



The best *for* everyone, the best *from* everyone

**Child Protection and Safeguarding:  
Policy, Procedures & Guidance  
(updated to include Sept 2018 statutory  
guidance)**

This is policy and guidance that applies Trust-wide  
and should inform the required school-specific  
Safeguarding Policies

Date of Policy Approval:

Owner of Policy:

John Wm  
Stephens, CEO

Authorised By:

Board of  
Trustees

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Distribution:

**All staff,  
workers,  
governors and  
trustees**

**Website**

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## CHILD PROTECTION AND SAFEGUARDING: POLICY, PROCEDURES & GUIDANCE (updated to include Sept 2018 statutory guidance)

### Section 1: Key contacts

Each school will have its own list of relevant contacts. The following are national or Trust-wide contacts:

#### Trust safeguarding leads:

**Making a decision about safeguarding matters can be difficult. It sometimes helps to talk it through with someone else or to seek further advice. Any of the DSL/DDSLs are happy to help. They have a wealth of experience. You can contact the Trust safeguarding leads**

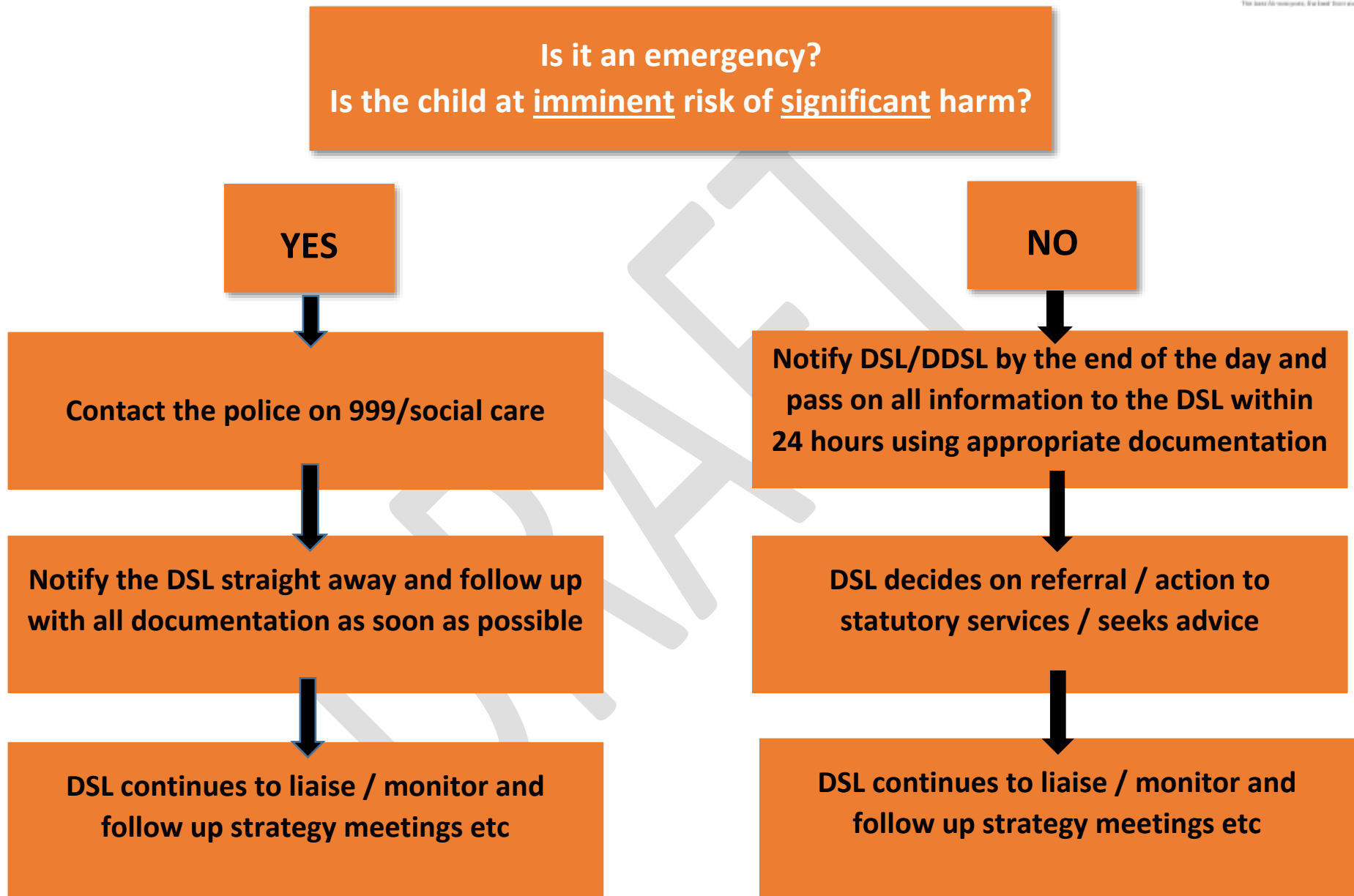
John Wm Stephens: Contact details available to staff

