.20. Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.
- 19.21. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check.
- 19.22. The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.
- 19.23. The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check.
- 19.24. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.
- 19.25. DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.
- 19.26. A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.
- 19.27. Governors reserve the right to request completion of disqualification by association forms by volunteers.

20. Single central record (SCR)

20.1. The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school. The SCR is kept separately at both schools but will be shared across the Federation.

20.2. The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

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

20.4. If any checks have been conducted for volunteers, this will also be recorded on the SCR.

21. Staff suitability

21.1. All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.¹ 21.2. A person may be disqualified if they:

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

21.4. All staff members are required to sign the declaration form

21.5. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

22. Training

22.1. Staff members will undergo safeguarding and child protection training at induction, which will be regularly updated on an annual basis, and will be in line with advice from the local safeguarding partners and KCSIE 2020.

22.2. All staff members will also receive regular safeguarding and child protection updates as required, but at least annually.

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

22.4. The DSL will undergo updated child protection training every two years, as well as additional training to refresh their skills and knowledge at regular intervals (at least annually) to allow them to keep up with any developments relevant to their role.

¹ DfE (2020) 'Keeping Children Safe in Education', p.25

- 22.5. The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.
- 22.6. All Deputy DSL's will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.
- 22.7. Online training will also be conducted for all staff members as part of the overall safeguarding approach using the schools online training platform. See Appendix 2

23. The use of reasonable force

The school will identify those pupils who are vulnerable and whose behaviour may cause a risk to themselves and / or others. They will draw up individual behaviour plans or risk assessments which detail the positive and proactive behaviour support the school will put in place and agree these with parents and carers. These plans would reduce the occurrence of challenging behaviour and the need to use reasonable force.

Staff need to make a professional judgment on whether or not they need to use reasonable force to control or restrain a child.

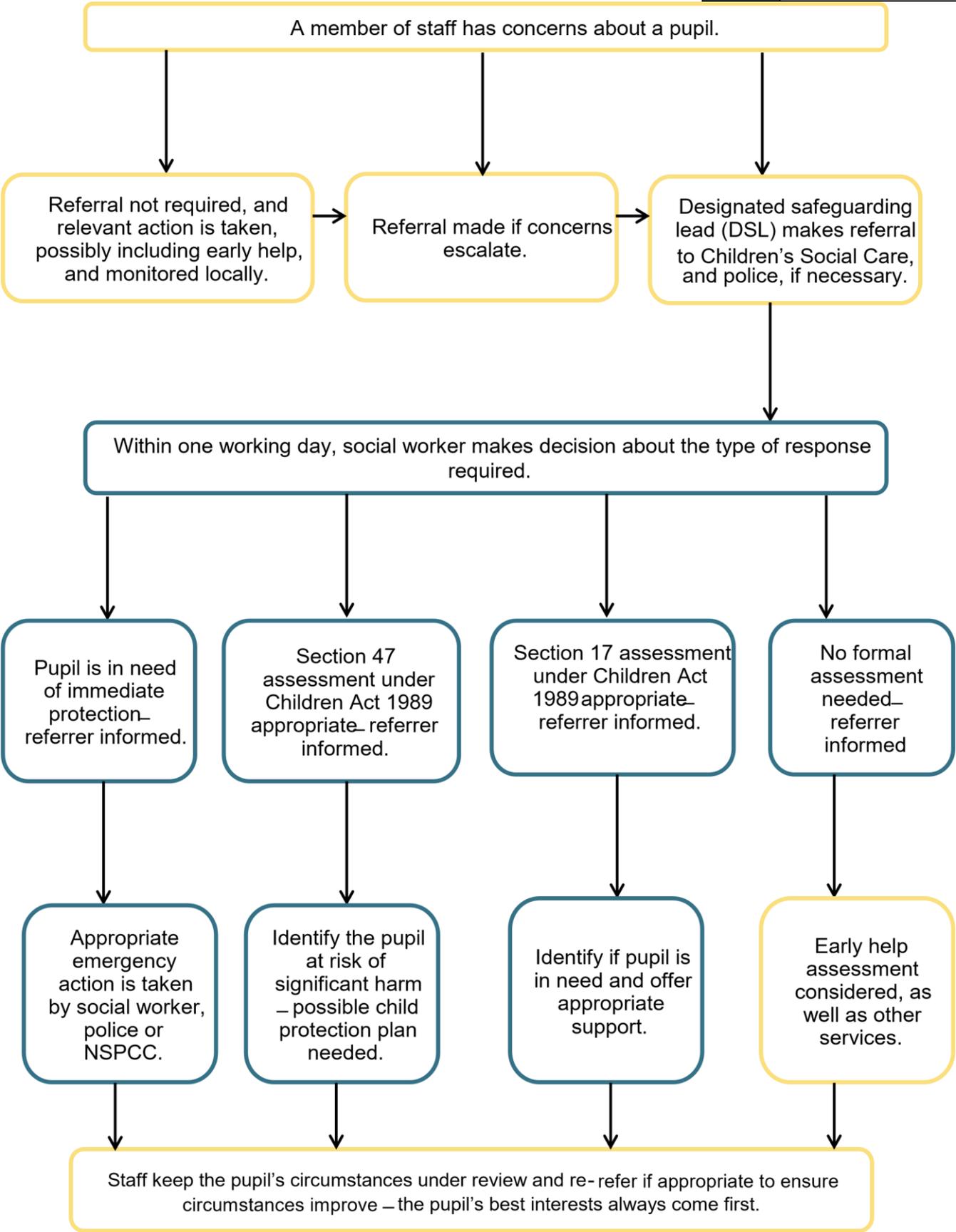
Reasonable force means "using no more force than necessary". It may range from guiding a child to safety by the arm, breaking up a fight or restraining a child to prevent violence, injury or significant damage to property.

