

Child Protection and Safeguarding Policy

Contents:

1. Policy statement and principles	4
2. Safeguarding legislation and guidance	5
3. Roles and responsibilities	6
4. Good practice guidelines and staff code of conduct	8
5. Abuse of trust	9
6. Children who may be particularly vulnerable	9
7. Early Help and use of assessment tools	10
8. Attendance	11
9. Children Missing from Education	11
10. Contextual Safeguarding	11
11. Helping children to keep themselves safe	12
12. Support for pupils, families and staff involved in a child protection issue.....	12
13. Complaints procedure.....	13
14. Concerns about a colleague	13
15. Allegations against staff	13

16. Staff training	14
17. Safer recruitment	15
18. Site security	17
19. Behaviour Management	17
20. Record Keeping	17
21. Confidentiality and Information Sharing	18
22. Extended school and off-site arrangements	19
23. Photography and images	19
24. Online safety.....	19
25. Child protection procedures	20
26. Special circumstances	27
27. Private Fostering	28
Appendices	
Appendix 1: Standards for Effective Child Protection Practice in schools.....	29
Glossary of Terms.....	31
Reference Documents.....	32
Useful contacts	33

Reviewed by:

Designated Safeguarding Lead

Hayley Cartin

Nominated Trustee.....

Maggi Henman

Date of publication: Nov 2015

Review date: Sept 2020

1. Policy statement and principles

This policy is part of the school's integrated safeguarding portfolio. This includes Values Academy's Safeguarding Lead arrangements, Staff Code of Conduct, Mental Health and Wellbeing Policy, Female Genital Mutilation Policy, and a Statement on Promoting British Values/Anti Radicalisation Policy which includes 'No Platform'. It is understood that the school's safeguarding arrangements will be inspected by Ofsted under the judgements for behaviour & safety and leadership & management.

The core safeguarding principles are:

- the understanding of the school's responsibility to safeguard and promote the welfare of students is of paramount importance
- all students, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- students feel safe meaning they are better equipped to learn
- the school is committed to safeguarding and promoting the welfare of students and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and Trustees will therefore be involved in policy development and review
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review.
- if, at any point, there is a risk of immediate serious harm to a student a referral will be made to Children's Social Care and/or to the Police immediately. If the student's situation does not appear to be improving, any staff member with concerns should press for re-consideration and have knowledge of the Local Authority escalation policy.
- To work collaboratively with the three safeguarding partners, the Local Authority, the relevant clinical commissioning group and Police to promote the welfare of children.
- all staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a student, staff members should always act in the interests of the student. All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a student is at risk of harm at home, in the community or in school (Contextual Safeguarding)
- Pupils and staff involved in Child Protection issues will receive appropriate support
- In general, we will discuss any safeguarding and child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. However, there may be occasions when the school will contact another agency before informing parents because it considers contact them may increase the risk of significant harm to the child. Parents and carers will be informed about the safeguarding policy through the website and all parents will receive a copy when a child is added to the school roll.

Child protection statement

Values Academy recognises the moral and statutory responsibility to safeguard and promote the welfare of all students. It endeavours to provide a safe and welcoming environment where students are respected and valued. Staff are alert to the signs of abuse and neglect and follow procedures to ensure that students receive effective support, protection and justice.

The procedures contained in this policy apply to all staff, volunteers and

Trustees, and are consistent with those of the Local Children's Safeguarding Partnership.

Policy aims:

- To provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio

2. Safeguarding guidance and legislation

The Education (Independent Schools Standards) (England) Regulations 2015 (revised April 2019) require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The Teacher Standards 2012 state that teachers, including school leaders, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance in the addition of *Working Together to Safeguard Children – July 2018* covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Partnerships (LSCP) to monitor the effectiveness of local services, including safeguarding arrangements in schools.

Schools and colleges must have regard to the September 2020 issue of *Keeping Children Safe in Education* when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

All staff will read *Keeping Children Safe in Education* September 2020 (Part 1 and Annex A) and demonstrate their understanding of this document, and their latest safeguarding training by completing a quiz. Safeguarding leads, management and Trustees will read the whole document.

