



# Safeguarding and Child Protection Policy

**Review frequency:** Annual

**Approval:** EDUCATION IMPACT TRUST BOARD

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.

Date to Trust Board members: September 2020

Date to be revised: September 2021

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Safeguarding is everybody`s concern

## **Vision and Values**

Through outstanding leadership, we, at Education IMPACT Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential no matter what their disability.

It is our policy to listen to our pupils, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

### **Our principles**

*To achieve our vision, we prioritise the four core principles for which our name stands:*

**Inspire** ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends, ensuring the development of pupils as leaders of their own learning.

**Motivate** ~ *to give power to; to enable*

At Education IMPACT Academy schools, pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

**Partnership** ~ *to work together to achieve together*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and mathematics is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

**Achieve** ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

**Confidence** ~ We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

**Trust** ~ *to enable all students, staff and Local Governing bodies to have faith, trust and confidence in the procedures embedded into school.*

## **Safeguarding at Education IMPACT Academy Trust**

*‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who meets children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means that they should consider at all times, what is in the best interests of the child.’ KCSIE 2018 – Updated 2020*

### **Key Persons Responsible for Safeguarding**

**Chief Education Officer- Steve Hughes**

**Safeguarding MAT Lead/Safeguarding Trustee - Daniel Dawkins**

**Safeguarding Officer - DSL Wilson Stuart School - Liz Morgan**

**Queensbury – Mr. Nisar Khan**

**Mayfield School – Date to be confirmed**

### **The Legal Framework**

Schools within Education IMPACT Academy Trust still will work in partnership with their local authorities that have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area.

Whilst local authorities play a lead role, safeguarding pupils and protecting them from harm is everyone’s responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together to Safeguard Children 2018) does not identify academy trusts as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014. Academy Trust acknowledges its duty in law to work with other organisations to keep our pupils safe.

In September 2020, the DfE published the latest ‘Keeping Children Safe in Education’ (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with. This was established in law, individual academies are deemed to be ‘relevant partners’ of their local authority and as such are under a duty to cooperate in that local authority’s Local Governing board

arrangements. The Education (Independent School Standards) Regulations 2014 place a duty on proprietors of independent schools including academies to decide for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At Education Impact Academy Trust, we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that every child is given the opportunity to thrive through the values of: Lead, Empower, Achieve and Drive

### **Our Commitment**

I.M.P.A.C.T Academy Trust's commitment to safeguarding includes:

- ensuring there is a designated professional lead member for safeguarding
- ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguard pupils
- having in place safeguarding arrangements which are designed to take account of all possible safeguarding issues
- ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken to keep pupils safe
- adhering to safe recruitment practices
- having arrangements in place to ensure we work closely with other agencies and share information with other professionals in line with statutory requirements
- taking account of their local authority's procedures and practices established by the TSP board and comply with any requests from that body in a timely manner
- having in place effective child protection and staff behaviour policies
- developing a culture in our school of listening to children and take account of their wishes and feelings
- providing appropriate supervision and support for staff including undertaking safeguarding induction and training
- following clear policies for dealing with allegations against people who work with children
- having clear procedures in place to handle allegations of abuse against children
- having clear whistleblowing procedures
- considering how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appointing a designated teacher to promote the educational achievement of children who are looked after and those who are post care and pupils who are adopted to ensure staff have the skills, knowledge and understanding necessary to keep these pupils safe
- putting in place appropriate safeguarding responses to children who go missing from education
- fulfilling all our statutory responsibilities in respect of safeguarding and promoting the welfare of children.

The Trust's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2020. The Trust has a safeguarding website for all schools to access which provides current documents, guidance and resources.

The Trust's Safeguarding and Child Protection Policy is monitored and evaluated by the Trust's DSLs to measure the effectiveness of the policy in the academy. This is carried out through the school's and the Trust's quality assurance cycle.

## **Safeguarding and Child Protection Policy Statement**

### **Introduction**

Education IMPACT Academy Trust requires this policy to be implemented by all its staff, Local Governing boards, members, parents / carers, pupils, volunteers and visitors. (*Trustees, and by all the academies joining its network.*) It is everyone's responsibility to keep each other safe.