Amy Footman: Contact details available to staff

#### Useful organisations (national):

- CHILDLINE: 0800 1111 – free confidential helpline for children and young adults
- NSPCC: 0800 800 5000 – free 24 hour national helpline for information and confidential advice about all types of problems
- Barnado's: 020 8550 8822 – works to transform the lives of vulnerable children and young people
- Kidscape: 020 8830 3300 - produces leaflets and booklets on bullying and runs a helpline
- LGBT Foundation: 0345 330 30 30 – runs a helpline to support people who identify as lesbian, gay, bi-sexual and trans-gender
- National Domestic Violence: 0808 200 0247 – Free 24 hour helpline. Gives information on housing, welfare, health and legal rights, refers women and children to refuges, makes referrals to temporary emergency accommodation and helps to get support from the police
- Stonewall: helpline 0800 050 2020 working for equality for LGBT people
- ThinkuKnow: A CEOP programme that helps with online safety thinkuknow.co.uk
- UK Safer Internet Centre: 0844 381 4772 e-safety helpline for professionals working with children
- Young Minds: helpline: 0808 802 5544 support for people with concerns about the mental health of a young person

- **FREEDOM TO SPEAK OUT:** The safety of children and young people is paramount. Any staff concerns about the safeguarding actions taken by the DSL or DDSL should be taken, in the first instance, to the Principal/Head of School. Any staff concerns regarding safeguarding actions taken by the Principal should, in the first instance, be taken to the Director of HR and Strategy of the Trust who will liaise with the CEO. As a last resort staff should call the NSPCC Whistle-blowing Helpline: 0800 028 0285.
- **REPORTING A CONCERN:** Whilst there may be specific referral routes for different forms of abuse (detailed in school policies), the principle in all cases is 'see something, say something'. If a child discloses potential abuse, this **MUST** be reported to the DSL/DDSL or, in a genuine emergency, to the police. Imminent risk of significant harm means that a child is in danger at that moment and to do nothing would result in actual harm.



## Section 2: Policy and Principles

### Vision statement

'The best *for* everyone, the best *from* everyone'

### Mission

Our family of schools places young people, families and communities at the heart of everything we do. We are a true community with shared responsibility and common core values which create a culture of collaboration, opportunity, respect and innovation. We inspire excellence and believe in nurturing the abilities of all within our schools and communities. We empower our young people to build purposeful lives and have the courage and confidence to make a positive contribution to society. Through excellence in education all of our young people will have a bright future.

### Safeguarding statement

BFET recognises its moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow agreed procedures to ensure that students receive effective support and protection. We recognise that safeguarding is **everybody's** responsibility. Induction and refresher training for all staff, local governors and trustees is a requirement. All staff must read and be familiar with 'Keeping Children Safe in Education' (Part 1). Those working directly with children and young people must additionally read and be familiar with Annex A of KCSIE.

### What are the policy and procedures for?

All schools within the Trust must comply with the statutory duties and responsibilities to safeguard and promote the welfare of children and young people. Whilst this policy sets out the overarching Trust approach, every school must have its own specific policy and procedures that address the needs of the communities that it serves. This Trust Policy should be a resource to schools within BFET to help them create locally appropriate policies and procedures. It has been developed in accordance with the principles established under the Children Act (1989 and 2004), the Education Act (2002 and 2011), Education and Adoption Act (2016), Teachers' Standards (2012) and in line with the following Government guidance:

Working Together to Safeguard Children (2015) (updated 2017 and May 2018 effective from Sept 2018)

Sexual Violence and Sexual Harassment between Children in Schools and Colleges (Dec 2017)

Keeping Children Safe in Education (2016) (updated September 2016)

Sexual violence and sexual harassment between children in schools and colleges (2017)

What to do if you are worried about a child being abused (2015)

Information Sharing: Advice for Practitioners providing Safeguarding Service (2015)

Prevent Duty Guidance (2015) (updated 2016)

Counter-Terrorism and Security Act (2015)

Multi-Agency Statutory Guidance for Dealing with Forced Marriage (2014)

Report into allegations concerning Birmingham schools arising from the 'Trojan Horse' letter (2014)

Promoting fundamental British values as part of SMSC in schools (2014)

### Who is the Policy for?

The policy applies to all staff employed by the Bright Futures Educational Trust, all members of local governing bodies and their committees, Members and Trustees plus all consultants or contracted staff undertaking work on behalf of the trust.

### Aims of the policy:

To ensure that the safety, protection and well-being of all students is paramount.

To ensure that **all staff** and approved volunteers work safely, understand and act upon their responsibilities to keep children safe.

To ensure that all students, regardless of age, gender, ability, culture, race, language, religion or sexual identity have equal rights to protection.

To ensure that children know that there are trusted adults in school whom they can approach if they have concerns or feel unsafe.

To ensure students and staff involved in child protection issues will receive appropriate support.

To provide all staff with the information and framework necessary to enable them to meet their statutory responsibilities in relation to safeguarding students.

To ensure consistently good safeguarding practice across all schools in the Trust.

To demonstrate publically the Trust's commitment to the safeguarding of children and the promotion of safe working practices.

To ensure that all staff remain vigilant to the risks of all forms of harm and abuse, including radicalisation, modern slavery, honour based violence and female genital mutilation.

To promote good multi-agency working to prevent and respond appropriately to cases of harm and abuse.

To ensure that all those responsible for governance within the Trust are aware of their duties and responsibilities with regard to safeguarding and discharge them appropriately.

### Terminology in this policy

Child Protection: the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering, significant harm.



Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of health or development and ensuring that children grow up in circumstances consistent with the provision of safe and effective care. It also includes action taken to enable all children to get the best possible outcomes.

Staff refers to all those working for or on behalf of the Trust in any schools or settings. This includes part time, full time, temporary, permanent and people working regularly in a voluntary capacity.

Child/children: everyone under the age of 18.

Pupils/students: refers to those children and young people who receive education in any of the Trust's schools.

Parents: refers to birth parents and all other adults who are in a parenting role or who have rights of parental responsibility, for example, step-parents, foster parents, carers, adoptive parents.

School: refers to any establishment within BFET, e.g. nursery, primary, secondary, special or post 16 and any other setting that may become part of BFET.

### Section 3: Procedures

#### Concerns about a child's safety or welfare

Each BFET school will have a set of clear procedures to follow if they have concerns about a pupil's welfare and/or safety. Procedures will have some local variation (e.g. contact and referral routes beyond the school) but the following principles must be applied:

Any pupil seeking help with a problem must be reassured and their concerns taken seriously.

Any member of staff who suspects a pupil may be the victim of abuse must immediately inform the Designated Safeguarding Lead (DSL) or the Deputy DSL, following this up with a completed 'child causing concern form' (see Appendix C for suggested template).

When a pupil makes a disclosure of actual or potential abuse to a member of staff, the adult will remain calm and supportive and explain that anything that's said will also have to be shared with the DSL/DDSL.

DSL/DDSLs and their support staff will work to ensure there is appropriate support for the pupil, any family members involved.

The Principal/Head of School will be informed when a safeguarding referral has been made but does not need to know the details.

Confidentiality must be maintained and the DSL/DDSL will work with all appropriate agencies adhering to the 'Seven Golden Rules of Information Sharing' (2015): necessary, proportionate, relevant, adequate, accurate, timely and secure.

When a child is identified as having suffered harm or abuse or is at risk, a plan of support will be put in place.

If children's social care teams are contacted, the DSL/DDSL will inform the family stating that there is a concern and that social care are involved, unless social care advise that this is NOT appropriate.

### **Guidance on dealing with disclosures**

When dealing with a disclosure, staff should stay calm, be reassuring and not press for information. It's important not to appear shocked or disapproving of what you hear and to listen carefully.

All concerns and details should be reported as soon as possible to the DSL/DDSL.

A written concern form is required as soon as possible after the conversation. This should be a factual record using the child's own words (as far as possible). The date and time of writing the report should be added.

It is the responsibility of the DSL/DDSL to make a decision on what action should be taken in response to a concern.

If a pupil is over 18, has capacity and is not a danger to themselves, permission must be obtained from them to share information they have disclosed with other agencies.

### **Early help**

Safeguarding does not always involve imminent risk of significant harm requiring an emergency response. Staff will also identify pupils who need support to stay safe and to grow and develop well but who are not at imminent serious risk. The safeguarding teams in each school will hold regular meetings to monitor the progress of children in receipt of or requiring 'early help' or planned interventions. The DSL should ensure good information sharing with the multi-agency teams.

## **Section 4: Roles and responsibilities**

### **Designated Safeguarding Lead (DSL)**

All BFET schools will appoint a member of the Senior Leadership Team as the Designated Safeguarding Lead (DSL) who is responsible for co-ordinating child protection and safeguarding arrangements. Full details of the DSL role are contained in Appendix D of this Policy.

### **Deputy Designated Safeguarding Lead (DDSL)**

Each school will also appoint a Deputy Designated Safeguarding Lead (DDSL) or, if necessary, more than one. The DDSL must:

- be trained to the same high level as the DSL.
- Carry out those functions necessary to ensure the on-going safety and protection of pupils if the DSL is unavailable for any reason.
- In any long-term absence of the DSL, the DDSL will assume all the functions of the DSL as outlined in Appendix D. It may be appropriate in these circumstances for the school to appoint an additional DDSL.

## Principal/Head of School

The Principal/Head of School will:

- Ensure the Child Protection and Safeguarding Policy and Procedures are implemented and adhered to by all staff.
- Allocate sufficient time, training, support and resources (including cover arrangements when necessary) to enable the DSL and the DDSL to carry out their roles effectively. This should include the assessment of pupils and attendance at strategy discussions and other necessary meetings.
- Ensure all staff have the 'freedom to speak out' feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the Trust's Whistle Blowing Policy.
- Ensure that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including eSafety.
- Determine the approach to the safe use of mobile technologies, including 3G and 4G access to the internet.
- Ensure that arrangements are in place to make sure there is a minimum of **two contact numbers** for every child and that these are updated regularly.
- Liaise with the Local Authority Designated Officer where an allegation is made against a member of their staff.
- Ensure anyone who has harmed, or may pose a risk to a child is referred to the Disclosure and Barring Service after the appropriate procedures have been followed.

## Local Governing Body

The Local Governing Body of each school has specific Child Protection and Safeguarding undertakings which help monitor policy and procedure and support the Principal/Head of School and Senior Leadership Team. These are detailed in Appendix E.

## Board of Trustees

The Board of Trustees has a specific Child Protection and Safeguarding undertaking which, amongst others, is to oversee that implementation of policy and procedures for the Trust are monitored. The Board will receive a regular update on safeguarding via the regular report of the CEO. This will highlight any strategic safeguarding issues and will inform the Board of any high risk incidents and lessons learned. The specific duties are detailed in Appendix F.

