



Safeguarding & Child Protection TFCEPA Policy
VN3

This Policy is a 4 level policy Level 4 - Powers and decisions fully delegated to local board

This policy is to be reviewed: Annually

Drafted by: John Spencer in consultation with Sarah Turner Consulting

By signing on physical paper copy, signatories give consent to digital signatures being added to digital documents.

This is the Safeguarding and Child Protection Policy and Procedures

For Tadpole Farm CE Primary Academy

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Quick Reference Contacts Guide

	Name	Contact Phone Number
Designated Safeguarding Lead	John Spencer	01793 729740
Deputy DSL	Niki Wilding	01793 729740
Deputy DSL	Alison Flynn	01793 729740
Deputy DSL	Emma Holt	01793 729740
Acting Principal	John Spencer	01793 729740

Early Help/ CAF Team /Hub	01793 466903
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Children's Social Care	01793 445500
Emergency Duty Service	01793 436699
Adult's Social Care (if 18+ students on site)	01793 445500
Emergency Duty Service	01793 436699

	Name	Contact
Head teacher/ Principal	John Spencer	01793 729740
Chair of Governors	Sharon Bennett-Thomas	sharon.bennettthomas@tadpolefarmcepa.co.uk
Chief Executive Officer (if part of a Trust/Federation)	Jez Piper	0117 906 0100
Local Authority Designated Officer / Designated Officer For Allegations	MASH team	01793 466903

Police	101 /999
NSPCC Whistle-blowing Helpline	0800 028 0285

Our School's Commitment To Safeguarding

This school takes seriously its responsibility to protect and safeguard the welfare of the children and young people in its care.

"The welfare of the pupil/student is paramount." (Children Act 1989.)

Our staff and Governors are committed to safeguarding the pupil/students at this school and contribute to multi-agency working to keep pupils and students safe.

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as:

- protecting children from maltreatment;
- preventing impairment of children's **mental and physical** health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

All adults working in our school maintain an attitude of 'it could happen here'. We recognise that staff, because of their contact with and knowledge of children in their care, are well placed to identify abuse or neglect and offer support to children in need.

This policy and set of procedures work in line with the relevant legislation, statutory guidance and take account of non-statutory guidance, all of which are listed in Appendix 1

In addition, the school has developed an annex to this policy to reflect the additional procedures required during the COVID-19 pandemic. This is regularly reviewed and updated as required and is in line with [Government guidance](#).

Part 1 - Procedures Worried About A Pupil / Student

You may be worried about a pupil/student because you have seen or heard something. You may have noticed a change in their behaviour.

Where a pupil/student comes to speak to you directly and tells you information which may suggest they are at risk of abuse, this is known as a disclosure. If a pupil/student discloses to you, you should:

- **Listen** to what the pupil/ student is saying, without displaying any signs of shock or disbelief
- **Allow** the pupil/student to talk freely without interrupting
- **Reassure** the pupil/student but do not make promises about keeping the information a secret

- **Reassure** the pupil/student that this is not their fault
- **Ask** questions only if you need to clarify, take care not to put words in their mouth by asking leading questions
- **Explain** to the pupil/student that they have done the right thing by telling you and explain what you will do next, in line with the procedures outlined below.

You may not have received a direct disclosure, but you have over-heard a conversation which worries you. You may have seen a mark on a pupil/student which worries you or noticed a change in behaviour. You have a responsibility to follow the steps below:-

Step 1

- If you are concerned that a pupil/student might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the pupil/student?
- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
In the first instance our Designated Safeguarding Lead is John Spencer (Deputy Principal)
If the DSL is unavailable, please report to one of the deputy DSLs
If no-one from your safeguarding team is available, speak to the most senior member of staff on site.

Step 2

- Record your concerns using the school's safeguarding/child protection online system (CPOMS) as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible.
- Use initials where possible. Where it may cause confusion, use full names, as we need to be able to identify who individuals are.
- Use the pupil/student's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)
- If a safeguarding/child protection concern/incident form is unavailable, handwritten notes can be made on a piece of paper. (This must be retained, even if the notes are subsequently written up / typed up onto a form).

Step 3

- Record what action you are taking, for example whether or not parents/carers have already been spoken to.

Step 4

- You should receive feedback about what action, if any is being taken in response to your concern. If you do not receive feedback or you feel that the situation is not improving for the pupil/student, you have a duty to challenge the DSL / deputy DSL.

Additional consideration needs to be given to pupil/students with communication difficulties and for those whose preferred language is not English. It is important to communicate with them in a way that is appropriate to their age, understanding and preference.

When Are Parents/Carers Contacted?

Concerns about the welfare or safety of pupil/students will be discussed with the parent/carer, unless, having reviewed the information of concern, it is the view of the safeguarding team that this may increase the risk to the pupil/student. Following consultation with the school's safeguarding team, it may be the pupil's class teacher/student's tutor who makes contact with the parents/carers or it may be a member of the safeguarding team themselves. Our first priority is the pupil/student's welfare and therefore there may be occasions when concerns about a pupil/student means that we have to consult other agencies before we contact the parent/carer.

If a referral is to be made to Children's Social Care, the parent/carer will be contacted by a member of the school's safeguarding team and the information within the referral will be shared. There are some occasions when the school will be advised not to share the content of the referral with the parent/ carer as to do so may increase the risk of harm to the pupil/student.

Where reports are written about pupil/students as part of the child protection process, the school will provide opportunity prior to the conference to share the content with parents and carers.

The Role Of The Designated Safeguarding Lead And Deputy DSL/s In Our School

Our Designated Safeguarding Lead is John Spencer, who works in line with the requirements of the role, as set out in Annex B of Keeping Children Safe In Education Sept 2020.

Our deputy DSLs (listed at the start of this document) are available in the absence of the DSL.

The members of our safeguarding team work in partnership with a range of other agencies, including Local Partners, to keep pupils/students safe. This includes information-sharing, provision of reports and attendance at multi-agency meetings including child protection conferences and core groups

What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil/student:-

Step 1

- If there is concern that the pupil/student is in immediate danger contact Children's Social Care/Adult's Social Care (Swindon MASH team 01793 466903). You may also consider contacting the police on 999. **Go to section 'Making a referral to Social Care' (page 9)**

Step 2

- Contact the parent/s or carer/s of the pupil/student concerned, if this has not already been done. You may wish to take advice from Children's Social Care before contacting the parent/carer. If, having sought advice, you believe that sharing this information may increase the risk of harm to the pupil/student do not share with parents at this stage. You must record your decision-making here, if the decision is made not to share information with parents/carers. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.

Step 3

- Refer to the local authority threshold document to support decision-making about what action is now required.
- What are the risks to the child? Are they familial; posed by someone in the child's family? Are they extra-familial; posed by adults or peers outside of the home? (See Part 1 of KCSIE for further information)
- If the concern does not require immediate contact with Children's/Adult's Social Care, consider this latest concern within the context of any wider concerns / disclosures. This may mean further discussion with the pupil/student's teacher/tutor and /or referring back to safeguarding or child protection records if they exist.
- Are there any wider environmental factors present in the pupil/student's life which pose a threat to their safety/welfare? (Contextual safeguarding – see Part 1 of KCSIE Sept 19)
- Refer to the local authority threshold document/criteria for action to support decision-making about what action is now required.