Impact Academy Trust is committed to:

- creating and maintaining a safe learning environment for all pupils
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate

We are committed to safeguarding children and young people and we expect everyone who works in our schools to share this commitment unequivocally in our school

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

**We will always act in the best interest of the child.**

### **Employment and Management of Adults Working with Pupils**

We will ensure that each school has:

- a single point of contact known as the designated senior lead for safeguarding (DSL)
- an up to date single central record of pre-employment checks
- safe recruitment procedures fully in place
- appropriate checking procedures (staff, volunteers and organisations working within the school)
- a staff / volunteer handbook that makes clear the expectations and directives for working with pupils, including the management of social media and the management of their relationships and associations in line with legislation
- procedures for dealing with allegations against staff and volunteers.

Education IMPACT Academy Trust's safeguarding policy will be available to parents/carers and pupils on request as a paper copy or it may be accessed through our website online.

**Education IMPACT Academy Trust defines the policy expectation, but the responsibility for implementation and personalisation of the policy rests with the Headteacher's of each school.**

At Education IMPACT safeguarding the welfare of pupils should permeate all activities and functions.

This policy therefore complements and supports a range of other school policies, such as, but not exclusively:

Health and Safety

Fire Safety

Behaviour Management

The Use of Reasonable Force/Physical Intervention

Meeting the Needs of Pupils with Medical Conditions

Providing First Aid

Educational Visits

Intimate Care

Internet /e-safety Including Sexting, Anti-bullying and Cyber-bullying

Safer Recruitment and Selection, including Single Central Record

School Security

Managing Allegations Against Staff, Including Volunteers and Incorporating 'Duty to Refer'

Managing Allegations Against Pupils

Pupils Who Runaway or go Missing from Education, Home or Care

Staff Behaviour (Code of Conduct)

Special Educational Needs (SEN)

Relationships and Sex Education

Communication

Complaints procedure

Information sharing

Whistleblowing

GDPR Data Protection

Pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.



## **Principles**

Safeguarding arrangements in the Trust schools are underpinned by the 2 key principles:

- **Everyone who meets pupils and their families has a role to play in safeguarding pupils. All Trust board members, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. Staff members will maintain an attitude of “it could happen here” where safeguarding is concerned.**
- **When concerned about the welfare of a child, staff will always act in the best interests of the child. The school`s operate a child-centred approach considering pupils’ views and voices. Wishes and feelings of pupils will be considered when determining what action to take and services to provide to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback.**

## **Expectations**

**We expect staff to have read and be aware of:**

- **Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly**
- **Staff Code of Conduct**
- **Safeguarding and Child Protection Policy**
- **School’s Behaviour Policy**
- **School Policy for Children Missing in Education**
- **GDPR and data protection requirements**

**Requirements of information sharing:**

- **The local `early help` processes and their roles in relation to them.**

**All staff are also required to:**

- **Take all concerns seriously when a disclosure is made**
- **Ensure they consider the wider context of pupils when there are safeguarding concerns**
- **Put the pupil’s interests first and act to secure a pupil’s safety at all costs**

- **Be vigilant in school and always take responsibility to maintain the ethos of safeguarding**
- **Understand that every pupil is their responsibility with regard to safeguarding**
- **Take responsibility to inform the DSL should there be any changes in personal circumstances that may impact on their ability to work with children**
- **If the staff are unhappy with the action the DSL has taken, they can escalate to social services**

## **Links to the Legal Framework**

### **Working Together to Safeguard Pupils 2018**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working Together to Safeguard Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

### **Keeping Children Safe in Education Sep 2018**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **Disqualification Under the Childcare Act 2006 and supplementary guidance 2018**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414345/disqualification-guidance Feb 15 3 .pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqualification-guidance_Feb_15_3_.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/736758/APPENDICES-Disqualification under the childcare act statguidance 2 .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES-Disqualification under the childcare act statguidance 2 .pdf)

### **Information Sharing**

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharingadvice>

### **GDPR and Data Protection**

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>

### **Education (Independent School Standards) (England) Regulations 2010**

<http://www.legislation.gov.uk/ukxi/2010/1997/contents/made>

### **FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)**

<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

### **The “Prevent” duty: Section 26 of the Counter-terrorism and Security Act 2015**

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

### **Statutory guidance on Pupils Missing Education (2016) also applies to academies**

<https://www.gov.uk/government/publications/children-missing-education>

### **‘What to do if you’re worried a child is being abused’: Guidance for all staff, teaching and nonteaching:**

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### **A Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage:**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG MULTI AGENCY PRACTICE GUIDELINES v1 180614 FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

### **Contextual Safeguarding**

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>  
<http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity>