## Staff

All staff have a responsibility for keeping children safe. They should receive an induction that includes familiarisation with the school's safeguarding procedures. As a minimum, all staff should:

- Be aware and have an understanding of this Policy and their school's procedures relating to Child Protection and Safeguarding.
- All staff should read and familiarise themselves with Part 1 of 'Keeping Children Safe in Education' and those working directly with children and young people also need to read and be familiar with Annex A of KCSIE.

- Recognise and understand the indicators of abuse (see Appendix B).
- Know what to do if they are concerned about a child's welfare (see Appendix A).
- Undertake the appropriate safeguarding training as highlighted within this Policy.
- Be aware of procedures for promoting good behaviour and managing behaviour.
- Be aware of procedures for children missing from education.

## Section 5: Specific safeguarding issues in school

### 'Contextual Safeguarding'

This recognises that children, especially as they move into adolescence, are involved in wider social contexts beyond home and school. This can include public places where children and their peers 'hang out', in parks, on public transport etc, but which may present increased risk of child sexual exploitation, peer on peer abuse, radicalisation, involvement in gangs or other forms of abuse. Contextual safeguarding acknowledges and assesses the risks beyond the home and seeks to ensure that interventions help to protect children in whatever contexts they find themselves. Contextual safeguarding is not simply about the child, however. It is about ensuring the context (the park, the shopping centre, public transport etc) is subject to a child protection assessment and intervention. For more information on this and the specific partnership role of school-based staff, see: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### Domestic violence and abuse

In recent years there has been a greater recognition of the serious and negative impact of domestic abuse on children and young people, even if they are not the direct victims of violence/other forms of coercive and controlling behaviours. Domestic abuse can happen to anyone.

It is defined as any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members, regardless of gender or sexuality.

If children disclose incidents of domestic violence and abuse it is important that this is treated as a safeguarding issue.

### Preventing Extremism and Radicalisation – The 'Prevent Duty'

Protecting children from the risk of extremism and radicalisation should be seen as part of all of the Trust's schools wider safeguarding duties. It is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism or other forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability which are often combined with influences such as family or friends. For some with needs relating to 'belonging' and 'identification', an extremist or terrorist group may appear to provide an answer. The internet

and the use of social media, in particular, has become a major factor in the radicalisation of young people.

It is easy to assume that the risk of radicalisation is only associated with certain communities and belief systems. We should avoid those assumptions and remember that extremism happens at both ends of the political spectrum and involvement in activities such as, for example, extreme and violent animal rights campaigns, extreme left/right wing political activity can equally lead to a child being at risk of radicalisation.

There are a number of behaviours which may indicate a child is at risk of being radicalised or exposed to extreme views. These can include:

- Spending an increasing amount of time in the company of other suspected extremists.
- Changing style of dress or personal appearance to accord with the group.
- Day-to-day behaviour becoming more centred on extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group or cause.
- Communications with others which suggests identification with a group, cause or ideology, including the use of 'scripted language'.
- Using insulting or derogatory names for another group.
- An increase in prejudice-related incidents committed by that person. These may include:
  - Physical or verbal assault.
  - Provocative behaviour.
  - Damage to property.
  - Derogatory name calling.
  - Possession of prejudice-related materials.
  - Prejudice related ridicule or name calling.
  - Inappropriate forms of address.
  - Refusal to co-operate with reasonable rules of compliance.
  - Attempts to recruit others to prejudice-related organisations.
  - Condoning or supporting violence towards others.

### **Definitions:**

**Extremism:** Vocal or active opposition to fundamental British values as defined below. This also includes calls for the death of members of any of the British armed forces, whether in this country or overseas. The Crown Prosecution Service defines extremism as 'The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs.
- Seek to provoke others to terrorist acts.
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts.
- Foster hatred which might lead to inter-community violence in the UK."

**Radicalisation:** The process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**British Values:** Democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

### Child Sexual Exploitation

Child sexual exploitation (CSE) has been prominent in the press in recent years, Cases in Rotherham, Rochdale and Oxford have been widely reported but the prevalence of CSE is not limited to any particular geographical locations nor to specific communities.

CSE is a form of sexual abuse. Children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them.

Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and/or education at some point. Some of the following signs may be indicators of sexual exploitation where children:

Appear with unexplained gifts or new possessions.

Associate with other young people involved in exploitation.

Have older boyfriends or girlfriends.

Suffer from sexually transmitted infections or become pregnant.

Suffer from changes in emotional well-being or menstrual problems.

Misuse drugs and alcohol.

Go missing for periods of time or regularly come home late.

Regularly miss school or don't take part in education.

### Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and is a form of child abuse with long-lasting, harmful consequences. Professionals in all agencies and individuals and groups in relevant communities need to be alert to the possibility of a girl being at risk of FGM, or have already suffered FGM.

**Known or suspected cases of FGM should always be reported.** Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon teachers, along with regulated health and social care professionals in England and Wales **to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

FGM is internationally recognised as a violation of the human rights of girls and women. It is illegal in most countries, including the UK. Victims of FGM are likely to come from a community that is known to practice FGM and signs that may indicate a child has undergone FGM include:

Prolonged absence from school and other activities.

Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued.

Bladder or menstrual problems.

Finding it difficult to sit still and looking uncomfortable.