3. Roles and responsibilities

Key personnel

The designated safeguarding lead (DSL) is Hayley Cartin

Other staff trained to undertake the functions of the designated safeguarding lead are:
Claire Smith – Birmingham

The nominated Child Protection Trustee is Maggi Henman

CEO – Estelle Dimelor

School Principal – Fiona Hims

Data Protection Officer – School Business Manager

Designated Teacher for Looked After & Previously Looked After Children – Sarah O’Cleary

The Designated Safeguarding Lead (DSL):

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- is appropriately trained, with updates every two years (*or as deemed appropriate through Keeping Children Safe in Education – September 2020*)
- acts as a source of support and expertise to the school community
- encourages a culture of listening to students and taking account of their wishes and feelings
- is alert to the specific needs of children in need, those with special educational needs, children who are looked after, previously looked after children and young carers
- has a working knowledge of Safeguarding Children Partnership procedures
- understands the Early Help Assessment process to ensure effective assessment and understanding of student’s additional needs in order to inform appropriate provision of early help and intervention
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the student’s general file
- refers cases of suspected abuse to Children’s Social Care or Police as appropriate
- notifies Children’s Social Care if a student with a Child Protection Plan is absent for more than two days without explanation
- ensures that when a student with a child protection plan leaves the school, their information is passed to their new school and the student’s social worker is informed
- ensures that when a student moves schools, the child protection file is passed securely to any new school as soon as possible but transferred separately from the main pupil file
- ensures that post 16 students moving onto college with a child protection plan have their records securely transferred separately from their main file

- attends and/or contributes to Child Protection conferences
- coordinates the school's contribution to Child Protection Plans as part of core groups, attending and actively participating in core group meetings and all other relevant meetings
- develops effective links with relevant statutory and voluntary agencies
- ensures that all staff sign to indicate that they have read and understood the Child Protection/Safeguarding policy
- ensures that the Child Protection/Safeguarding policy is regularly reviewed and updated annually or as appropriate
- liaises with the nominated Trustee as appropriate
- keeps a record of staff attendance at Child Protection training
- makes the Child Protection policy available publicly, i.e. on the school's website or by other means
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made
- is aware of the responsibility under the July 2018 issue of *Working Together to Safeguard Children* to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate.
- Ensures that all staff understand the September 2020 version of *Keeping Children Safe in Education* and that they are able to demonstrate their knowledge.

The Trustees ensure that the school:

- appoints a Designated Safeguarding Lead who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to specific DSL child protection training
- ensures that the DSL role is explicit in the role holder's job description
- has a Child Protection policy and procedures, including a staff code of conduct, that is consistent with the Safeguarding Children Partnership (SCP) and statutory requirements, reviewed annually and made available publicly on the school's website.
- has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against other children (peer on peer/child on child abuse)
- follows safer recruitment procedures that include statutory checks on staff suitability to work with children
- develops a training strategy that ensures that all staff receive information about the school's safeguarding arrangements on induction and appropriate Child Protection training, which is regularly updated in line with any requirements of the SCP; and that the DSL receives refresher training at two-yearly intervals or as deemed appropriate in *Keeping Children Safe in Education September 2020*.
- ensures that all temporary staff and volunteers are made aware of the school's arrangements for Child Protection including the staff Code of Conduct
- appoints a designated person to promote the educational achievement of children who are looked after by the Local Authority or who have been previously looked after, and ensures that the designated person has appropriate training
- ensures that the school contributes to inter agency working and plans and offers to initiate early help for students with additional needs in order to provide a co-ordinated offer of support

- considers how pupils may be taught about safeguarding, including how to keep themselves safe at all times, including online as part of a broad and balanced curriculum.

It is the responsibility of the Trustees to ensure that the school's safeguarding, recruitment and managing allegations procedures are in accordance with SCP and national guidance.

Chief Executive Officer

Ensure that the Child Protection/Safeguarding policy and procedures are understood and implemented by all staff

- support the Designated Person for children looked after, and previously looked after children to promote their educational achievement and to ensure that all staff have the skills, knowledge and understanding necessary to keeping those children safe
- ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum
- refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Local Authority Designated Officer (LADO) or Position of Trust Team (POT) team within one working day prior to any internal investigation
- ensure that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service (DBS), as advised by the LADO or POT Team

4. Good practice guidelines and staff Code of Conduct

To meet and maintain responsibilities towards students, there are agreed standards of good practice which form a Code of Conduct for all staff. Good practice includes:

- treating everyone with respect
- setting a good example
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Child Protection/Safeguarding Policy, Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, female genital mutilation and information-sharing (not an exhaustive list)
- asking the pupil's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse

- applying the use of reasonable force and physical intervention only as a last resort and in compliance with school policy and procedures and *Keeping Children Safe in Education September 2020*
- referring all concerns about a pupil's safety and welfare to the DSL or, if necessary, directly to the Police or Children's Social Care
- following the school's rules with regard to communication with pupils and use of social media and online networking

Please also refer to the school's Code of Conduct for all staff and volunteers.