[https://www.birmingham.gov.uk/downloads/file/8321/responding to hsb - school guidance](https://www.birmingham.gov.uk/downloads/file/8321/responding-to-hsb-school-guidance)

[https://www.birmingham.gov.uk/downloads/file/9504/children who pose a risk to children](https://www.birmingham.gov.uk/downloads/file/9504/children-who-pose-a-risk-to-children)

[http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary menu.html](http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html)

<http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence>

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

[2.24 Honour-based violence | West Midlands Safeguarding Children Group](#)

## Scope of the policy

We will safeguard pupils when we believe they are suffering from:

- . Abuse
- . Physical abuse
- . Emotional abuse
- . Sexual abuse
- . Neglect
- . Child Sexual Exploitation (CSE)
- . Bullying, including cyber bullying
- . Domestic violence
- . Drugs
- . Fabricated or induced illness
- . Faith abuse
- . Female Genital Mutilation (FGM)
- . Forced marriage and honour-based violence
- . Gangs and youth violence
- . Gender based violence/violence against women and girls (VAWG)
- . Homophobic or transphobic abuse
- . Mental health
- . Private fostering
- . Radicalisation and extremism
- . Sexting
- . Trafficking
- . Wider contextual issues
- . Challenges faced by pupils experiencing transgender and body dysmorphia issues
- . Homelessness
- . Keeping Children Safe in Relation to Offensive Weapons
- . Up skirting
- . Peer on peer

***This list is not exhaustive.***

It is also recognised that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local TSP procedures without delay. The DSL should also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. Each school considers the risks associated with

vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not yet got the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse**, pupils may also be vulnerable and in need of support. We will consider the wider context of the pupil in relation to these issues in order to keep them safe.

## **Safeguarding Roles and Responsibilities of School Staff**

### **Responsibility to Provide a Safe Environment in Which Pupils Can Learn**

The safety of our school site is of high importance. It is everyone's responsibility to keep our school safe. We will regularly undertake site safety walks, maintain our equipment properly and ensure we act upon expert advice during our school's health and safety audits.

We will train our staff to be aware of the risks associated with building safety and ensure we can evacuate our site should the buildings pose any risk to our pupils. Systems are in place to ensure anyone can report a health and safety issue immediately.

### **School Leaders and Training**

We acknowledge that there are pupils who may need extra help or who are suffering or are likely to suffer significant harm. Leaders must be quick to identify them. All staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood "Keeping Pupils Safe in Education part one: safeguarding information for all staff (2020)." (New staff will read this on their first day of school.)

Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep pupils safe. The key training elements are:

Induction Training – this is mandatory and should include.

- the Child Protection Policy.
- the Behaviour Policy
- Staff Code of Conduct
- the safeguarding response to children who go missing from education; and
- the role of the Designated Safeguarding Lead (including the identity of the Designated Safeguarding Lead and any deputies). (See KCSIE 2020)

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process on every panel.

We will engender the principle that safeguarding is 'everyone's responsibility'.

## **Roles and Responsibilities Within the Trust and Individual School**

### **The Trust Board**

- The board will monitor the schools' compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all safeguarding concerns are investigated, and an immediate risk assessment undertaken to ensure the safeguarding of children and young people.
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2020 (KCSIE) is available on the Trust website.
- Have safeguarding as a set agenda item on all Trust board agendas.
- Have a clear understanding of safeguarding across the Trust through reports such as CPOMS (the Trust's child protection database) and results of the schools' annual safeguarding audits.
- Written recruitment and selection policies and procedures in place.
- Appoint a board member responsible to the board for monitoring the effectiveness of safeguarding in the trust.

### **Roles and Responsibilities of the Local Governing body**

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.

- Have a clear understanding of safeguarding across the Trust through analysis of reports such as CPOMS and results of the schools' annual safeguarding audits and compliance forms.
- Ensure all schools carry out the annual audit.
- Carry out the Trust's Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support school leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge school leaders where safeguarding is not fully compliant with statutory guidance.
- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

### **Roles and Responsibilities of the School DSLs**

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Undergo training in line with Trust training schedule.
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement.
- Ensure the Trust's Assurance Cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

### **The Role of the Link Safeguarding Member (LGB)**

- Support the work of the designated safeguarding Education IMPACT
- Meet regularly with the designated safeguarding lead and any other relevant other staff.
- Report back to the Academy Advisory Body (AAB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the LGB and Governance and Compliance Manager.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of the school and statutory regulations.
- Check that the AAB are kept aware of the safeguarding risks to young people in the school.



- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable pupils.
- Check that there are appropriate safeguards in place for students placed with Alternative Providers.
- Check that there is a consistent approach to safeguarding and child protection across the school.
- Check that the curriculum for safeguarding reflects the risks for pupils in the area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.

### **Roles and Responsibilities of the Headteacher**

The Headteacher will ensure that:

- The policies and procedures adopted by the LGB and the Trust are fully implemented and followed by all staff.
- DSLs are trained appropriately for their role and given time to ensure they carry out their role fully.
- People who pose a risk of harm are prevented from working with pupils by adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice about pupils, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of pupils is addressed through the wider curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'Child in Need' plan or a protection plan goes missing.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up to date.
- Ensure the Trust's Safeguarding Audit is returned promptly every year in the autumn term.
- Ensure the DSL reports to the LGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.
- Appoint a member of staff responsible for looked after pupils, pupils leaving care and those recently adopted.

## **The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)**

- The Designated Safeguarding Lead is responsible for safeguarding and child protection along with the Headteacher.
- Support staff to see safeguarding in the wider context of a pupils' life, taking into account the family circumstance, the friendship groups and social context before making decisions about how to act to safeguard pupils.
- Manage referrals from school staff or any others from outside the school.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and pupils.
- Ensure that child protection information is transferred to the pupil's new school should they move.
- Ensure all staff follow the school's safeguarding policies fully.
- Ensure they act upon CPOMS referrals in a timely manner and always act in the best interests of the pupil.
- Ensure the clarity of decision making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Ensure the plans to support pupils with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.
- Display the school's safeguarding chart identifying all the school's safeguarding team is displayed throughout the school.
- Complete and return the school's Trust Safeguarding Audit during the autumn term.
- Ensure all the reports to the LGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to the school's safeguarding procedures.
- Provide training and support to parents / carers and pupils.
- Ensure all visitors on site are aware of the school's safeguarding responsibility and procedure.
- Work alongside the Headteacher to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave the school site.

**A deputy DSL should be appointed to cover when the DSL is not available.**

## **Roles and Responsibilities of Other School Staff**

- It is everyone's responsibility to keep pupils safe and all staff are expected to take this responsibility seriously.

- Staff must abide by the school's policies to keep pupils safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. School policy must be followed.
- If staff members are unsure, they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual pupils.
- All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of pupils, including the school child protection policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.
- All staff must ensure they are always vigilant and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

## **Staff Training**

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as trainee teachers and supply teachers.)

Different levels of training are available for different roles in the school. All DSLs and Deputy DSLs should undertake their safeguarding board's Level 3 training.

Training covers:

How to identify signs of abuse and when it is appropriate to make a referral; a working knowledge of how local LGB boards operate.

the conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so; how to keep detailed, accurate, secure written records of referrals/concerns.

Timelines for training:

DSL training: refreshed every two years (statutory requirement).

Whole school training: refreshed every year.

Schools should also source specific safeguarding training through their local LGB board. The links for which are:

Birmingham Children's Trust - See website for up to date courses

The Trust is open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners. Weekly safeguarding updates will be shared with all staff to ensure they are always fully up to date.

## **Review**

Schools will evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in keeping pupils safe as outlined in the statutory framework for keeping pupils safe.

Education IMPACT Academy Trust safeguarding audit ensures all schools are fully compliant. The audit will be carried out every autumn and returned to Education IMPACT each year. The Trust will write a safeguarding action plan linked to the findings of the audit. Our plan will clarify how we will address any areas for development within our practice, who will take their actions and a rigorous timeline for completion of the actions needed to improve our practice. The safeguarding audit will be completed by the DSL/Headteacher. It will look at the school's compliance with:

- School policy and practice
- Keeping Children Safe in Education 2018/2020
- Working Together to Safeguard Children 2018
- Local arrangements

This audit will assist with the annual safeguarding review of each school, which will be carried out by the DSL and reviewed Local Governing body of the school and the CEO of the MAT.

## **Designated staff**

Apart from our DSL we have a Designated Teacher for 'looked after' pupils. We will ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

Each School will have a named, trained Link Advisory Board member for child protection whose training will be refreshed every year.

Staff will be given contact details for the Local Authority Designated Officer and the Central Duty Team, including the out-of-hours team.