Mentioning something somebody did to them that they are not allowed to talk about.

Secretive behaviour, including isolating themselves from their group.

Reluctance to take part in physical activity.

Repeated urinal tract infection.

Disclosure.

### **Forced Marriage**

Forcing a person into marriage is a crime in England and Wales. 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. Threats can be physical, and/or emotional and/or psychological. A lack of full and free consent can be where a person does not consent or where they do not have the capacity to give informed consent (e.g. if they have learning disabilities that specifically impact on that capacity).

Some communities use religion and culture as a way to coerce a person into marriage. Schools have a duty to report cases of Forced Marriage to the police (as it is a crime) and to the Forced Marriage Unit in the Foreign and Commonwealth/Home Office. Schools should not attempt to facilitate any kind of 'family counselling' or conferencing in relation to alleged forced marriage issues.

Further information is available at: <https://www.gov.uk/guidance/forced-marriage#forced-marriage-unit>

### **Honour Based Violence**

So-called 'honour based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital

Mutilation, forced marriage and practices such as breast ironing. All forms of HBV are abuse (regardless of motivation) and should be handled and escalated as such. If any member of staff has any concerns at all regarding HBV they must speak to the DSL/DDSL. Professionals in all agencies and individuals and groups in communities need to be alert to the possibility of a child being at risk of, or having already suffered, HBV.

### **Modern Slavery and Human Trafficking**

Modern Slavery is the term used within the UK and is defined within the Modern Slavery Act 2015. The Act categorises offences of Slavery, Servitude and Forced or Compulsory Labour and Human Trafficking.

These crimes include holding a person in a position of slavery, servitude forced or compulsory labour, or facilitating their travel with the intention of exploiting them soon after. Although human trafficking often involves an international cross-border element, it is also possible to be a victim of modern slavery within your own country.

It is possible to be a victim even if consent has been given to be transported. Children cannot give consent to being exploited therefore the element of coercion or deception does not need to be present to prove an offence.

There are several broad categories of exploitation linked to human trafficking, including:

- Sexual exploitation
- Forced labour – this is often seen in ‘cash only’ settings such as car washing, agriculture, mobile catering
- Domestic servitude
- Human organ ‘harvesting’
- Child related crimes such as child sexual exploitation, forced begging, illegal drug cultivation, organised theft, related benefit frauds etc
- Forced marriage and illegal adoption

In some cases, modern slavery is only discovered by children disclosing their parents’ situations at school. Where there is suspected modern slavery, advice should be sought immediately from the police by the DSL/DDSL or via the Modern Slavery Helpline: 08000 121 700.

### **Self-Injury/Harming**

Self-harm is when somebody hurts themselves on purpose. People usually do it because something else feels wrong. It seems like the only way to let those feelings out. It is a very common behaviour in young people and affects around one in 12 people with 10% of 15-16 year olds self-harming.

If people self-harm it is usually as a result of another problem. It can happen if they are feeling anxious, depressed, stressed or bullied and feel they don’t have any other way of dealing with these issues. Often self-harming brings only temporary relief.



Self-injury/harm describes a wide range of things children do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-injury remains a secretive behaviour that can go on for a long time without being discovered. Self-injury/harming can be a coping method for some young people. It can involve:

Cutting, often to the arms, using razor blades, broken glass, scissors or a pair of compasses (can include scratching, picking, biting or scraping).

Burning using cigarettes or caustic agents.

Punching and bruising.

Inserting or swallowing sharp objects or harmful substances.

Head banging (hitting themselves against objects).

Pulling out hair, including eyelashes and/or eye brows.

Restrictive or binge eating.

Overdosing.

Self-neglect.

Alcohol abuse.

Taking undue personal risks.

Sleep deprivation.

\*Please read the academy specific policy where available for more details.

### **Peer-on-Peer Abuse: sexual violence and sexual harassment between children**

There are many different forms peer-on-peer abuse can take. This is most likely to include, but not be limited to:

Gender based violence

Sexual assaults

Sexting

Name calling and bullying (including cyber bullying)

Any form of peer-on-peer abuse, like any other abuse, should be treated seriously and not tolerated. Where staff have concerns or receive a disclosure the child should be re-assured and supported and the DSL/DDSL informed as soon as possible.

Children may be harmed by other children or young people and there will be occasions when a pupil may exhibit sexual violence and/or harassment. Research suggests that up to thirty per cent of child sexual abuse is committed by someone under the age of 18. The management of children with sexually harmful behaviour is complex and all schools within the Trust will work with other relevant agencies to maintain the safety of their whole school community. Children who display

such behaviour may be victims of abuse themselves and the child protection procedures should be followed for alleged victims and perpetrators. Staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should speak to their DSL/DDSL as soon as possible.

Specific guidance on sexual violence and harassment between children was issued in December 2017 and re-published in May 2018 and is available at:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/667862/Sexual Harassment and Sexual Violence - Advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/667862/Sexual_Harassment_and_Sexual_Violence_-_Advice.pdf)

This guidance is summarised in Part 5 of Keeping Children Safe in Education (2018). All policies, training, updates and guidance in BFET Academies must include this as a specific topic, describing the school's approach to dealing with these issues.