24. Monitoring and review

- 24.1. This policy is reviewed annually by the Executive Headteacher and the full governing body.
- 24.2. Any changes made to this policy will be communicated to all members of staff.
- 24.3. All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.
- 24.4. The next scheduled review date for this policy is November 2021.

Appendix 1 Concerns about a Pupil Flowchart

Key	
	School action
	Other agency action



Appendix 2

Required training

Minimum safeguarding training completed during Autumn Term 2020

DSL / DDSL	Teachers	Classroom support staff	Administrative staff	Lunchtime Staff	Site staff
Child Protection for Staff in Regulated Activity Roles - part 1 and 2	Child Protection for Staff in Regulated Activity Roles - part 1 and 2	Child Protection for Staff in Regulated Activity Roles - part 1 and 2	Child Protection for Administration Staff	Child Protection for Staff in Regulated Activity Roles - part 1 and 2	Child Protection for Ancillary Staff
DSL part 1 and part 2					
CSE County Lines Prevent FGM Safer recruitment	CSE County Lines Prevent FGM Domestic Abuse	CSE County Lines Prevent Domestic Abuse	Safeguarding Thematics - Overview Prevent Domestic Abuse	Prevent	Prevent

All DSL's have received face to face DSL training

All staff have read KCSIE 2020 Part 1 and Part 2 and Annex A as appropriate

Appendix 3

Managing allegations of abuse against staff procedure

The Federation takes its responsibility of care for its pupils seriously. We recognise that any possibility that a member of staff may have hurt a pupil must be investigated thoroughly, but in a way that does not prejudice either the pupil or the member of staff. Any investigation of an allegation of abuse against a member of staff must follow the objective and professional standards and routines described here.

Initial Allegation

Any allegation of abuse by a member of staff on a student must be reported to the Executive Headteacher. Should the initial allegation first be made to any other member of staff, then that member of staff must either request the person raising the allegation to report it to the Executive Headteacher or, if that is not possible, to pass details of the allegation to the Executive Headteacher immediately.

Should the allegation be made against the Executive Headteacher, this should be brought to the attention of the Chair of Governors immediately. Should the allegation meet any of the following criteria then the Executive Headteacher should report the allegation to the Duty LADO (Local Authority Designated Officer) the same day that the allegation is received:

A teacher or member of staff (including a volunteer) in a school, FE college or other education establishment that provides education for children under 18 years of age has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates that they pose/may pose a risk to children.