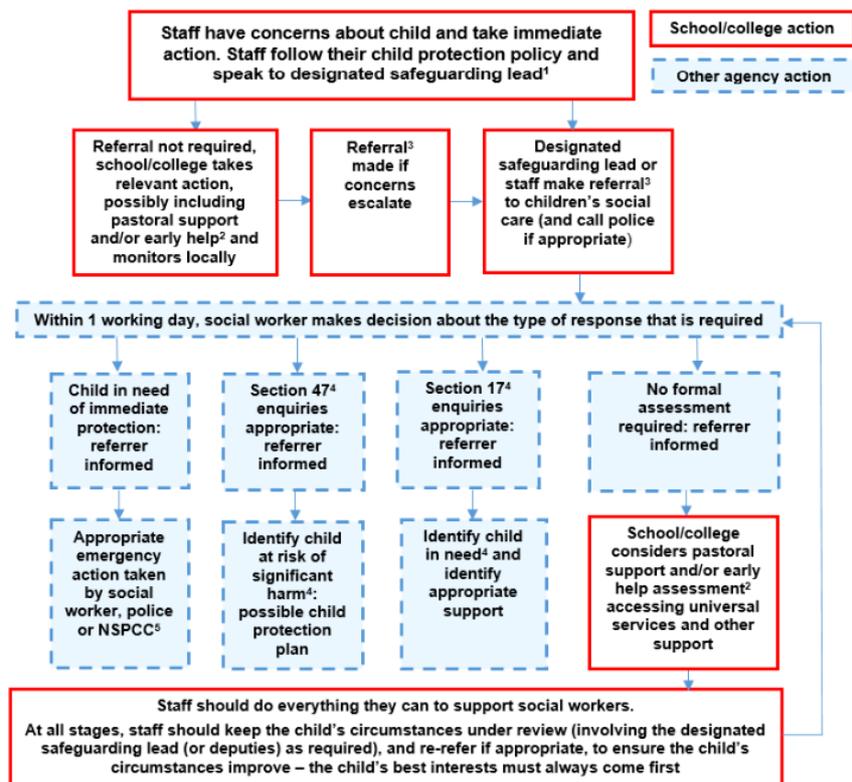
Step 4

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

Step 5

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate).

Actions where there are concerns about a child



NB Section 17 is the same as Child In Need, section 47 is the same as Child Protection

Flowchart taken from 'Keeping Children Safe In Education' Sept 2020

Early Help

What do we mean by Early Help?

Working Together To Safeguard Children (July 2018) explains that:-

'Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in

families where there are emerging parental mental health issues or drug and alcohol misuse.' (Chapter 1)

Effective early help relies upon local agencies, including education working together to:

- identify children and families who would benefit from early help;
- undertake an assessment of the need for early help; and
- provide targeted early help services to address the assessed needs of a pupil/student and their family which focuses on activity to significantly improve the outcomes for the pupil/student.
- Parents can self-refer by contacting the Swindon Early Help Hub <https://localoffer.swindon.gov.uk/content/send-local-offer/landing-pages/early-help-landing-and-content-pages/early-help/>

How are children and families identified for Early Help?

In our school, staff are alert to the fact that early signs of abuse and/or neglect can be indicators that support is needed. In addition, the following children are more likely to require some form of early help:

- disabled children
- children with special educational needs
- young carers
- children displaying signs of anti-social or criminal behaviour
- in family circumstances presenting challenges, including family breakdown
- children who have returned home from care

What support is provided as part of the school's Early Help offer? How does the Early Help process work?

<p>Swindon Safeguarding Children Board Early Help Briefing July 2018</p> <p>WHY ARE WE TRYING TO IMPROVE EARLY HELP?</p> <ul style="list-style-type: none"> Improving Early Help in Swindon is a priority for the LSCB and it will do this within the context of the objective set out in the Swindon Early Help Strategy. Find this at www.swindonhubs.org.uk/ LSCB partners have agreed to work together to plan, commission & deliver a range of provision to help children, young people & their families receive effective support. We already have some early help services, locally based teams within our communities and some good examples of partnership working but we know we can be more effective and that we could improve management of the demand for all of our more specialist services. There is clear evidence that working together in this way is an effective way to provide the right help at the right time for children and families. 	<p>WHAT HAVE WE DONE ALREADY?</p> <ul style="list-style-type: none"> Listened to the views and ideas of our partners. Started work to re-visit the Early Help Record and Plan process. Developed the Early Help hub role profiles and commenced recruitment. Learned from models of Early Help that are good by regulators. Invested in an Early Help Hub to work alongside the MASH. Developed our analysis and understanding of the volumes and types of demand for Early Help support. Started work to ensure that the support we deliver is based on what works well for children. Supported many more families to make sustained improvements in key areas of their lives. Successfully bid for funding to support a partnership focus on building community resilience. Updated and improved the offer for Early Help training. Book your place at: www.swindonhubs.org.uk/ 	<p>LSCB Annual Conference Early Help in Swindon 7th November 2018 Book Now</p>	
<p>Early Help Hub</p> <p>The Hub manages all of the level 2 contacts that come into MASH that do not meet the threshold for assessment by children's social care. The EH Hub will:</p> <ul style="list-style-type: none"> Coordinate the appropriate Early Help or Universal practitioners and resources Provide support and advice to referees and families Quality assure early help interventions Co-ordinate with the locality team managers Identify and work to address knowledge gaps The Hub is new and will be fully operational when all the staff are in place. We will brief you on these opportunities and developments. The Council's investment in the Hub is evidence of its importance to the whole system's ability to respond appropriately to every level of need <p>Early Help Hub Contact Details 01793 466479 9-30am - 4:30pm EHhub@swindon.gov.uk</p>	<p>Early Help Model</p> <p>We are refreshing the model to maximise the capacity of early help services, offer more evidence based interventions and ensure the need for early help provision is understood. We will do this through:</p> <ul style="list-style-type: none"> Mapping current provision to ensure our model works now and is adaptable for the future. Partnerships working in localities to develop innovative responses to the needs of Swindon's children and families. Joint commissioning and provision of direct family based services across early help. Increasing capacity, improving family support and edge of care services, and building community resilience. <p>If you would like to take part in a community resilience leadership programme starting in September please contact the EH subgroup at eh@swindon.gov.uk</p>	<p>Early Help Offer</p> <p>We will improve what is available for children and families in Swindon. This work will include:</p> <ul style="list-style-type: none"> Extending our offer and range of available services Working with partners to improve our early help paperwork and systems Developing an effective assurance cycle for the partnership using data and evidence Reviewing the use of technology, digitalisation and systems to support EH work Improving access to information and self-help options for both professionals and families Updating our early help practitioners so they are able to work with emerging issues Delivering a common approach to the understanding and application of thresholds and the evidence based interventions on offer. 	<p>WHAT DOES ALL THIS MEAN FOR YOU?</p> <ul style="list-style-type: none"> If you have concerns about children's safety and well-being and you need to make a referral to social care please follow the usual process via MASH to www.swindonhubs.org.uk/ If, after checking the threshold guidance, you are unclear about a referral you can contact MASH for advice When you complete EH assessment, records, plans & reviews please send these to the EH Hub using safe email process. The existing route via MASH will continue to work as we manage the transition to the new pathways. If you have a query about the EH process, documentation, reviews or you want to know if a child has an existing EH record you can contact the EH Hub directly by email and telephone. The EH hub team may contact you when they are managing work coming through the hub. They will explore options, help signpost and support and as staffing levels increase they will also offer outreach support.