### Bullying

While bullying between children 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 a child's wellbeing and, in very rare cases, has been a feature in suicide. The school's Anti-Bullying Policy should be referred to in all instances where bullying is suspected and action taken to ensure that bullying is prevented and responded to effectively. Cyber-bullying can be particularly harmful to victims as there is often no refuge from the platforms that enable this to be perpetrated. It is important that children and young people learn about the need to use technology responsibly and understand the seriousness of online abuse.

### County Lines

Criminal exploitation is also known as 'county lines' and is when gangs and organised crime networks exploit children to sell drugs. Often these children are made to travel across counties, and they use dedicated mobile phone 'lines' to supply drugs. No one really knows how many young people across the country are being forced to take part, but The Children's Commissioner estimates there are at least 46,000 children in England who are involved in gang activity.

Often, these children are seen as criminals. Criminal gangs deliberately target vulnerable children – those who are homeless, living in care homes or trapped in poverty. These children are unsafe, unloved, or unable to cope, and the gangs take advantage of this.

The gangs groom, threaten or trick children into trafficking their drugs for them. They might threaten a young person physically, or they might threaten the young person's family members. The gangs might also offer something in return for the young person's cooperation – it could be money, food, alcohol, clothes and jewellery, or improved status – but the giving of these gifts will usually be manipulated so that the child feels they are in debt to their exploiter.

Any suspicion that children are involved in these activities must be reported via the normal safeguarding routes.

Typical signs of potential involvement in criminal exploitation are:

Returning home late, staying out all night or going missing

Being found in areas away from home

Increasing drug use, or being found to have large amounts of drugs on them

Being secretive about who they are talking to and where they are going

Unexplained absences from school, college, training or work

Unexplained money, phone(s), clothes or jewellery

Increasingly disruptive or aggressive behaviour

Using sexual, drug-related or violent language you wouldn't expect them to know

Coming home with injuries or looking particularly dishevelled

Having hotel cards or keys to unknown places.

### **Safeguarding Students with Special Educational Needs, Disabilities and Medical Needs\***

KCSIE (2018) makes further specific reference to the safeguarding of particular groups of children and young people. There's a concern that for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should consider whether that is a sign of potential abuse, and not simply see it as part of their disability or their special educational needs.

Children with SEND have a higher risk of being left out, of being isolated from their peers, and they are disproportionately affected by bullying. Schools should make sure that children with SEN and disabilities have got a greater availability of appropriate mentoring and support.

Each school should provide clear procedures for managing prescription medicines which need to be taken during the school day. All staff are given clear guidance on the administration of medicines. All staff are issued with information at the start of each academic year which outlines the students with the asthma, diabetes, anaphylaxis and epilepsy. Staff have responsibility to check the medical information for all the classes they teach. All staff will be notified of any changes throughout the academic year. ***\*Please read the BFET Medical Policy for more details.***

### **Safeguarding children from groups who may experience increased vulnerability**

#### **Looked after children, those on the edge of care and care leavers**

The most common reason for children to become 'looked after' is as a result of abuse or neglect. Each school will ensure all staff have the necessary skills and understanding to keep Looked After children safe. Appropriate staff will have access to information about a child's Looked After status and care arrangements, including the level of authority delegated to the carer by the local authority caring for the child. The DSL/DDSL will 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.

Once children come into the care system, they are afforded special status and protection. This is not the case for children on the edge of care. Schools need to be aware of those children and

young people who are known to social care but who are not formally in the care system. The safeguarding of this group of people also needs careful planning.

Those who leave care, perhaps by being adopted, have the advantage of achieving a long term family context. Even so, their safeguarding needs and issues will need to be considered and planned for.

### **Children missing from school**

As highlighted in the 'Attendance...' section (below) each school will closely monitor attendance, absence and exclusions. A child regularly missing school is a potential indicator of abuse and neglect, including sexual abuse and sexual exploitation. The DSL/DDSL will work with the school's attendance officers to monitor any unauthorised absence and take appropriate action, including notifying the local authority if appropriate, particularly where children go missing on repeated occasions and/or are missing for periods during the school day. The school will ensure all staff are aware of the importance of, and be alert to, signs of children being at risk of female genital mutilation, forced marriage, forced labour and/or travelling to conflict zones.

### **Privately fostered children**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 or under the age of 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered. Private fostering occurs in all cultures, including British culture, and children may be privately fostered at any age under the limit. Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important the schools are alert to possible safeguarding issues, including the possibility a child has been trafficked into the country. If a member of staff becomes aware a pupil may be in a private fostering arrangement, they should raise this with the DSL/DDSL who should notify the appropriate local authority of any concerns that may be linked to the placement. Any safeguarding concerns about the child or placement which arise following the placement should be reported to Children's Social Care.

### **Other vulnerable learners**

Other children may have an increased risk of abuse. Many factors can contribute including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. To ensure all pupils receive equal protection, all staff should give special consideration to those who are:

Disabled

Young carers

Affected by parental substance misuse, domestic violence or parental mental health needs

Asylum seekers

Living away from home

Vulnerable to being bullied or engaging in bullying

Living in temporary accommodation

Live transient lifestyles

Live in frequently disrupted and unsupportive home situations

Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality

At risk of sexual exploitation

Do not have English as a first language

At risk of female genital mutilation (FGM)

At risk of forced marriage

At risk of being drawn into extremism

The above list provides examples of additional vulnerable groups and is not exhaustive.