Initial Consideration

The Executive Headteacher/Head of School will discuss the matter with the Duty LADO and provide any further details of the allegation and the circumstances in which it was made. The Executive Headteacher/Head of School should not investigate the allegation at this stage. The discussion will also consider whether there is evidence or information that establishes that the allegation is false or unfounded.

If the allegation is not patently false and there is cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Duty LADO will immediately refer it to children's social care and ask for a strategy discussion, in accordance with 'Working Together to Safeguard Children', to be convened straight away. In those circumstances, the strategy discussion should include the Duty LADO and the Executive Headteacher/Head of School.

If there is not cause to suspect that "significant harm" is an issue, but a criminal offence might have been committed, the Duty LADO should immediately inform the police and convene a similar discussion to decide whether a police investigation is needed. That discussion will also involve the school and any other agencies involved with the child.

Action Following Initial Consideration

Where the initial consideration decides that the allegation does not involve a possible criminal offence, it will be for the Executive Headteacher to deal with it. In such cases, if the nature of the allegation does not require formal disciplinary action, the Executive Headteacher should institute appropriate action

within three working days. If a disciplinary hearing is required and can be held without further investigation, the hearing should be held within 15 working days.

Where further investigation is required, the Executive Headteacher should discuss who will undertake that with the Duty LADO. The Duty LADO can be contacted by calling 01274 435600.

The investigating officer should aim to provide a report to the Executive Headteacher within 10 working days. On receipt of the report of the investigation, the school should consult the Duty LADO, and decide whether a disciplinary hearing is needed within two working days. If a hearing is needed it should be held within 15 working days.

In any case in which children's social care has undertaken enquiries to determine whether the child or children are in need of protection, school should take account of any relevant information obtained in the course of those enquiries when considering disciplinary action.

Cases Where a Crime may have been Committed

If there is no cause to suspect that significant harm is an issue, but a criminal offence might have been committed, the Duty LADO should immediately inform the police and decide whether a police investigation is needed. That discussion should also involve the school.

Where the involvement of children's social work services is not required, as the student is not assessed to be at risk of significant harm, but a police investigation continues, the Duty LADO should agree with the police, the school and any other agency involved with the child, the nature of the allegation and how this must be addressed.

If the police and/or the Crown Prosecution Service (CPS) decide not to charge the individual with an offence, decide to administer a caution, or the person is acquitted by a court, the police should pass all information they have which may be relevant to a disciplinary case to the school without delay. In those circumstances, the Executive Headteacher should deal with the case in consultation with the Duty LADO.

If the person is convicted of an offence, the police should also inform the employer straight away so that the appropriate action can be taken.

Allegations which are likely to necessitate an Immediate Referral to Child Protection

The following situations will require immediate referral to child protection:

- Where the student has suffered, is suffering, or is likely to suffer significant or serious harm
- Where the student alleges that a criminal offence has been committed
- Any allegation of a sexual nature

The Executive Headteacher/Head of School should be aware that some other complaints may also be regarded as child protection issues and therefore each complaint should be carefully considered in consultation with the Duty LADO before taking any action.

Where allegations of the above are referred to children's services, subsequent action will be in accordance with the local safeguarding partners procedures.

Suspension

The possible risk of harm to children posed by an accused person needs to be effectively evaluated and managed in respect of the child(ren) involved in the allegations. In some cases that will require the school to consider suspending the person until the case is resolved. Suspension must not be an automatic response when an allegation is reported. If the school is concerned about the welfare of other children in the community or the teacher's family, those concerns should be reported to the Duty LADO or police, but suspension is highly unlikely to be justified on the basis of such concerns alone.

Suspension should only be considered in a case where there is cause to suspect a child or other children at the School is or are at risk of significant harm, or the allegation warrants investigation by the police, or is so serious that it might be grounds for dismissal. However, a person should not be suspended automatically, or without careful thought being given to the particular circumstances of the case. When considering a suspension the school will follow the guidance in Disciplinary procedures for school staff policy

Strategy Meeting

When deemed necessary, a strategy meeting will be convened usually within one working day of the referral being made and chaired by the child protection and review unit. The Duty LADO and all relevant personnel including, where appropriate, the Executive Headteacher (or nominated representative such as DHT or DSL) and the school HR function, should attend this meeting in order to share information and participate in the planning of any enquiries. The strategy meeting will be conducted in accordance with BSCB procedures.