Making A Referral To Children's Social Care/Adult's Social Care

School safeguarding teams should refer to the local authority threshold guidance when making a decision to refer to social care. There are a number of additional 'frameworks' which can also be considered at this stage e.g. The Brook Tool, Neglect Framework

A referral may be required because:-

- Early Help support has been offered but there is little or no evidence that this is having any impact for the pupil/student and their 'lived experience' is not improving
- a child/young person is suffering or is likely to suffer from harm

In the first instance this should be made by telephone (Swindon MASH 01793 466903). It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral within 24 hours.

Points to consider when completing a referral:-

- Where possible include the 'voice' of the child, including any behaviours displayed which may indicate an unmet need.

- Provide a picture of what life is like for the pupil/student. What is their 'lived experience'?
- Is the risk posed familial or extra-familial?
- From the school's perspective, what are your worries for this child/young person?
- Are there any safety factors? Are there any times when the school is less worried?

The completed referral will be shared with parents/carers, who will be asked to provide consent to the information being shared with social care. If consent is not given, or the referrer deems that it would place the pupil/student at risk to share the referral prior to reporting to social care, the information can still be shared where there is good reason to do so.

See also:-

- Page 22 and 23 (KCSIE 20)
- Section below in this policy – Information-sharing

Support for the Pupil/Student

An adult in school will be allocated the responsibility to offer 'Time to Talk' to the pupil. Any actions/additional support will follow this session and will be recorded using CPOMS.

Escalation

- If a member of staff does not see any improvement having reported a concern about a pupil/student, they have a duty to re-report to a member of the safeguarding team.
- If it is felt that the safeguarding team is not taking their concern seriously then this must be escalated to the Head teacher or the Chair of Governors (if the Head teacher is a member of the safeguarding team). [See also section 'Whistle-blowing'](#).
- If a member of the safeguarding team feels a decision made by another professional in another agency is not in the pupil/student's best interests, they must discuss this further. In the first instance, this takes place directly with the professional involved to allow opportunity for decision-making to be discussed and clarified. (Pre-escalation)
- If pre-escalation fails to resolve the issues identified, the member of the safeguarding team should escalate within their own organisation (to the Head teacher if they are not in this role). The issue is then escalated to the professional's line-manager.
- At all stages records should be kept.
- The Head teacher will ensure that the intention to instigate escalation procedures is made explicit and in writing.
- At all stages records should be kept.

Worried About The Actions Of An Adult Who Works/Volunteers With Children

You may be worried about the actions of an adult who is working/volunteering with children. The adult may be :-

- an employee of the school
- a supply teacher
- an adult working with the school, employed by a third party (including staff working in alternative and enhanced provision)
- a volunteer

You may have seen or heard something which makes you feel uncomfortable.

You may be concerned that the adult's actions are contravening the school's staff code of conduct.

You may be aware of a situation the adult is involved in, outside of school, which suggests they may not be safe to work/volunteer with children and young people.

All concerns must be reported following the steps below:-

Step 1

- If you are concerned that a pupil/student might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the pupil/student?
- Report your concerns directly to the Principal as soon as possible. John Spencer (Acting Principal)
- If the Head teacher is not contactable, report to the most senior member of staff on site.
- If your concerns are about the Principal report to the Chair of Governors directly. Sharon Bennett-Thomas (sharon.bennettthomas@tadpolefarmcepa.co.uk)

Step 2

- Record your concerns clearly in the email you send to the Principal/Deputy Principal/Chair of Governors.
- Remember to record the full date and time, your name and role and keep your record as factual as possible.
- Handwritten notes can be made on a piece of paper instead of by email. (This must be retained, even if the notes are subsequently written up onto a form).

Step 3

- Record what action you are taking, for example record the name of the member of staff you have reported to.
- The original concern should be passed to the Head teacher/ Principal or the Chair of Governors, if the concern/allegation involves the Head teacher/Principal. Copies should not be retained by you.
- If the person you have reported the concern to does not take your concern seriously, you must escalate your concern to the Chair of Governors or CEO (if you are part of a Trust/Federation). Ultimately anyone can report a safeguarding concern about an adult working with children into the local authority, asking to speak to the Local Authority Designated Officer (LADO)/

Designated Officer For Allegations (DOFA). See Quick Reference Contact Guide on page 2.

What happens once a report about an adult working/volunteering with children is reported?

Step 1

- The Head teacher/Principal/ Chair of Governors/CEO will consider the information in the report and initial consideration will be given as to whether this indicates that the person would pose a risk of harm if they continue to work in close or regular contact with children in their present position or in any capacity.

This will be done by assessing whether there is evidence to suggest that:-

- the person has behaved in a way that has harmed a child, or may have harmed a child;
- the person has possibly committed a criminal offence against or related to a child; or
- the person has behaved towards a child or children in a way that indicates that he/she **may** pose a risk of harm to children
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Criteria listed above taken from Part 4 of 'Keeping Children Safe In education' Sept 2020

Step 2

- If LADO/DoFA involvement is not required, the Head teacher/Principal/Chair of Governors may need to complete their own enquiries to establish whether any further action is required eg additional training for adult involved, additional staff supervision required, risk assessment required. Advice should also be sought from the school's HR provider about whether the capability or disciplinary process needs to be implemented in response to the concerns raised. Written records must be made of the subsequent decision-making process and reasons for decision-making, together with actions and outcomes.

Step 3

- If it is decided that there is evidence to suggest the concern meets one or more of the above criteria the Head teacher / Principal / Chair of Governors should contact the LADO/DOFA immediately (MASH team 01793 466903)

Step 3

The LADO/DOFA will decide on further action:-

- no further action after initial consideration and closure, or

- advice and follow up from LADO/DOFA, or
- strategy discussion/meeting

If no further action by the LADO/DOFA is agreed the school may be asked to complete their own enquiries and report the findings back to the LADO/DOFA at the conclusion.