## **Safe Environment / Contextual Safeguarding – pupils are safe and feel safe**

All pupils are taught about safeguarding, including online safety, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Each Education IMPACT school adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We are committed to ensuring we take a pupils' contextual circumstances into account. This is because what might appear as 'poor quality behaviour' could be part of wider contextual issues that are linked to abuse at home, peer-on-peer abuse or abuse online for example. Pupils, parents and staff should be free to talk about any concerns and will see the school as a safe place when there are difficulties. We will build an ethos of disclosure and listening and believing in order to build our pupils' confidence. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from school staff.

Each Education IMPACT school we will therefore ensure that:

- An ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- We will regularly seek the views of our pupils in relation to the safety of our school site and where abuse may occur and where they do not feel safe.
- Pupils are involved in the decision-making which affects them.
- Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. local safeguarding arrangements and Childline.
- Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.
- Volunteers are appropriately supervised.
- Any groups using school premises for the provision of services to pupils have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

## **Safeguarding as part of the Curriculum**

Through PSHE/SMSC, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within SMSC/PHSHE, ICT and in the wider curriculum:

- ☐ Bullying, including cyber-bullying
- ☐ E safety
- ☐ Road, fire and water safety
- ☐ Inter-personal relationships and domestic violence
- ☐ Child Sexual Exploitation (CSE), online and offline
- ☐ Honour based violence and forced marriage
- ☐ Female genital mutilation (FGM)
- ☐ Radicalisation and extremism
- ☐ Homelessness
- ☐ Extremism
- ☐ Peer-on-peer violence, sexual misconduct and harassment
- ☐ British Values

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils can access the internet using their own data plan. Adults in school and parents / carers must be vigilant in their awareness of references direct or indirect linked to safeguarding.

### **School Safeguarding contact sheets**

These will be on a set format and include all necessary emergency contact details. This will also include the NSCPCC Whistleblowing Helpline number.

## **Vulnerable Pupils**

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

To ensure that all our pupils receive equal protection, we will give special consideration and attention to pupils who are:

- ☐ disabled or have special educational needs or living in a known domestic abuse situation
- ☐ affected by known parental substance (drugs and/or alcohol) misuse
- ☐ asylum seekers/refugees
- ☐ new communities
- ☐ living away from home, including private fostering arrangements
- ☐ vulnerable to being bullied, or engaging in bullying
- ☐ go missing from school, particularly on repeat occasions
- ☐ living in temporary accommodation
- ☐ at risk of peer-on-peer abuse
- ☐ living transient lifestyles
- ☐ living in chaotic, neglectful and unsupportive home situations
- ☐ vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- ☐ at risk of sexual exploitation
- ☐ young carers
- ☐ 'looked after' pupils, pupils leaving care and those post adoption
- ☐ do not have English as a first language
- ☐ pupils vulnerable for Child sexual exploitation
- ☐ the wider context of a pupil's wider needs

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

## **Working with parents and carers at Education Impact**

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

Each Education IMPACT school will ensure that:

Parents and carers understand how we work to keep pupils safe through training and support via our school website.

We work with parents positively, openly and honestly.

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Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.

We will provide parents with information about the support available to keep pupils safe within the school, locally and nationally.

Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child. The school will ensure that it has three emergency contact details if possible. Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential unless safeguarding means wider agencies need to be informed. Staff will be given relevant information on a 'need to know' basis in order to support the child. We will ensure parents know that any data we hold on their children can and will be shared with wider agencies in line with the GDPR requirements should there be 'Special Category Personal Data'. It will be made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns.

Parents understand we have a duty to keep records which relate to safeguarding work by the school, or partner agencies as a requirement of 'Child Sexual Abuse 2014'. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.

Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.

### **Taking Action on Concerns**

Key points to remember for taking action are:

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

In an emergency take the action necessary to help the child, for example, call 999. Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest. If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Pupil's Social Care. Do not start your own investigation. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with the case manager to determine whether there are any improvements to be made to the school or college's procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of



staff, the duration of the suspension and whether suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

When adults in the school have a concern about a child or young person they should:

#### **For pupils at risk of immediate danger or at risk of harm**

- Promptly complete a concern form in writing or if you have access to CPOMS complete the referral online. No concern is too small.
- Child Protection Forms for written concerns are available in all schools if there is no access to CPOMS because the adult has no log in access. Any paper copies of concerns **must be** handed into the DSL **immediately**.
- If you are using CPOMS the DSL will receive it electronically. The DSL should be contacted to ensure they have received the referral.
- A body map can also be used when using CPOMS It will need to be scanned in by the DSL.
- If it is an FGM referral staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection form or CPOMS referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases**. For these cases continue with a Child Protection Form.