5. Abuse of trust

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

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

The school's Code of Conduct sets out our expectations of staff and is signed by all staff members.

6. Children who may be particularly vulnerable

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

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

- disabled or have special educational needs
- young carers
- living in a domestic abuse situation
- affected by parental substance misuse
- asylum seekers
- children looked after or previously looked after
- otherwise living away from home
- vulnerable to being bullied, or engaging in bullying behaviours
- living in temporary accommodation
- living transient lifestyles
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- involved directly or indirectly in child sexual exploitation (CSE) or child criminal exploitation (CCE)

- do not have English as a first language
- at risk of female genital mutilation (FGM) or forced marriage
- at risk of becoming radicalised, involved in gangs and/or violent extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

7. Early Help Response

The school recognises that providing early help is more effective in promoting the welfare of children and meeting unmet needs than reacting later, particularly where there is no evidence of significant risk. Early help means providing support as soon as a problem emerges, at any point in a child's life. The DSL will make simple and reasonable adjustments within the education setting and this may be all that is needed to address the unmet needs.

In some circumstances, children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school will use the Early Help guidance produced by the relevant local authority to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment.

The school is committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help;
- provide targeted early help services to address the assessed needs of a child and their family, developing an action plan that will focus on activity to improve the child's outcomes.

The school will be particularly alert to the potential need for early help for any student who:

- is disabled and has specific additional needs;
- has special educational needs;
- is a young carer;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as adult mental ill health, domestic abuse, substance abuse;
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified above

The early help process involving other agencies is more effective if it is undertaken with the agreement of the child's parents/carers. The assessment should involve the child and family as well as all the professionals who are working with them. If parents and/or the child do not consent to the process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral into Children's Social Care may be necessary.

8. Attendance

We recognise that full attendance at school is important to the well-being and support of all our students and enables them to access the opportunities made available to them at school. Attendance is monitored closely and we work collaboratively with the other agencies when the patterns of absence are of concern. Our attendance policy is set out in a separate document and is reviewed regularly by the trustees

9. Children Missing from Education

A child going missing from education is a potential indicator of abuse and neglect, including child criminal exploitation, child sexual exploitation, county lines, trafficking, modern slavery and violent crime. Other indicators include gang involvement; FGM; Forced Marriage or travelling to conflict zones. The DSL will monitor unauthorised absence, particularly where students go missing on repeated occasions.

We follow the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a pupil has 5 consecutive school days or more of unexplained absence and all reasonable steps* have been taken by the school to establish their whereabouts without success, the school should make an immediate referral to the Local Authority and the Children Missing from Education (CME) Team.

*Reasonable steps include (within 5 days):

- Telephone calls to all known contacts - Values Academy will endeavour to hold at *least* 2 emergency contact numbers for each student
- Letters home (including recorded delivery)
- Contact with other schools where siblings may be registered
- Possible home visits where safe to do so
- Enquiries to friends, neighbours etc. through school contacts
- Enquiries with any other service known to be involved with the student/family
- All contacts and outcomes will be recorded on the student's file

The school must also notify the local authority of any student who is to be deleted from the admission register. *Please see the document; Children Missing Education- Statutory guidance for local authorities – September 2016 – annex A; Grounds for deleting a pupil from the school admission register – Page 20/21.*

<https://www.gov.uk/Children Missing Education>

10. Contextual Safeguarding

In our school our DSLs and staff will consider contextual safeguarding in their early working of safeguarding processes and give due regard to the effectiveness of the school safeguarding system and the wider system in which the child operates.

11. Helping children to keep themselves safe

Students are taught to understand and manage risk through personal, social and health education (PSHE) lessons, Values sessions and through all aspects of school life. The approach is designed to help students to think about risks they may encounter and work out how those risks might be overcome. Discussions about risk are empowering and enabling for all and promote sensible behaviour rather than fear or anxiety. Students are helped to understand how to conduct themselves and how to behave in a responsible manner. Students are involved in risk assessments for off site activities. Students are also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for all. Relevant issues will be discussed through all areas of the curriculum.