The purpose of the strategy meeting is to:

- Consider the risk to the student and other students.
- Share all relevant information about the person who is the subject of the allegation and about the alleged victim.
- Determine the need for investigation and by whom.
- Plan the investigation/enquiries and set timescales for tasks to be undertaken.
- Consider whether any other children are affected by the allegations e.g. the person's own children, grandchildren, or other children in the agency setting such as children placed with foster carers, child-minders, or youth clubs.
- Ensure that the person who is the subject of the allegation is kept informed and supported.
- Decide how regular information and support will be provided to the child and family and by whom.
- Plan all interviews and agree who should undertake them so that there is no confusion between a criminal investigation (Section 47 Enquiry) and disciplinary processes.
- Consider the need to inform relevant parties.
- Jointly consider how to manage any media interest.
- Consider whether the circumstances require the person who is subject to the allegation to be suspended from contact with students; this may change as the investigation progresses and should be reviewed regularly.
- Consider the appropriate course of action if the allegation is against a governor, a temporary member of staff or a supply teacher.

Monitoring Progress

The Duty LADO should regularly monitor the progress of cases, either via review strategy meetings, or by liaising with the police and/or children's social work services colleagues or the school as appropriate.

Reviews should be conducted at fortnightly or monthly intervals, depending on the complexity of the case.

Referral to DBS

If, on conclusion of the case, the school ceases to use the person's services, or the person ceases to provide his or her services, the school should consult the Duty LADO about whether a referral to the Disclosure and Barring Service (DBS) is required. If a referral is appropriate the report should be made within one month. Referrals to the Teacher Regulation Agency must also be made where appropriate.

Action to be taken in Respect of False Allegations

If an allegation made by a student is proved to be false and/or malicious, action should be taken to determine whether the person who made the allegation is in need of services or may have been abused by someone else. In the case of a student deliberately inventing or making a malicious allegation, the Executive Headteacher should consider talking action in accordance with the Management of Behaviour Policy. If it is clear to the Executive Headteacher and the Duty LADO that the allegation is demonstrably false or unfounded the member of staff should be informed orally and in writing of the allegation, that it is without foundation and that no further action will be taken. Where appropriate, and if requested, support should be offered, which could include occupational health and counselling services. If an allegation made by a member of staff is proved to be false and/or malicious, an investigation should take place in accordance with the schools Disciplinary Procedure for staff. The police may also consider taking action.

Learning Lessons

Where an allegation has been made against a member of staff, lessons can be learned, whether the allegations are proven or not. At the conclusion of a case, relevant parties should discuss what can be learned and therefore lead to improved practice, either to the school procedures or to help prevent similar events in the future. The LADO and the Executive Headteacher should review the case.

Resignations and 'Compromise or Settlement Agreements'

The fact that a person tenders his or her resignation, or ceases to provide their services, must not prevent an allegation being followed up in accordance with these procedures. It is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the person should be given a full opportunity to answer the allegation and make representations about it, but the process of recording the allegation and any supporting evidence, and reaching a judgment about whether it can be regarded as substantiated on the basis of all the information available, should continue even if that cannot be done or the person does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

By the same token so called 'compromise or settlement agreements', by which a person agrees to resign if the school agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, **must not be used in these cases**. In any event, such an agreement will not prevent a thorough police investigation where that is appropriate. Nor can it override the statutory

duty to make a referral to the DBS or to the National College for Teaching and Leadership where circumstances require that.

Supporting those Involved

Supporting the Employee

The school has a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police. The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. They could also be given access to welfare counselling or medical advice.