#### **For cases where there is a general concern:**

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a 'Concern Form', if not using CPOMS. For staff with access to CPOMS they should select the appropriate category and record their concerns.

#### **Allegations Against Staff**

We recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the Headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the Headteacher should be reported to the CEO of the Trust. If it relates to the CEO the referral is made to the Chair of the Trust. The CEO and Chair of the Trust Board can be contacted through the main office at Wilson Stuart School.

All staff should follow the local LGB board and Safeguarding Pupils Procedures.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Pupil's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using CPOMS. If a child or adult does begin to reveal that a child is being harmed, you should follow the advice in the section 'If information is disclosed to you'.

### **If Information is Disclosed to Our Staff**

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to you about any risks to a pupil's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter of professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it until the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not overreact – the child or adult may stop talking if they feel they are upsetting you.

Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time tell the child or adult that in order to help them you must pass the information on.

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

Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

Report verbally to the DSL.

Follow the reporting concerns information for the school. Seek support if you feel distressed.

If you are unsure you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (CPOMS) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a pupil's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupil's present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, so called honour-based violence or female genital mutilation (FGM).
- Homelessness concerns.

### **Notifying parents**

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will contact the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Pupil's Social Care.

## Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services. We will ensure a clear system for recording the decisions made. Regular review of the pupils' needs may indicate that the concerns need to be escalated and a referral to an external agency must be made. However, if the DSL and safeguarding team have assessed that the pupil's needs can be met in school, regular recorded updates of decisions will be placed on the CPOMS record. **Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.**

## Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

## Low Level Needs

Where the school and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

## Special Educational Needs and Disability

Education IMPACT recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE 2020) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with Special Educational Needs and Disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers.

In our school we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our school's systems are put in place to support communication.

### **Emerging needs**

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see regional boards.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Pupil's Social Care will be made.

### **Referral to Pupil's Social Care**

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care.

### **Action following referral**

The DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and review child protection conference.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.

Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.

Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the school or goes missing, immediately inform the key worker in Social Care.  
Press for re-consideration if the pupil's situation does not appear to be improving.

### **Confidentiality, sharing information and record keeping**

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of LGB (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

### **Record keeping**

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.  
Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

### **Disclosure**

Education IMPACT Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual/service user will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The Education IMPACT Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights

- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion
- f) Providing a confidential service where the individual/service user's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individuals/service users to provide consent signatures.

Education IMPACT Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

The Education IMPACT Academy Trust will ensure that personal information is treated lawfully and correctly.

To this end, Education IMPACT Academy Trust will adhere to the Principles of Data Protection, as detailed in the GDPR Data Protection Act 2018.

**Cross Reference:** Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level) Information Sharing 2018.

### **Support for those involved in a safeguarding/child protection issue**

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.

Nominating a link person who will keep all parties informed and be the central point of contact.

Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.

Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.

Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.

Storing records securely.

Offering details of helplines, counselling or other avenues of external support.

Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.

Co-operating fully with relevant statutory agencies.

### **Safer Recruitment and Selection of School Staff**

The Trust has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring Service (DBS) and disqualification by association checks.

Within the recruitment process somebody will have safer recruitment training

### **Concerns about Safeguarding / Whistleblowing**

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and we encourage all staff to raise any such issues with the school's Headteacher at the earliest possible opportunity. In addition, the school's Whistle Blowing Policy is available to staff who have concerns in this area.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed
- if you feel your concern has not been acted it should be escalated to the headteacher you can escalate to the escalating safeguarding board.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is **0808 800 5000**.

### **'Extended School' and Off-site Arrangements**

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place. This includes where pupils are educated off-site in alternative provision as a regular activity. In the case of alternative provision, it is the duty of the



school to check that all the required safeguarding checks have been carried out by the alternative provision. The school will ensure regular safeguarding are carried out at the alternative provision and these checks will be recorded and reviewed by the safeguarding team at the school. Pupil's views of the provision will be sought as a matter of course.

We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures always apply. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

### **Allegations Against Teachers and Other Staff (including volunteers)**

Safe recruitment practices are vital whenever someone is recruited to work with pupils however this is not the end of the matter. Schools are safe environments for most pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often do not disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone can raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

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; and/or

Behaved towards a child or pupil in a way that indicates he or she would pose a risk of harm to pupils; we will take the allegation seriously and act in accordance with KCSIE 2020.

### **If you have concerns about a colleague**

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount.