12. Support for pupils, families and staff involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person (usually the DSL) 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 student, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from students or 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 whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

13.Complaints procedure

Values Academy Complaints Procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for Child Protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

14. If staff have concerns about a colleague

Staff who are concerned about the conduct of a colleague - including visiting professionals, trustees and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The school's **whistleblowing** policy enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible abuse by colleagues - including what may seem minor contraventions of the school's Code of Conduct – to the School Principal to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protects students and reduces the risk of serious abuse in school.

Concerns or complaints about the School Principal should be reported to the Chief Executive Officer, whose contact details are displayed in the staff room for any member of staff to use in such an instance.

Staff may also report concerns about suspected abuse or neglect directly to Children's Social Care or the Police if they believe direct reporting is necessary to secure action. Contact numbers for both services are displayed in the staff room.

15. Allegations against staff/colleagues/visitors/trustees/supply staff.

See also the local authority Safeguarding Children Partnership Procedures'

When an allegation is made, procedures will be followed as in section 13 of this policy and in accordance with *Keeping Children Safe in Education September 2020* - part 4 – It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.

A student may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. It must be accepted that some professionals do pose a serious risk to pupils and we must act on every allegation. Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress.

Suspension is not the default option and alternatives to suspension will always be considered. However, in some cases staff may be suspended where this is deemed to be the best way to ensure that allegations are investigated fairly, quickly and consistently and that all parties are protected.

Staff, parents and Trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

In accordance with *Keeping Children Safe in Education September 2020* the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

16. Staff training

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern.

New staff and volunteers will receive an explanation during their induction which will include:

- the school's Child Protection policy and the most recent version of KCSiE
- signs and symptoms of abuse and neglect
- responding to disclosure of abuse or neglect by a child
- reporting and recording arrangements
- the staff code of conduct
- details of the DSL and safeguarding trustee

NB: all of the above will be explained before a new member of staff, or volunteer has direct unsupervised contact with children in school. The school's Child Protection policy and Code of Conduct will be sent with the letter confirming an appointment with a written requirement that the individual read the two policies in advance of starting work at the school. The individual will be given an opportunity to clarify any issues on their first day at work and then asked to sign to confirm that they have read and understood both policies and undertake to comply with them.

All staff, volunteers and the Safeguarding Trustee will receive training that is regularly updated. That will consist of thematic training during inset days and regular discussions at staff meetings. Updates to procedure will be shared where necessary.

The DSL will attend training for newly appointed DSLs at the start of the role, followed by refresher training as deemed appropriate by the most recent version of *Keeping Children Safe in Education* and the Local Authority. The DSL will also be supported to access inter-agency training as part of their continuing professional development together with supervision sessions where required.

17. Safer recruitment – please refer to safer recruitment policy for comprehensive information

The school endeavours to ensure that ‘safe’ staff are employed, and ‘safe’ volunteers work with children by following the guidance in *Keeping Children Safe in Education September 2020*.

Safer recruitment means that all applicants will:

- complete an application form which includes their employment history
- provide two referees, including at least one who can comment on the applicant’s suitability to work with children
- provide evidence of identity and qualifications
- be checked in accordance with the Disclosure and Barring Service (DBS) regulations as appropriate to their role
- provide evidence of their right to work in the UK
- be interviewed by a panel of at least two members of the Senior Leadership Team
- Management will be subject to a Section 128 check as detailed in *Keeping Children Safe in Education September 2020*
- A prohibition check will be carried out on all staff

At least one member of each recruitment panel will have attended safer recruitment training. The following school staff have undertaken Safer Recruitment training:

- **Estelle Dimelor – CEO**
- **Fiona Hims – School Principal**

The school maintains a single central record of recruitment checks undertaken.

A medical questionnaire is required to be completed within 4 weeks of the employee’s start date.

Supply Staff

The school will obtain written confirmation from supply agencies that they have satisfactorily undertaken all appropriate checks that the school would have undertaken if they were employing the individual directly.

Volunteers

Volunteers will undergo checks commensurate with their work in the school and contact with pupils, and where appropriate will be included in the Single Central Record.

Supervised volunteers

Volunteers who work only in a supervised capacity and are not in regulated activity will undergo the safer recruitment checks appropriate to their role, in accordance with the school’s risk assessment process and statutory guidance.

Contractors

The school checks the identity of all contractors working on site and requests DBS checks where appropriate. Contractors are encouraged to attend for work purposes out of school hours or are supervised throughout by the relevant member of staff.