### **Children in the Court System**

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

Making arrangements for the custody of children via the family courts following separation can be stressful and entrench conflict in families. This can be particularly stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers. <https://helpwithchildarrangements.service.justice.gov.uk/>

### **Children with parents/carers in prison**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. <https://www.nicco.org.uk/>

### **Attendance, Exclusions, Children Missing from Education and Safeguarding**

Good attendance at school is a protective factor for children. Parents also have a legal obligation to ensure that their children attend school every day unless there is a good reason for absence.

Unexplained absences from school can indicate an increased risk of child sexual exploitation, radicalisation, neglect, 'county lines' or other forms of harm and abuse.

In accordance with schools' Attendance Policies, absences must be rigorously pursued and recorded. Each Academy, in partnership with the appropriate agencies, must take timely action to pursue and address all absences in order to safeguard the welfare of students in its care. The Attendance Policy identifies how individual cases are managed and how we work proactively with parents/carers to ensure that they understand why attendance is important. In certain cases this may form part of an Early Help Assessment (EHA) or Common Assessment Framework (CAF), and form part of the evidence relating to child protection procedures. We implement the statutory requirements in terms of monitoring and reporting children missing education (CME). A student should not be taken off roll until we are sure of the pupil destination or instructed to do so by the Local Authority. We understand how important this practice is in safeguarding students. Should a student leave the building without permission a call is made to a member of SLT who will contact the police and ensure the parent/carer is notified. The incident, police reference number and any relevant outcomes are logged. All parents/carers who are collecting a student from the Academy during the school day will be asked to sign the student out in the signing out book. The Designated Safeguarding Lead will be informed when a fixed term or permanent exclusion is being discussed and any safeguarding issues will be considered. Local governors on exclusion panels need to be satisfied that any safeguarding issues that may arise from an exclusion are properly managed. Where it is felt that a student is likely to be permanently excluded a full assessment will be instigated to ensure that there is improved understanding of the needs of the student and their family and that the key agencies are involved.

### **Part time timetables**

Occasionally schools may make a time-limited use of part time timetables for specific students. These should only be used to support the learning and/or medical needs of a student and to promote the re-integration and inclusion of students with particular needs.

Before a part time timetable is considered, a full risk assessment should be carried out with the help of the DSL to ensure that any potential or actual safeguarding issues are identified and properly managed. Regular and frequent reviews of the arrangements should be conducted to evaluate the success of a part time timetable arrangement and to ensure that no safeguarding risks have materialised or increased. The rationale for a part time timetable arrangement, the risk assessments and regular impact reviews and subsequent decisions all need to be formally documented.

### **Elective Home Education**

Parents have a right to elect to home educate. Where schools come across such requests it is important that any on-going safeguarding concerns are properly communicated by the DSL to the relevant partner agencies. Where there are serious safeguarding concerns or the child is subject to a child protection plan/enquiries, an urgent referral should be made to children's social care.

## **Section 6: Safeguarding in the Curriculum**

One of the most effective ways to keep children safe within and beyond the school is for them to learn about how to keep themselves safe in a range of different situations. Confident children who

have learned how to deal with difficult and unfamiliar situations and who know how to speak out if things are wrong will also know how to stay safe.

From early years right through to post-16, schools should be active in preparing pupils for life in modern Britain and show vigilance in identifying any signs that fundamental British Values are being undermined. Pupils with low aspirations may be more vulnerable to radicalisation and all schools will work to equip their pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

The curriculum in all schools will promote respect, tolerance and diversity and help pupils to understand and manage risks and keep themselves safe. This may be done through a variety of ways, including (but not exclusive to):

Different strands of the curriculum e.g.

Specific eSafety, PSHE, Rights Respecting School Standards.

Themed assemblies.

Staff working with pupils to help them think about risks they may encounter and work out how these risks might be overcome.

Discussions about risk are empowering and enabling for all pupils and promote sensible behaviour rather than fear or anxiety.

Pupils learning through experience how to conduct themselves in a range of different situations, including preparation for the workplace.

Encouraging pupils to share their views and recognise they are entitled to have different beliefs.

Pupils being taught about how to deal with bullying, including cyber bullying, and how to stay safe when using the internet.

Pupils being encouraged to speak to a member of staff about any worries they may have.

The Trust and all schools continually promoting and demonstrating an ethos of respect for all through the Vision, Mission, Values and Commitments.

### Online Safety

Please refer to the Trust's E-Safety Policy. For online safety, there is a recognition in KCSIE (2018) that most children are using data on their phones, on the 3G or the 4G network. In schools, this means that not only must staff think about filtering and monitoring within the school's infrastructure, they also need to have a policy about children accessing the internet whilst they're at school. A clear policy on the acceptable use of mobile technology needs to be made known to all students. This should also deal with cyber-bullying.

## Photography and Images

Any person taking photographs, video or any other images of the school and/or the pupils must comply with the regulations as set out in the Trust's eSafety and General Data Protection Regulation Policies.

## Educational trips, visits and residential activities

Approvals for educational trips and visits, advance and dynamic risk assessments should always take account of any safeguarding issues.

In cases where activities take place beyond the normal school day, and are provided by a Trust school, the Child Protection and Safeguarding Policy will apply. If other organisations provide services or activities on a school site, the individual school will be responsible for checking these organisations have appropriate safeguarding procedures in place.