If further action is agreed, the LADO/DOFA will agree with the police whether or not a strategy discussion/ meeting needs to take place. If it is agreed that the threshold has not been met for a strategy discussion/meeting, an allegations management meeting may be held. The main purpose of this is to ensure the safety of the children and ensure the process is concluded promptly, ensuring the accused staff member has adequate support.

All concerns raised about an adult working in the school, including allegations, are recorded and held confidentially by the Principal. Chairs of Governors involved with allegation management will need to consider how records of their involvement are stored securely.

Further guidance on the retention of records can also be found by visiting the website: www.irms.org.uk/page/SchoolsToolkit (please copy and paste link into browser)

Where a strategy discussion/meeting has been held involving the LADO/DOFA the school will be sent a copy of the minutes of the meeting.

Where an allegation is substantiated this will be referred to in any references provided by the school for the individual if and when they apply for new positions. If the adult is employed by an external agency, a copy of these records will be given to the senior lead of the organisation.

Employers have a duty of care for their employees. The Principal/Chair of Governors/CEO must put in place support for the adult at the centre of the concern/allegation. See further details in 'Keeping Children safe In Education' (Sept 2020) 'Supporting those involved' section

Statutory requirements in relation to individuals who are on the barred list

At the end of the allegation process if a member of staff or volunteer is removed from their position for causing harm or posing a risk of harm or they leave whilst investigations are on-going, the school has a duty to inform the Disclosure and Barring Service via a referral.

We understand, as a school, that if we know or have reason to believe that an individual is barred, we are committing an offence if we allow the individual to carry out any form of regulated activity.

See also Chapter 4 Keeping Children Safe In Education (Sept 2020)

Specific Safeguarding Themes and Issues And Additional Actions Which May Need Considering

Neglect

What do we mean by neglect?

Working Together defines neglect as :-

'The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

What are the indicators of neglect?

The following is a summary of some of the indicators that may suggest a child is at risk of or being neglected:-

Physical indicators of neglect

- Constant hunger and stealing food
- Poor personal hygiene - unkempt, dirty or smelly
- Underweight
- Dress unsuitable for weather
- Poor state of clothing
- Illness or injury untreated

Behavioural indicators of neglect

- Constant tiredness
- Frequent absence from school or lateness
- Missing medical appointments
- Isolated among peers
- Frequently unsupervised
- Stealing or scavenging, especially food
- Destructive tendencies

Peer On Peer Abuse

We recognise that children are capable of abusing other children. We understand that the pupil/student who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

What is peer on peer abuse?

Peer on peer abuse can take the form of:-

1. Bullying (including Cyberbullying)

There is no legal definition of bullying. However, it's usually defined as behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation

It takes many forms and can include:

- physical assault
- teasing
- making threats
- name calling
- cyberbullying - bullying via mobile phone or online (for example email, social networks and instant messenger)
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded, powerless or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon by boys or girls;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);
- Disablist Bullying: targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way or exploiting a certain aspect of the victim's disability.

What action is taken in response to concerns about bullying?

Pupil/students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour

towards others. Any incidents of bullying are recorded on our electronic system, CPOMS. All incidents will be discussed with parents/carers and looked into closely by staff, in order to find an acceptable solution for all involved. All incidents are reviewed and analysed at regular intervals to identify trends and is linked to work completed with pupils to educate them about the impact of bullying.

2. Child Sexual Exploitation

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:-

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.”

It is important to remember that there are different models of CSE (see section below on Exploitation), including peer on peer sexual exploitation. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies. Often the nature of peer on peer exploitation encompasses a sense of peer pressure and wanting to fit in.

What action is taken in response to concerns that a pupil/student might be being sexually exploited by a peer?

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate (including support for the pupil/student who is deemed to be 'perpetrating' the abuse.)

3. Harmful Sexual Behaviour

Sexually harmful behaviour from children does not always occur with the intent to harm others. There may be many reasons why a child engages in sexually harmful behaviour and it may be just as distressing to the child who instigates it as well as the child it is intended towards. For this reason, consideration will always be given to how the child displaying the behaviour is supported, in addition to the 'victim' of the behaviour. This may include a referral to social care. Sexually harmful behaviour

may range from inappropriate sexual language, inappropriate role play, to sexually touching another or sexual assault / abuse.

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

What action is taken in response to concerns that a pupil/student has exhibited harmful sexual behaviour?

- [Consider referring to the 'Brook Sexual Behaviours Traffic Light Tool'](#)
- Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate, for both the pupil/student displaying the behaviours and also any pupil/student who has been involved and may have been harmed.

4. Sexting

Harmful sexual behaviour also includes sexting when someone sends or receives a sexually explicit text, image or video. This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture may occur in any relationship and to anyone, whatever their age, gender or sexual preference. However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing, indecent images of a person under 18 on to someone else, children are not even aware that they could be committing a criminal offence.

Taken from Tri.X 'Peer on Peer Abuse' Briefing 198 (Feb 2017)

Responding To A Sexting Incident

[See also the UK Safer Internet Centre and SWGfL guidance 2016](#)

Step 1 - If a device is involved, endeavour to secure the device and switch it off. Report immediately to the DSL or deputy DSL.

Step 2 - The DSL / deputy will consider the following:

- Significant age difference between the sender/receiver involved
- If staff recognise the pupil/student as more vulnerable than is usual (ie at risk)
- If the image is of a severe or extreme nature
- If the situation is not isolated and the image has been more widely distributed
- If this is not the first time the pupil/student has been involved in a sexting act
- If other knowledge of either the sender/recipient may add cause for concern (ie difficult home circumstances)

Step 3 - If these characteristics present cause for concern, then the DSL or deputy will escalate and make a referral to children's social care. The police may also be contacted at this point.

Step 4 - A record of the incident will be made using the school's safeguarding concern form, including actions taken / not taken and the justification for these decisions (linked to the points above).

5. Sexual harassment and sexual violence

Sexual violence and sexual harassment can occur between two pupils/students of **any age and sex**. It can also occur through a group of pupils/students sexually assaulting or sexually harassing a single pupil/student or group of pupils/students. Definitions of sexual violence and sexual harassment can be found in the document listed below.

[See also Sexual violence and sexual harassment between children in schools and colleges \(May 18\)](#)

Responding to an incident of sexual harassment or sexual violence

Step 1 – Record the incident using the school's safeguarding concern form and report to the DSL / deputy in line with safeguarding and child protection procedures. Is information about the incident first hand or do other individuals need to be spoken to, to confirm?

Step 2 – The DSL will consider the following:-

- Ages of pupils/students / developmental stage
- Is there a power imbalance?
- One off or sustained pattern?
- Has a criminal offence been committed? **If yes, contact the police**

See also 'When To call the Police' (NPCC)

Step 3 - If there is no evidence to suggest that a criminal offence has taken place the DSL will consider next steps, in discussion with parents/carers unless to do so would increase the risk to the pupils/students involved. This may involve:-

- Dealing with internally under the school's behaviour policy
- Considering Early Help support for both the victim and perpetrator (does the perpetrator have unmet needs?)
- Making a referral to children's/adult's social care if the victim has been harmed, or is at risk of harm
- Making a referral to children's/adult's social care if the perpetrator is at risk of harm / being harmed (under-lying welfare and safety concerns which may have triggered behaviours)

How does the school minimise the risk of peer on peer abuse?