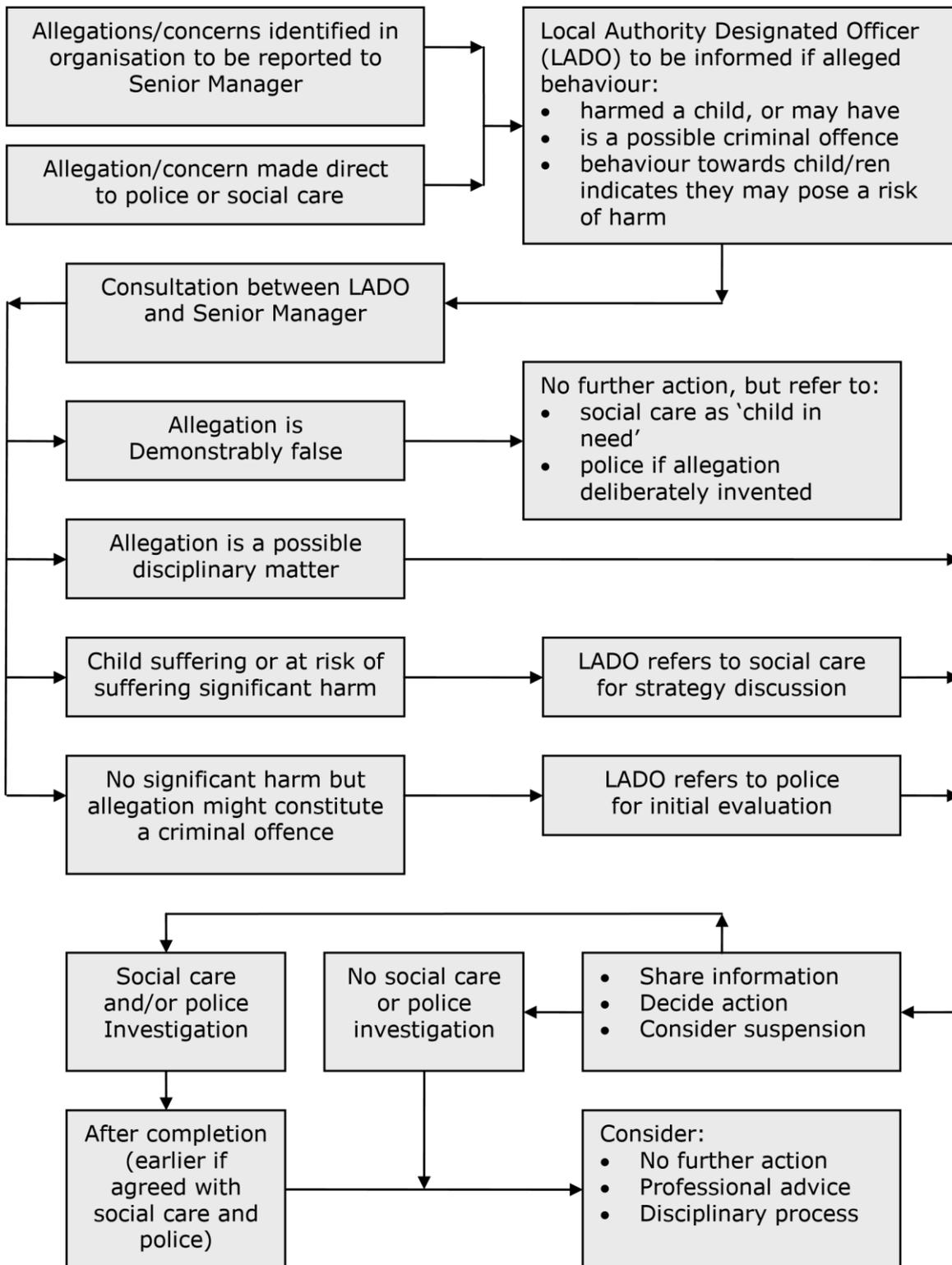
The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual; this may include occupational health. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Supporting the Parents

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or the police or local authority children's social care services need to be involved, the Executive Headteacher should not do so until those agencies have been consulted and have agreed what information can be disclosed to the parents. They should also be kept informed about the progress of the case, and told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child should be told the outcome in confidence. In deciding what information to disclose, careful consideration should be given to the provisions of the Data Protection Act 1998, the law of confidence and, where relevant, the Human Rights Act 1998.

In cases where a child may have suffered significant harm, or there may be a criminal prosecution, local authority social care services or the police, as appropriate, should consider what support the child or children involved may need.

**ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS
CHILD PROTECTION PROCESS**



ALLEGATIONS/CONCERNS AGAINST STAFF AND VOLUNTEERS

DISCIPLINARY/SUITABILITY PROCESS