Individuals who have lived or worked outside the UK

The school ensures that individuals who have lived or worked outside the UK undergo the same checks as all other staff. In addition, Values Academy will make any further checks appropriate so that any relevant events that occurred outside the UK can be considered. These further checks include a check for information about any teacher sanction or restriction that an EEA professional regulating authority has using the NCTL Teacher Services' system. Although restrictions imposed by another EEA regulating authority do not prevent a person from taking up teaching positions in England, Values Academy will consider the circumstances that led to the restriction or sanction being imposed when considering a candidate's suitability for employment.

Values Academy will consider the guidance issued by the Home Office for criminal record checks for overseas applicants in collaboration with their guidance on the employment of overseas trained teacher. *(Page 45 and 47 of Keeping Children Safe in Education September 2020.)*

18. Site security

Visitors to the school, including contractors, are asked to sign in and are given an identity badge, which confirms they have permission to be on site. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Business Manager and School Leaders will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

19. Behaviour Management

This policy is set out in a separate document. It is transparent to staff, parents and students.

20. Record Keeping

The school will maintain child protection records. These will be:

- clear and detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately
- kept in a folder in a meticulous chronological order
- kept secure and in a locked location
- sent to the receiving school, college or other education establishment when a pupil moves and a signature to confirm receipt obtained

Child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and senior staff who *need* to be aware.

Such records will include, in addition to the name and age of the student, timed and dated observations describing the behaviour, appearance, statements/remarks made to staff or other students and observations of interactions between the student, other students, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the student or parent/carer will be recorded. Records will be signed and dated by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version as appropriate to each Local Authority; but it is most important that **all staff use the relevant record forms for the recording of concerns and that all records are passed to the Designated Safeguarding Lead**, who should complete the form to confirm what action has been taken.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act 2018, which means that students and parents do not have an automatic right to see them. If any member of staff receives a request from a student or parent to see child protection records, they will refer the request to the Chief Executive Officer, who will advise them to submit a Freedom of Information request for consideration.

The General Data Protection Regulation (GDPR) does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

21. Confidentiality and Information Sharing

All staff (to include trustees) will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the student and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately and in a timely manner. If in any doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required (e.g. Education Safeguarding Manager), but in all cases, Values Academy will follow the rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR), which do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguarding and promote the welfare and protect the safety of children.

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL, Deputy DSL or Safeguarding Trustee, – or, in the case of concerns about the School Principal – to the Chief Executive Officer. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education 2020* emphasises that any member of staff can contact Children's Social Care if they are concerned about a child.

All staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff are made aware that they cannot promise a child/parent to keep secrets.

Child protection information will be stored and handled in line with General Data Protection Regulations May 2018. Information is:

- processed for limited purposes
- adequate, relevant and not excessive
- accurate
- processed in accordance with the data subject's rights
- kept secure.

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

The school's policy on confidentiality and information-sharing is available to parents and students on request.

22. Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, the School's Child protection policy and procedures apply. If other organisations provide services or activities on the school site, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

When school pupils attend off-site activities, including day and residential visits and work-related activities, the school will check that effective Child Protection arrangements are in place and request written confirmation. In some cases, students will be accompanied by school staff.

23. Photography and images

To protect students, we will:

- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications);
- seek parental consent;
- use only the student's first name with an image;
- ensure students are appropriately dressed; and
- encourage students to tell us if they are worried about any photographs that are taken of them.

24. Online Safety

Monitoring and filtering systems conform to all safer internet guides. Online safety is delivered as part of our Values sessions or where a specific issue arises, during 1:1 development sessions. Please see separate online policy.

25. Child protection procedures

The school will act on identified concerns and provide early help to prevent concerns from escalating.

Recognising abuse

To ensure that students are protected from harm, staff are made aware of what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm. Abuse may be committed by adult men or women and by other children and young people.

Categories of abuse - physical abuse; emotional abuse; sexual abuse; sexual exploitation; neglect; however, it is important to remember that some categories include several forms of abuse, some of which are listed below:

Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is 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, although it may occur alone.

Sexual abuse

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.

Neglect

Neglect is 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.

This is not an exhaustive list and should not be used as a checklist)

Child Sexual Exploitation (CSE)

CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can occur through the use of technology. Indicators can include relationships with a controlling adult or young person; entering or leaving vehicles driven by unknown adults; possessing unexplained amounts of money or items; frequenting areas known for risky activities; being groomed via the internet; unexplained contact with hotels, taxi companies and fast food outlets; missing for periods of time (CSE and County Lines)

Mental Health

KCSiE September 2020 states that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood. Staff will be made aware that mental health problems can, in some cases be an indicator of abuse and will take the appropriate safeguarding action. Please see Mental Health and Wellbeing policy.