Teaching and learning

In line with the RSHE Policy, this school provides a Relationships Education which develops pupil/students' understanding of acceptable behaviour and keeping themselves safe. This curriculum is broad, balanced and covers a range of safeguarding themes. It is progressive across the year groups. The school uses the JIGSAW scheme of work to support the teaching of RSHE.

Reporting Procedures

The school's ethos encourages pupil/students to raise concerns with staff, knowing that they will be listened to, believed and valued. (Refer here to any 'sign-posts' you may have which remind pupil/students how to respond if they are worried about peer on peer abuse)

Expectations of behaviour

The school has a behaviour policy in place which is regularly reviewed and sets out the expectations about appropriate behaviour. Our school makes clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

Risk Assessments

Risk assessments may be written for pupil/students, who have been identified as being at increased risk of peer on peer abuse (considered for both the pupil/student perpetrating the abuse and the pupil/student who is the victim.) These will be shared with the parent/carer and the pupil/students concerned.

Domestic Abuse

The government's definition of domestic 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 sexuality or gender. The abuse can encompass, but is not limited to:-

- Psychological
- Physical
- Sexual
- Financial; and
- Emotional

What action is taken in response to concerns that a pupil/student might be subject to or witnessing domestic abuse?

Where a member of staff or regular volunteer/visitor has a concern about a pupil/student in this situation or where a disclosure has been made to an adult working in the school, the school's normal safeguarding and child protection procedures will be followed.

Any information received from outside agencies will be recorded on CPOMS.

Exploitation and Serious Violent Crime

This school recognises that children can be exploited sexually or criminally. They may be at risk of or involved in serious violent crime.

What is Criminal Exploitation?

Child Criminal Exploitation is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:-

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

The majority of children or young people who enter into exploitation do so willingly however, their involvement is indicative of coercion or desperation rather than choice. Many young people do not recognise that they are being exploited or that they are at risk.

As a school we are aware of the risks involved with a form of criminal exploitation known as 'County Lines'. Children, as young as 10, are trafficked around the UK by organised gangs to deliver drugs.

What is Child Sexual Exploitation?

The definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) states that:-

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology."

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- Children who have older boyfriends or girlfriends
- Children who suffer from sexually transmitted infections or become pregnant

Indicators that a pupil/student may be at risk of or involved with serious violent crime include:-

- Unexplained gifts/new possessions - these can indicate pupils/students have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

What action is taken in response to concerns that a pupil/student might be being exploited?

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate (including support, if applicable, for the pupil/student who is deemed to be 'perpetrating' the abuse.)

See also 'When To call the Police' (NPCC)

Honour-based abuse, including Female Genital Mutilation

What is honour-based abuse?

Honour-based abuse 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.

What action is taken in response to concerns about honour-based abuse?

Abuse committed in the context of preserving honour often involves a wider network of family or community pressure and can involve multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what action to take.

Our safeguarding procedures will be followed here and staff should speak to a member of the safeguarding team immediately if they suspect a child or young person is at risk of honour-based abuse. Safeguarding teams will contact children's social care/ adults social care for anyone 18 or above and local protocols will be followed.

<https://www.gov.uk/guidance/forced-marriage>

Female Genital Mutilation

What is Female Genital Mutilation?

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.

It is frequently a very traumatic and violent act for the victim and can cause harm in many ways.

The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death.

Key points

- FGM is illegal in the UK. It is also illegal to take a British National or permanent resident abroad to undergo FGM or help someone who is trying to arrange to have FGM performed.
- FGM is an unacceptable practice for which there is no justification. It is child abuse and a form of violence against women and girls.
- FGM is prevalent in 30 countries. These are concentrated in countries around the Atlantic coast to the Horn of Africa, in areas of the Middle East, and in some countries in Asia.
- FGM is a deeply embedded social norm, practised by families for a variety of complex reasons. It is often thought to be essential for a girl to become a proper woman, and to be marriageable. This practice is not required by any religion.

Risk Factors

The most significant factor to consider when deciding whether a girl or woman may be at risk of FGM is whether her family has a history of practising FGM.

In addition, it is important to consider whether FGM is known to be practised in her community or country of origin. It is important not to make assumptions that all girls from these communities are at risk.

A parent may request permission for their child to travel overseas for an extended period. This is sometimes requested leading into or out of a school holiday (often the summer break).

What action is taken in response to concerns about Female Genital Mutilation?

If a girl has disclosed to you that she has been subjected to FGM or you have visual evidence of this, you must report it to the police.

(Teachers are required to report known cases of FGM in girls under 18 to the police under the mandatory reporting duty October 2015)

If a direct disclosure has not been made and there is no visual evidence, but you have concerns that the pupil/student may have been subject to or at risk of FGM the school's normal safeguarding procedures will be followed here.

This includes reporting your concerns to a member of the safeguarding team and putting your concerns in writing.

What happens once a concern /disclosure has been reported to a member of the safeguarding team?

The DSL or deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil/student:-

Step 1

- Consider the information of concern. This may mean referring back to check whether there is any previous information of concern for the pupil/student.

Step 2

- Check whether there are any risk factors present for the pupil/student / family

Step 3

- Where it is deemed appropriate to do so, speak to the parent or carer about FGM. Be sensitive to language differences.

Step 4

- At this stage consideration should be given to make a referral to Children's Social Care. In the first instance this should be made by telephone (MASH team 01793 466903) It is useful to have any safeguarding / child protection records to hand. Following a telephone referral, you will be required to submit a written referral within 24 hours.

See also:

FGM Helpline: 08000283550

Email: fgmhelp@nspcc.org.uk

[Multi-agency statutory guidance on FGM](#)

Home Office Resource Pack - <http://www.gov.uk/government/publications/female-genital-mutilation-resource-pack>

Response To Concerns About A Pupil/Student Who May Be At Risk Of Radicalisation

What is radicalisation and extremism?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism - this may be linked to extreme political, cultural or religious views of any background.

Extremism is defined by the Government in the Prevent Strategy (March 2015) as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in the definition is reference to extremism calls for the death of members of our armed forces, whether in this country or overseas.

What are the concerns about radicalisation?

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of our safeguarding approach.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, 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.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat **must** be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

What are the indicators that may suggest a pupil/student is at risk?

- 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 similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- advocating violence towards others

The internet provides children and young people with access to a wide-range of content, some of which is harmful. As a school we recognise that extremists use the internet, including social media, to share their messages.

See also:-

- [online safety for information about filtering](#)
- [The Use of Social Media For Online Radicalisation \(DfE July 15\)](#)

What action is taken in response to concerns that a pupil/student might be at risk of radicalisation?