All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues must be reported to the headteacher.

### **Initial actions following an allegation**

The person who has received an allegation or witnessed an event will immediately inform the Headteacher (or the Trust DSLs if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said.

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Pupil's Social Care and/or Police.

The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day. The discussion will consider the nature, content and context of the allegation and agree a course of action.

The Headteacher will inform the Trust DSLs of any allegation.

Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought from HR department.

**The school have a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child.**

### **Volunteer Risk Assessments**

Volunteer Risk Assessments - Schools will be required to complete a full DBS

### **Monitoring and Evaluation of this policy**

The school is responsible for monitoring and evaluating the impact of this policy.

The Trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.

## Appendix 1

### Indicators of abuse and neglect

1. All school and college staff should be 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.

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. They may be abused by an adult or adults or by another child or children.

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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

#### **Some of the following signs may be indicators of physical abuse:**

Children with frequent injuries.

Children with unexplained or unusual fractures or broken bones.

Children with unexplained -

Bruises or cuts; Burns or

scalds; Bite marks.

**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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be able to observe it, for example in the way that a parent interacts with their child.

**Some of the following signs may be indicators of emotional abuse:**

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;  
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder'.  
Parents or carers blaming their problems on their child; and  
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

**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 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.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

**Some of the following signs may be indicators of sexual abuse:**

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you would not expect them to have.  
Children who ask others to behave sexually or play sexual games; and  
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017) The definition is:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does

Indicators 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/suspicious 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.

not always involve physical contact; it can also occur using technology.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example)
- Recent bereavement or loss.
- Social isolation or social difficulties
- Absence of a safe environment to explore sexuality
- Economic vulnerability
- Homelessness or insecure accommodation status

- Connections with other children and young people who are being sexually exploited
- Family members or other connections involved in adult sex work
- Having a physical or learning disability
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

**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.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

**Some of the following signs may be indicators of neglect:**

Children who are living in a home that is indisputably dirty or unsafe.

Children who are left hungry or dirty

Children who are left without adequate clothing, e.g. not having a winter coat

Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence

Children who are often angry, aggressive or self-harm

Parents who fail to seek medical treatment when their children are ill or are injured.

## Appendix 2

### Specific safeguarding issues

**All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

**All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; □ sexual violence and sexual harassment.
- sexting (also known as youth produced sexual imagery); and initiation/hazing type violence and rituals.

**All** staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments 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. Children's social care assessments should consider such factors, so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

### Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock

Denial  
Depression  
Guilt  
Anxiety  
Anger  
Growing Acceptance

As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly
- create a supportive atmosphere where feelings can be expressed
- enable your pupils to share thoughts and feelings
- let them know if you are grieving too
- help your pupils to realise that their grief is natural and normal
- be alert to pupil's behaviour
- be aware of specific problems relating to schoolwork
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to
- provide resources for pupils to read and discuss (if appropriate)
- try to keep the normal routines going
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Do not feel guilty if you need some support in working with your class on these issues.

### Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It is usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens



online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there is no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action to be taken.

### Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families.

### Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can 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. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2018) Updated (2020) the school has:

Staff who understand what to do when children do not attend regularly Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards); or
- are permanently excluded
- We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.
- When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

#### Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

#### Child criminal exploitation: county lines

Criminal exploitation of children 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 and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

can affect any child or young person (male or female) under the age of 18 years;

can affect any vulnerable adult over the age of 18 years; can still be exploitation even if the activity appears consensual.

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

- can be perpetrated by individuals or groups, males or females, and young people or adults; and

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

### Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
  - going missing for periods of time or regularly coming home late.
  - regularly missing school or education or not taking part in education
  - appearing with unexplained gifts or new possessions
  - associating with other young people involved in exploitation
  - having older boyfriends or girlfriends
  - suffering from sexually transmitted infections
  - mood swings or changes in emotional wellbeing
  - drug and alcohol misuse; and
  - displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

### Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

### Boyfriend-Girlfriend / Boyfriend-Boyfriend / Girlfriend-Girlfriend

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

### Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

### Domestic abuse

The cross-government definition of domestic violence and abuse is:

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

All staff must be aware and alert to indications or allegations of domestic violence:

- Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being
- It will affect social relationships and ability to function at school
- Pupils may be subject to physical violence themselves
- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child
- The impact of domestic violence is exacerbated when combined with drink or drug misuse

Pupils may be pressurised into concealing parental conflict or domestic violence. Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.

### Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

### Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages like illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

### Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as

appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation.

### So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers<sup>99</sup> that requires a different approach (see following section).

## Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

## FGM

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

### FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that many cases happen between the ages of 5 and 8.



### Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

### Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

### Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider. If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see [www.ukba.homeoffice.gov.uk/asylum](http://www.ukba.homeoffice.gov.uk/asylum) for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain

(ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children.

UK

Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

## Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

### Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered 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 a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fmufco.gov.uk](mailto:fmufco.gov.uk).

### Gang activity and youth violence

There are not any definite signs that show a child has joined a gang - and it is unlikely that they will tell you. Things to look out for include; spending time with people you don't know and aren't sure about; going missing from home or school; getting into trouble at school; having new clothes or other items that you think they can't afford; getting involved with crimes including robbery, violence, drug dealing and sexual exploitation; having unexplained injuries; losing interest in their existing hobbies; becoming secretive; not telling you where they have been or why they have returned late. It is important to be aware that gangs post information on the internet. They may, for example, have video clips on YouTube or profiles on social media sites which feature their members.

In this case, all information needs recording on a CPOMS and referring to the DSL.

### Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many pupils and young people do not understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

### 'Honour-based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

### Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Like protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may need help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

### The Prevent duty

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.

The Prevent duty should be part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

### Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

## Channel

Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

## Peer on peer abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- gender-based violence
- sexting (also known as youth produced sexual imagery); and initiation-type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Schools in the Trust should believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this study

### Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

Although this sort of crime is collectively known as 'Hate Crime' the offender does not have to go as far as being motivated by 'hate', they only must exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault.
- derogatory name calling, insults, for example racist jokes or homophobic language.
- hate graffiti (e.g. on school furniture, walls or books)
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse
- inciting hatred or bullying against pupils who share a protected characteristic
- prejudiced or hostile comments during discussions within lessons

- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background
- refusal to co-operate with others because of their protected characteristic, whether real or perceived
- expressions of prejudice calculated to offend or influence the behaviour of others
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Schools we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school
- taking preventative action to reduce the likelihood of such incidents occurring
- recognising the wider implications of such incidents for the school and local community
- providing regular reports of these incidents to the Trust DSLs
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes
- dealing with perpetrators of prejudice-based abuse effectively
- supporting victims of prejudice-based incidents and hate crimes
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

### Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and stepparents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school.



However, it should be clear to the school who has parental responsibility. School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

### Pupils Who Go Missing from Home/School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2018) Updated 2020, the school has:

- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off roll when they:
  - leave school to be home educated
  - move away from the school's location
  - remain medically unfit beyond compulsory school age
  - are in custody for four months or more (and will not return to school afterwards); or
  - are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

## Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

- Changes in behaviour
- Lateness
- Missing from home
- Non school attendance
- Unusual or excessive amounts of money or gifts/clothes
- Signs of physical abuse
- Lack of concern or care about self
- Drugs
- Alcohol
- Rejection of usual friendship groups and withdrawal
- Attitude to school rules and discipline.

The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

## Sexual violence and sexual harassment between children in schools and colleges

### Context

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, likely, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

## What is Sexual violence and sexual harassment?

### Sexual Violence and Sexual Harassment

The school follows the guidance set out in ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE, 2018).

Sexual violence and sexual harassment can occur between two children of any sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

We believe that sexual violence and sexual harassment is never acceptable, and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, ‘jokes’ or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature, and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding Lead, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school.

Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

### Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

**Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- sexual “jokes” or taunting
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
  - non-consensual sharing of sexual images and videos
  - sexualised online bullying
  - unwanted sexual comments and messages, including, on social media; and sexual exploitation; coercion and threats

### The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do, they should speak to the designated safeguarding lead (or a deputy).

### Sexting

In cases of ‘sexting’ we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: ‘Sexting in schools and colleges, responding to incidents, and safeguarding young people’.

### Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some

way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be 'spiritually' different.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.

## **Appendix 3**

### **Additional support for schools**

Partnerships - Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

Parental E-learning (free): Child Sexual Exploitation is a high-profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe>

#### **Further Guidance**

Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Pupils who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-pupils-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/288804/Safeguarding\\_pupils\\_Gang\\_activity.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf)

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Private fostering arrangements- [www.privatefostering.org.uk](http://www.privatefostering.org.uk)

## **Seven Golden Rules to Sharing Information**

Remember that the GDPR Data Protection Act 2018 Information Sharing 2018 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living persons is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2018) HM Government