Child Criminal Exploitation and Gang Affiliation

A number of vulnerabilities and offences including a child being exposed to and/or the victim of physical and emotional violence, neglect, poor attendance, sexual abuse and exploitation, modern slavery, human trafficking and missing episodes could indicate criminal exploitation. Values Academy will treat any child who is criminally exploited as a victim, not a criminal. Staff will follow the Criminal Exploitation and Gang Affiliation Proactive Guidance issued in 2019 and use relevant risk assessment screening tools to support a referral where necessary.

Bullying

While bullying is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through tackling-bullying procedures. All

pupils and parents receive a copy of the procedures on joining the school and the subject of bullying is addressed at regular intervals in PSHE education.

Peer on Peer Abuse

Values Academy recognise that in some cases, children are capable of abusing their peers, including physical abuse, bullying and cyberbullying, sexting (also known as youth produced imagery), upskirting, which typically involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause humiliation, distress or alarm and sexual violence and harassment. Our staff recognise that there is a gendered nature to peer on peer abuse i.e. that it is more likely that girls will be victims and boys perpetrators. Our staff will not tolerate instances of peer on peer abuse and will not pass it off as 'banter', 'just having a laugh' or 'part of growing up'. Our staff will be aware of sexual violence and the fact that children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, we refer to sexual offences under the Sexual Offences Act 2003.

Guidance issued in *Keeping Children Safe in Education September 2020* informs schools how to manage and respond to reports of peer on peer abuse, sexual violence and sexual harassment, which is likely to be a complex issue requiring difficult professional decisions to be made. Values Academy will seek support from the guidance issued in paragraph 43 and Annex A of *Sexual Violence and Sexual Harassment between Children in Schools and Colleges 2018*.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons. County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities. (*Criminal Exploitation of children and vulnerable adults: County Lines guidance – September 2018; updated Feb 2020*)

Forced Marriage

Forcing a person into a marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence threats or any other form of coercion is used to cause a person to enter into a marriage. Values Academy will pay full regard to *Keeping Children Safe in Education September 2020* and follow usual safeguarding procedure.

Sextortion

When a person is targeted online and encouraged to commit a sexual act in front of a webcam. Recordings are then used by criminals to blackmail individuals. The National Crime Agency state that this is a real risk to vulnerable youngsters.

Indicators of abuse

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or

embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether there has been abuse.

A student who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.

Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the student, for example, call 999;
- report concerns to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- 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;
- complete a record of concern, and seek support if distressed or need to debrief.

Concerns about a pupil's welfare

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

Staff should use the same record of concern form to record these early concerns. If the student does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

If a pupil discloses to a member of staff, volunteer, or supply staff

It takes a lot of courage to disclose abuse. There may be feelings of shame, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault.

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

During their conversations with students' staff will:

- allow them to speak freely;
- remain calm and not overreact – the student may stop talking if they feel they are upsetting their listener;
- 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';
- not be afraid of silences – staff must remember how hard this must be for the student;
- **under no circumstances** ask investigative questions – for example, how many times this has happened, whether it happens to siblings too, or what does the pupil's mother/father think about all this;
(**however**, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen, who was there?)

- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to someone who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the student what will happen next;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL;
- write up their conversation as soon as possible on the **record of concern form** and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from Children's Social Care, and additionally, in an emergency, the Police.

Making a referral to Children's Social Care

The DSL will make a referral to Children's Social Care if it is believed that a pupil is suffering or is at risk of suffering significant harm.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education 2020* emphasises that any member of staff can contact Children's Social Care if they are concerned about a child.

The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

Children with sexually harmful or inappropriate behaviour

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

Members of staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible. The management of those with sexually harmful behaviour is complex and the school will work with other relevant agencies to maintain the safety of the whole school community. Young people who display such behaviour may (but not always) be victims of abuse themselves and the Child Protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with *Children's Social Care* and guidance from *Sexual Violence and*

Sexual Harassment Between Children in Schools and Colleges 2018, will be followed. The school will also be informed by the Police or Children's Social Care about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by students inside and/or outside school.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexual Harmful Behaviour Team – SHBT (Birmingham) or Sexualised Inappropriate Behaviours Service – SIBS (Warwickshire) for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SHBT/SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clearcut, the school may seek consultation and advice from SIBS, SHBT and/or Children's Social Care.