Commented [1]: Very anti Islamic – does it identify far right radicalisation??

This school is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

As a school we recognise that we have an important part to play in educating children about extremism and recognising when pupil/students start to become radicalised.

At Tadpole Farm CE Primary Academy we ensure that through our school vision, values, rules, curriculum and teaching

- we promote tolerance and respect for all cultures, faiths and lifestyles.
- the governing body also ensures that this ethos is reflected and implemented effectively in school policy and practice.
- pupil/students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others.
- visitors who are invited to speak to pupil/students will be informed about our ethos and safeguarding procedures and relevant vetting checks are undertaken. We undertake due diligence to ensure that visiting speakers are appropriate. Speakers will be supervised at all times and will not be allowed to speak to children without a member of staff being present.

Our normal safeguarding procedures will be followed here, and a referral made to social care as appropriate.

In addition, the DSL / deputy DSL may consider making a referral to the local authority Channel Panel (seek advice from Children's Social Care)
Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. Each local authority has a panel and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

The DfE helpline can be contacted for advice 020 7340 7264 (this should not be used in cases of emergency)
or via the e mail counter.extremism@education.gsi.gov.uk

Pupils/students at greater risk of harm

Pupil/students with special educational needs and disabilities

As a school, we recognise that pupils/students who have special education needs and disabilities can face additional safeguarding and child protection challenges.

These can include:-

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil/student's disability without further exploration
- pupils/students with SEN and disabilities can be disproportionately impacted upon by things like bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers

Pupils/students who need a social worker (including Children In Need, Children on a Child Protection Plan and Children Looked After)

Children may need a social worker due to safeguarding or welfare needs. They may need this help due to abuse, neglect and complex family circumstances. A child's experience of trauma and adversity can leave them vulnerable to further harm, as well as educationally disadvantaged, facing barriers to:-

- attendance
- learning
- behaviour
- mental health

As a school we ensure that all staff working directly with children/young people have a knowledge and understanding of the impact of adversity and trauma on children's mental and physical health, development and life chances. We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. **Our school behaviour policy reflects this and includes the ways in which we respond in these situations.**

Teaching staff are supported by the members of the safeguarding team to maintain high aspirations for these children, identifying the challenges these children may face and making adjustments to teaching and learning to best support them.

Pupil/students with mental health issues

Where children have suffered abuse and neglect, or other potentially traumatic experiences this can have a lasting impact throughout childhood, into adolescence and into adulthood.

Regular safeguarding training ensures that staff are aware of how these children's experiences can impact on their mental health.

Signs of possible mental health issues include:-

- noticeable weight loss or gain
- physical injuries
- change in personality eg mood swings
- frequently missing lessons

- social isolation
- lethargy and disinterest
- tearfulness or appearing anxious
- lack of focus in class
- change in educational performance

There is a range of support available to support the mental well-being of the children at the school – led and implemented by the Inclusion Team.

Intimate Care

Intimate care includes any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area.

Looked After Children and Previously Looked After Children

The designated teacher for looked after children and previously looked after children is Alison Flynn. The school staff work with multi-agency professionals, including the Local Authority Virtual Schools Head, to ensure that prompt action is taken when necessary to safeguard these children. We recognise these children are a particularly vulnerable group.

Commented [2]: Who are we saying this is??

Commented [3R2]:

Appropriate staff are provided with information in relation to their legal status and contact arrangements, as well as information about the child's care arrangements.

Behaviour And Attendance

We understand that children can communicate an unmet need through their behaviour, whether this is challenging and disruptive or quiet and withdrawn. **Our school behaviour policy reflects this and includes the ways in which we respond in these situations.**

Behaviour

Incidents of disruptive behaviour are recorded in the category of 'behaviour' on CPOMS.

See also the school's pupil/student behaviour policy.

Positive -handling of pupil/students

Where physical intervention is required to keep a pupil/student safe the school will respond in line with the DfE guidance 'Use of reasonable force' July 2013.

As a school we may intervene to:-

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

All incidents of positive handling are recorded in the school's bound book and reported to parents/carers. Where a pupil/student has safeguarding /child protection records in place, information about incidents of positive handling will be cross-referenced. All incidents of positive handling are recorded on CPOMS. Where pupil/students require regular handling and intervention a positive handling plan will be put in place. The pupil/student, together with the parents/carers will be involved in this process.

Commented [4]: Sarah Turner said we could use CPOMS in place of bound book and Team teach trainers were happy too

Team Teach training is available to all staff.

Attendance

As a school we recognise the importance of pupil/students attending school regularly. Any unexplained absence is followed up on the first day of absence. Where possible, we hold more than one emergency contact telephone number for each pupil/student/family.

Pupil/student attendance is monitored. Attendance review meetings are completed three times in a year. We recognise that children with poor attendance or missing from education may be more vulnerable and potentially are exposed to higher degrees of risk. Attendance information is therefore considered within the wider remit of safeguarding and child protection. Staff are aware that episodes of unexplained absence could indicate safeguarding concerns or the need for early help support.

See also 'Early Help

See also the local authority's guidance on 'Children Missing Education'

Pupil/students who are educated off site

Where pupil/students are attending off-site alternative provision, it is our responsibility to ensure that they continue to be kept safe. Quality assurance of any provision used by our school is completed prior to the placement of a pupil/student. This includes:-

- review of the provision's safeguarding and child protection procedures
- a visit to the site.

- a letter of assurance to confirm that all staff working at the alternative provision have had the appropriate recruitment checks

For each day that the pupil/student attends the off-site provision contact is made to ensure they have arrived safely. This process also applies where a pupil/student has been excluded from school, including fixed term exclusions. Contact will be made with a parent or carer to confirm their safety on each day of the exclusion.

Part 2 – Policy

How is the information in this set of policy and procedures disseminated?

Safeguarding policy and review forms a regular part of whole school staff meetings.

Our staff induction programme includes a safeguarding section and new staff are asked to read the policy and procedures. Visitors, volunteers and external staff, including supply teachers, who visit our school are asked to read a shortened version of the policy and procedures. Records are kept to document staff and visitor commitment to working in line with these procedures.

How do we ensure parents and carers understand the school's role in safeguarding pupil/students?

This school is committed to helping parents/carers understand its responsibility for the welfare of all pupil/students and our duty of care. The policy and procedures are available to parents and carers via the school website and a paper copy can be requested by contacting the school office.

The school website also provides access to a number of useful resources for parents and carers. These can be found in the 'Safeguarding' tab of the school's website.

During pupil/student induction meetings for parents and carers information will also be discussed about the school's safeguarding responsibilities.

Roles And Responsibilities

It is the role of the Governing Body to ensure that all statutory duties with regard to safeguarding and child protection are fulfilled, as detailed in 'Keeping Children Safe In Education' (Sept 20). The school completes an annual audit of safeguarding, in partnership with the link safeguarding Governor. This self-evaluation is quality assured with a visit from an independent consultant. Where weaknesses or areas for development are identified, the Governing Body monitors the implementation and impact of identified actions to address these issues. The Governing Body has ~~the~~ a responsibility to ensure this policy and set of procedures are fit for purpose and known to all staff and regular volunteers. The Principal/DSL provides a safeguarding report three times a year as part of the Principal's report to Governors.

Where external organisations use the school premises, both within the school day and outside of school hours, the Governing Body has a responsibility to:-

- * seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding pupils/students
- * ensure that the appropriate level of safer recruitment checks have been completed on staff working for the organisation

Record-keeping

Any member of staff, visitor or volunteer who has a concern about a pupil/student's welfare or receives a disclosure of abuse will make an accurate record, as soon as possible, noting what was said or seen, putting the event into context and giving the full date, time and location. Where possible this will be noted on the school's safeguarding and child protection electronic system, CPOMS.

If injuries or marks have been observed which cause concern, these should be recorded on a body map outline, giving an indication of size and whether there is a defined shape to the mark or injury.

Staff will not take photographs.

Any handwritten notes (not captured on the safeguarding and child protection concern/incident form) will be retained, even if they are subsequently written up.

Records of concern or disclosures will be kept (even if there is no need to make a referral immediately). These records are stored confidentially. They do not form part of the pupil/student's educational records and are stored separately. Confidentiality will be maintained and information relating to individual pupil/student/families shared with staff on a need to know basis.

Individual pupil/student files

All pupils have an individual file stored electronically on CPOMS. This will be organised clearly by category and has a clear chronology. All 'significant events' are captured on this chronology, including attendance at meetings, phone calls and emails in relation to safeguarding and /or child protection matters. This chronology also captures headline information about what action has been taken and the outcome of this action. The outcome should focus, where possible, on the pupil/student and indicate whether the situation is improving.

Case file review

Safeguarding and child protection files for individual pupil/students should be re-visited regularly to ensure any risk is being reduced and appropriate action taken. It is good practice for this review to take place on a termly basis.

To ensure that all files are reviewed an overview of all pupil/students (where there are safeguarding / child protection concerns) is kept up to date. This is a 'live' document and reflects the numbers of pupil/student's subject to child protection, child in need or receiving early help support.

Transfer of records when a pupil/student moves to a new school

When a pupil/student moves school/college, safeguarding / child protection documentation will be passed as soon as possible and confidentially to the receiving school, separate from academic records. Where possible, the DSL will arrange to meet the DSL of the new school to discuss the documentation. The receiving school is asked to sign to confirm receipt of the information and this confirmation is stored on file.

The school will retain records for pupil/students who have been withdrawn to be home-schooled, if there is an existing safeguarding /child protection file. These will be stored confidentially in line with the local authorities record retention policy (usually until the pupil/student's 25th birthday).

Copies of records are not retained by the transferring school.

Safer Recruitment Procedures

This school works in line with Part 3 of Keeping Children Safe In Education (Sept 2020).

Checks completed on all staff and regular volunteers

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99.
- Identity checks are completed, together with proof of right to work in the UK
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required. A check of visa/work permit will also be required here.

In addition, staff who have a teaching role will be checked, via the DfE Secure Access Website, for

- qualified teacher status
- prohibition check
- section 128 check (for any individual who has a managerial role, including Governors and Trustees in academies and independent schools, for Governors of maintained schools)
- completion of induction
- teacher not subject to a conditional offer/suspension
- European Economic Area sanctions

Visitors and externally employed staff

Where staff from external organisations are working with our pupil/students, we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check if the individual is working in regulated activity. Visitors are asked to provide proof of identity and if required, DBS information.

Single Central Record

The school maintains an up to date single central record of all safer recruitment checks. This is in line with the requirements as set out in Keeping Children Safe In Education (Sept 19). The Principal/School Business Manager teacher monitors this record and ensures it is in line with statutory requirements (Part 3 'Keeping Children Safe In Education' Sept 2020)

Induction of new staff

Following appointment, the school offers new staff a programme of safeguarding and child protection induction. This includes:-

Educare training –

- Child Protection in Education ***
- Safeguarding Young People
- Prevent training via police (not Educare)
- Staff code of Conduct

Childcare Disqualification Checks

[The 'Disqualification Under the Childcare Act 2006](#) states that :-

'Schools are responsible for ensuring that anyone who falls within the relevant categories of staff described in the [staff covered](#) and [staff who may be covered](#) sections is made aware of the legislation. Schools must make these staff aware of what information will be required of them and how it'll be used to make decisions about disqualification. Schools are free to decide how to bring these requirements to the attention of their staff. As a means of making staff aware of their duty to provide such information, they may, for example, choose to include a section in the school's safeguarding policy, or another policy document, or by means of an addition to new staff members' contracts of employment. Schools should draw this guidance to the attention of their staff and the information provided by Ofsted referenced in this guidance.'

At the beginning of each school year, staff are made aware of which policies they are required to read and understand.

Commented [5]: Is this explained somewhere

Online Safety

What are the school's responsibilities around online safety?

'Keeping Children Safe In Education' (Sept 2020) highlights that:-

'Governing bodies and proprietors should ensure that children are taught about safeguarding, including online safety.'

In addition, the DfE have also published ['Teaching Online Safety In Schools'](#) (non-statutory guidance).

This school recognises:-

- the increasing role technology has to play in education and children's daily lives
- the wide-range of content which is available to children via the internet
- that alongside the benefits of technology, there are also risks
- the importance of delivering a broad and relevant online safety curriculum which provides progression across year groups
- that delivery of this curriculum must be provided via regular lessons, which take place throughout each term
- the importance of keeping up to date with the tools, apps and devices children are using so that the curriculum which is offered is meaningful.

What our online safety curriculum offers

- Key online safety messages (such as the SMART rules) which are reinforced at every opportunity across the curriculum, in assemblies, PSHE lessons
- Pupil/students are taught in all lessons to be critically aware of the materials and content they access on-line and understand that not everything they see online is true
- Pupil/students are supported in building resilience to radicalisation. A safe environment is provided for debating controversial issues and helping them to understand how they can influence and participate in decision-making.

Filters and monitoring

Relevant filters are in place and are updated regularly by the school's IT support company (SOFTEGG)

Use of mobile technology

Staff, students and visitors are required to put mobile phones out of use and out of sight in line with the guidelines within the E-safety policy. School/pupil based photographs in particular should not be taken on private devices, without prior approval of the Principal. Class based, lunch staff and extended school staff should not have their private devices available during contracted time. The DSL or Principal should be expressly asked should they need to make use of their device in school time (not including lunchtimes).

Safeguarding Supervision

All staff working in this school have a responsibility to safeguard the children in their care. Staff can only achieve this effectively if they:-

- are clear about what is expected of them
- have the skills, knowledge, behaviours, values and attitudes to carry out their role
- are fully supported in their role and managed effectively

Safeguarding supervision is available for any member of staff as required. Members of the safeguarding team receive planned safeguarding supervision during weekly SLT meetings, termly safeguarding team meetings, safeguarding CPD sessions.