In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- the context of the abusive behaviours;
- the child/young person's development, family and social circumstances;
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The school is committed to participating in plans both to provide pupils who are at risk from other students and those students who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating ongoing access to education in school for all concerned, subject to appropriate risk assessments and risk management plans.

Reporting directly to child protection agencies

Staff should follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education September 2020*, they may also share information directly with Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, Deputy DSL, the School Leader are all unavailable; they may also seek advice from the designated safeguarding trustee or Principal
- they are convinced that a direct report is the only way to ensure the pupil's safety; and/or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct Child Protection referrals and share information without being subject of censure or disciplinary action. However,

staff should inform the DSL at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the student.

Related safeguarding portfolio policies:

- Anti Bullying
- Anti Drugs
- Anti Radicalisation and Prevent
- Disability Access
- FGM and Honour Based Violence
- Health and Safety and First Aid Guidance
- ICT Acceptable Use
- Mental Health and Wellbeing
- No Platform
- Online Safety
- Photography and Use of Visual Images
- Physical Restraint
- Safer Recruitment
- Whistle Blowing
- Staff Code of Conduct

26. Special Circumstances

Children looked after or children previously looked after

The school ensures that appropriate staff have information about a student's looked after status and care arrangements. The designated contact and the DSL have details of the child's social worker and the name and contact details of the Local Authority's Virtual Head for children in care.

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in the latest edition of *Keeping Children Safe in Education 2020*. The School Principal is responsible for ensuring procedure is followed.

27. Private Fostering

Many people find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18 if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted for 28 days or more, it is private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the local authority of a private fostering arrangement. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory

Appendix 1

Standards for Effective Child Protection Practice in Schools

In best practice, schools:

1. Have an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to;
2. Provide suitable support and guidance so that pupils have a range of appropriate adults to whom they can turn if they are worried or in difficulties;
3. Work with parents to build an understanding of the school's responsibilities to safeguard and promote the welfare of all children and a recognition that this may occasionally require children to be referred to investigative agencies as a constructive and helpful measure;
4. Are vigilant in cases of suspected child abuse, recognising the signs and symptoms, have clear procedures whereby all members of staff report such cases to the Designated Safeguarding Lead or – in her/his absence – the deputy Designated Safeguarding Lead, and are aware of local procedures so that information is passed on effectively to the relevant professionals;
5. Monitor children who have been identified as at risk; maintain clear records of pupils' progress and welfare *in a secure place*; maintain sound policies on confidentiality; provide appropriate information to other professionals; and submit reports to and attend child protection conferences;
6. Provide and support regular child protection training for **all** school staff at least every year and ensure that Designated Safeguarding Leads attend refresher training every two years to ensure their skills and expertise are up to date; and ensure that targeted funding for this work is used solely for this purpose;
7. Contribute to an inter-agency approach to safeguarding and child protection by developing effective and supportive liaison with other agencies;
8. Use the curriculum to raise pupils' awareness and build confidence so that pupils have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, considering the guidance for governors detailed in *Relationships, Sex and Health Education Guidance July 2019*
9. Provide clear policy statements for parents, staff and children and young people on this and on both positive behaviour policies and the school's approach to bullying;
10. Have a clear understanding of the various types of bullying – face to face, online, physical, verbal and indirect - and act promptly and firmly to

combat it, making sure that pupils are aware of the school's position on this issue and who they can contact for support;

11. Take particular care that pupils with SEND who may be especially vulnerable to abuse, are supported effectively with particular attention paid to ensuring that those with communication difficulties are enabled to express themselves to a member of staff with appropriate communication skills;
12. Have a clear policy about the handling of allegations of abuse by members of staff, ensuring that all staff are fully aware of the procedures and that they are followed correctly at all times, using the guidance set out in *Keeping Children Safe in Education September 2020* and the local safeguarding board or partnership child protection procedures;
13. Have a written whole school policy, which is produced, owned and regularly reviewed by all school staff, considering the views of children, parents/carers and governors, and which clearly outlines the school's position and positive action in respect of the aforementioned standards;
14. Ensure that specified information is passed on in a timely manner to the Local Authority for monitoring purposes;
15. Have a Single Central Record in place that fully complies with the guidance in the September 2020 edition of *Keeping Children Safe in Education*.
16. Ensure that staff behaviour outside school whilst accompanied by students should fall in line with all school policies and procedures.

Glossary of Terms

Safeguarding *A term which is broader than Child Protection and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility. Safeguarding is protecting children from maltreatment, preventing impairment of children's mental health, physical health and development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and acting to enable all children to have the best outcomes.*

Child protection *a term that outlines a legal process once a child has been deemed to require social care intervention.*

Staff *refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity. It also includes supply staff.*

Child *includes everyone under the age of 18.*

Parent/Carer *refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.*

Early Help Assessment *- works in partnership with families in difficulty and offers multi agency support. It is designed to be used when a practitioner has concerns about a young person's health, welfare, development, behaviour or learning.*

D.S.L. *Designated Safeguarding Lead. A member of the Leadership Team who takes Lead Responsibility for child protection issues*

LADO *is the Local Authority Designated Officer responsible for allegations against persons in position of trust.*

POT *is the Position of Trust Team*

SHBT – *Sexually Harmful Behaviour Team in Birmingham*

SIBS – *Sexualised Inappropriate Behaviours Service (Warwickshire)*

Contextual Safeguarding – *The importance of the context in which school safeguarding must be considered, including behaviours that are associated with factors outside the school which can occur between children outside of these environments i.e. where children are at risk of abuse and exploitation outside of their families*

Reference Documents – all current editions

School Policy Documents and Code of Conduct

Keeping Children Safe in Education (DfE – Sept 2020) see www.valuesacademy.org.uk for link; also referred to as KCSiE

Working Together to Safeguard Children (DfE – July 2018)

West Midlands Safeguarding Children Procedures

Right Help, Right Time; Version 4; February 2020 (Birmingham)

Children Missing from Education (September 2016)

The Education Act 2002 and 2011

Supporting Mental Health in Schools and Colleges (August 2017)

Sexing in Schools and Colleges – responding to incidents and safeguarding young people (UKCIS) 2016

The Designated teacher for looked after children and previously looked after children (February 2018)

Criminal Exploitation of children and vulnerable adults: County Lines guidance – September 2018) published by the Home Office

Sexual Offences Act 2003 (as amended)

Sexual Violence and Sexual Harassment between Children in School and Colleges (May 2018)

General Data Protection Legislation (2018)

Mental Health and Behaviour in Schools (November 2018)

Birmingham Criminal Exploitation and Gang Affiliation Practice Guidance (2018)

Useful contact details

Online protection:

- CEOP – Child Exploitation and Online Protection Centre – ceop.police.uk; www.thinkuknow.co.uk

FGM:

- fgm@nspcc.org.uk - 0800 028 3550
- Daughters of Eve - dofeve.org

PREVENT:

- Ltai.info/what-is-prevent

www.bullying.co.uk – 0800 800 2222

www.autism.org.uk

www.barnados.org.uk – 0800 328 7795

www.childline.org.uk – 0800 1111

www.samaritans.org.uk – 116123 – jo@samaritans.org

Warwickshire – safeinwarwickshire.com

Warwickshire Childrens Safeguarding Board

- wscb@warwickshire.gov.uk – 01926 410 410

Early Help Support

- 01926 414144

Family Information Service

- 01926 742274
- fse@warwickshire.gov.uk

Children missing from education

- Access to education line 01926 736323
- cme@warwickshire.gov.uk

Concerns over someone who works with children 01926 743433

- Lado@warwickshire.gov.uk

Warwickshire MASH – mash@warwickshire.gov.uk

- All urgent child protection referrals where there is an immediate concern about a child should be made by telephone by calling the MASH on telephone number 01926 414144. Outside of office hours for an immediate concern about a child in danger dial 999 and contact the Emergency Duty Team on telephone number 01926 886922.

Birmingham

Advice and guidance regarding child protection and safeguarding:

- Children's Advice Support Services – (CASS) – 0121 303 1888 (includes MASH)
- 0121 675 4806 – emergency out of hours. Please call 999 if a child is in immediate danger
- Birmingham Safeguarding Children's Partnership– 0121 464 2612
www.lscpbirmingham.org.uk
- Children Missing from Education

www.cme.@birmingham.gov.uk

0121 303 4983

Concerns over someone who works with children – 0121 675 1669

- ladoteam@birminghamchildrenstrust.co.uk

Reviewed September 2020

Next review September 2021 or as required