Whistle-blowing

This school expects the highest standards of conduct from all employees and governors and will treat seriously any concern raised about illegal or improper conduct. The law provides protection for employees who raise legitimate concerns about specified matters. These are called 'qualifying disclosures'. A qualifying disclosure is one made in the public interest by the employee who has a reasonable belief that:

- a criminal offence
- a miscarriage of justice
- an act creating risk to health and safety
- an act causing damage to the environment
- a breach of any legal obligation
- a concealment of any of the above

is being, has been, or is likely to be, committed. It is not necessary for the employee to have proof that such an act is being, has been, or is likely to be committed, a reasonable belief is sufficient. The employee has no responsibility for investigating the matter; it is the school's responsibility to ensure that an investigation takes place.

Staff and volunteers are encouraged to raise concerns about poor or unsafe practice and potential failings in the school's safeguarding regime via:-

- the staff handbook
- the staff code of conduct
- the visitor's/volunteer's code of conduct

In the first instance, unless the employee reasonably believes their Head teacher to be involved in the wrongdoing, any concerns should be raised with the employee's Head teacher. If he/she believes the Head teacher to be involved, then the employee should proceed straight to the Chair of Governors.

Where a member of staff feels unable to raise a concern with either of the individuals identified above the [NSPCC whistle-blowing](#) helpline is available to them.

Training For Adults Working In Our School

We are committed to ensuring staff and volunteers know and understand:-

- the signs and symptoms of abuse;
- how to identify pupils/students who may benefit from early help;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations)

Formal training

Safeguarding and child protection training is provided on a regular basis to all staff to enable them to carry out these requirements. This is basic awareness of safeguarding and child protection and includes the possible signs and indicators of abuse and how to respond effectively.

In addition, updates on specific areas of safeguarding (see below) are provided as a part of the school's CPD offer during staff meetings.

Updates

In addition to formal training, all staff receive regular opportunity to update their knowledge and understanding.

These updates include a focus on:-

- Early Help
- Trauma & Adversity
- Honour Based Abuse
- Radicalisation and the Prevent Duty
- Female Genital Mutilation
- Exploitation, including child criminal exploitation and child sexual exploitation
- Child mental ill-health
- Parent mental ill-health
- Domestic abuse
- Online safety
- Forced marriage and honour-based violence
- Child-trafficking
- Sexual harassment and sexual violence

These are delivered by DSL or DDSLs.

These happen at least three times a year.

Additional training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. We work in line with this requirement.

Our deputy DSL has completed advanced training to the same level as the DSL, in line with the requirements of our Local Authority.

In addition, the members of our safeguarding team complete:-

- * FGM training
- * Prevent training in line with statutory requirements

Reading Requirements

All staff are required to read:-

- Part 1 of Keeping Children Safe In Education (Sept 2020)
- Annex A of Keeping Children Safe In Education (Sept 2020)
- the school's safeguarding and child protection policy and related policies
- the school's staff code of conduct
- the pupil/student behaviour policy
- the safeguarding response for children missing in education
- the role of the designated Safeguarding Lead and deputy/deputies

Staff are asked to sign to confirm their understanding and accept responsibility for following up any questions or queries they have arising from reading this document (with a member of our safeguarding team).

Regular volunteers are asked to read:-

- Part 1 of Keeping Children Safe In Education (Sept 19)
- The code of conduct for volunteers
- Information about what to do if worried about a pupil/student/adult working or volunteering with children

See also '[Safer Recruitment](#)' for information about staff induction

Appendix 1

This policy and set of procedures works in line with the following legislation, statutory guidance and non- statutory guidance:-

Legislation

- Section 175 Education Act 2002 - Maintained schools and FE colleges including sixth forms
- The Education Regulations (Independent School Standards) 2014 - Independent schools including academies and free schools
- The non-maintained special schools Regulations 2015 (England)

Statutory Guidance

- [Keeping Children Safe In Education \(DfE Sept 2020\)](#)
- [Working Together To Safeguard Children \(DfE July 2018\)](#)
- [Multi-agency statutory guidance on Female Genital Mutilation \(April 2016\)](#)
- [The Early Years' Framework \(April 2017\)](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#)
- [Relationships Education, Relationships and Sex Education and Health Education \(statutory as of Sept 2020\)](#)

Non-statutory Guidance

- [What to do if you are worried a child is being abused \(DfE March 2015\) - \(non-statutory guidance\)](#)
- [The Prevent Duty - Departmental advice for schools and childcare providers \(DfE June 15\)](#)
- [Information-sharing: advice for practitioners providing safeguarding services \(DfE July 218\)](#)
- [Children Missing Education \(Sept 16\)](#)
- [Teaching Online Safety In School \(June 2019\)](#)
- [Safer Working Practice Guidance For Adults Working With Children and Young People \(May 2019\)](#)

In addition, the school takes into account:-

- Regional guidance
- the procedures and practice of the local authority
- additional annexes linked to Covid-19

Appendix 2 – Definitions of Abuse (taken from Working Together July 2018)

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.

Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment.

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

Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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, though it may occur alone."

Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as

masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Appendix 3
Safeguarding and Child Protection
Concern / Incident Form
CONFIDENTIAL

Date:		Name and role of person completing form	
Time:		Date and time read by DSL / Deputy DSL	
Name of pupil/student:		DOB:	
Location (if applicable)			
<u>What have I seen/heard/noticed which concerns me?</u>			
<u>What am I worried about?</u>			
<u>Is this concern linked to any previous concerns I have reported?</u>			
<u>Action I have taken</u>			

Appendix 4 Prompt sheet

Safeguarding and Child Protection Prompt sheet

This form is intended to be used, alongside the concern/incident form, to support staff with the recording of safeguarding and child protection concerns/incidents.

Have you remembered to include:-

- 1. what is it that you have seen/heard/noticed which concerns you?** Remember if you have noticed a mark on the pupil/student, it is really important to complete an attached body map, giving an indication of the shape, size and location of the mark.
- 2. clear and factual information about what you have seen/heard/noticed?** If you have included your opinion in your report, have you made it clear that this is your opinion?
- 3. full names of those involved and where possible, reference to staff roles?**
- 4. why what you have seen/heard/noticed concerns you?** What are worried will happen if this concern/incident is not responded to?
- 5. any actions you have already taken?**
- 6. whether you have spoken to parents/carers about the concern/incident?** Remember, you may need to seek advice from a member of the safeguarding team if you are unsure about whether speaking to the parent may increase the risk to the pupil/student. If the parent is the alleged perpetrator you must always seek advice from the safeguarding team before speaking to the parent/carer.

This document was last reviewed and updated on 9/11/20
The next scheduled review of this document is 1/9/21

Signed: *J D Spencer* (Head teacher/Principal)

Date: 6/11/20

Signed: *P Firth* (Chair of Governors)

Date: 6/11/20