## Off-site Activities

When pupils attend off-site activities, including day and/or residential visits and work related activities, the individual school will check effective child protection arrangements are in place as part of the risk assessment undertaken before any and each such activity.

## Work Experience

Each school will have procedures in place to safeguard pupils undertaking work experience which are in accordance with the guidance in KCSIE 2018. This will include arrangements for checking people who provide placements and supervise pupils to ensure that providers have robust policies and procedures in place to protect children from harm. When students under the age of 18 are placed in BFET schools on work/college experience a proper risk assessment should be undertaken. Where people undertaking work experience in BFET schools are 16 and 17 year olds, there should be a formal assessment to determine if they are engaged in 'regulated activity' and need to be subject to a DBS check and/or appropriately supervised.

## 'Homestay' exchange visits, including visits abroad

Annex E of KCSIE (2018) provides specific advice and guidance on the management of 'homestay' visits where children and young people's care and accommodation are organised through staying with a 'host' family. All arrangements of this kind in BFET schools should follow the KCSIE (2018) guidance. The regulations governing UK-based 'homestay' arrangements are different from those abroad.

Specifically, where a school/college arranges a UK 'homestay', they should use all available information to assess the suitability of the accommodation, including (from September 2018) the requirement for adults in the host have an enhanced DBS check.

Where schools arrange 'homestay' accommodation abroad, it will not be possible to carry out a DBS check. Schools and colleges should liaise with partner schools abroad, to establish a shared understanding of, and agreement to the arrangements in place for the visit. They should use their professional judgement to satisfy themselves that the arrangements are appropriate and sufficient



to safeguard effectively every child who will take part in the exchange. Parents/carers should be aware of agreed arrangement. Schools and colleges are also free to decide whether they consider it necessary to contact the relevant foreign embassy or High Commission of the country in question to discuss what checks may be possible in respect of those providing homestay outside of the UK. In such circumstances, the school will follow the guidance in KCSIE 2018, Annex E, to ensure the hosting arrangements are as safe as possible.

### **Students placed in alternative provision**

When a BFET school place students in alternative provision, the school remains responsible for the safeguarding of the students placed in that provision. Therefore, schools should obtain a written statement from the provider that they have completed all the necessary vetting and barring checks that are necessary on their staff and need to be satisfied that safeguarding arrangements are effective.

### **Visitors to schools**

#### **Planned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.
- All visitors will be issued with the school's leaflet explaining the Child Protection and Safeguarding procedures.
- Visitors should remain in the Reception/Waiting area until the person they are asking to meet arrives. They should not make their own way to meet with a member of staff.
- Any persons who are attending the school to speak in any capacity should ensure they have read and understood the Trust's Visiting Speakers Agreement and previously submitted their signed agreement, a copy of which should be at Reception for when they arrive.
- Visitors must not be unaccompanied during any part of their visit unless a DBS has been seen.
- At the end of the visit, the member of staff meeting the visitor should escort them to the Reception area so they can formally sign out.

#### **Unplanned Visits by Parents/Carers, Agencies and Other Visitors**

- All visitors to a school will be asked to sign in at Reception and will be issued with the school's visitor badge.
- A visitor will be asked who they would like to see and the receptionist will see if the person is available.
- If the person is available, procedures will then follow as for planned visits above.
- If the person is not available or cannot be located the visitor will be asked to make an appointment with the person they wish to meet with and to return at that time.
- If the visitor wishes to meet with someone as a matter of urgency, another appropriate member of staff should be located who is available to meet and then the same procedures as above will be followed.

- Parents who are at the school to either deliver or collect their child outside of normal hours will not need to sign in but they should wait in reception for their child to come to them.

### **Volunteers at the School**

- Any person who is a volunteer which involves attendance at the school site, including local governors, will undergo the statutory checks commensurate with their role at the school and contact with pupils.
- Included in KCSIE 2018 is a requirement for schools to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. If the volunteer is not involved in regulated activity, then we are not legally allowed to do a barred list check.
- Under no circumstances will a volunteer who has not been appropriately checked be left unsupervised by a member of staff or be allowed to engage in regulated activity.

### **Contractors**

- Schools will check the identity of all contractors working on-site and, where appropriate, request DBS checks.
- Contractors will be requested to sign in at Reception and will be given a school badge indicating they have permission to be on the site.
- Contractors who have not undergone checks will not be allowed to work unsupervised or engage in regulated activity.
- Even where contractors have been appropriately checked and cleared, there should be an assessment of their suitability to work unsupervised in their initial days with the school.

## **Section 7: Staffing issues**

It is important that all staff work safely at all times, adhering to all relevant policies and codes of conduct and fulfilling their safeguarding responsibilities.

### **Safe and Fair Recruitment**

The Trust has a 'Safe and Fair Recruitment Policy...' that details actions to be taken to ensure that the processes for the recruitment and appointment of staff adhere to standards of best practice in relation to safeguarding. In response to KCSIE (2018) the Trust has decided to maintain a Single Central Record (SCR) within each academy and one for centrally employed staff rather than having a Trust-wide register. This allows swift local access, management and updating of the SCR.

Also in line with KCSIE (2018), Section 128 checks will be carried out on: local governors, trustees, headteachers, members of school Senior Leadership Teams and departmental heads. If someone has been prohibited from the management of schools, this should appear on their DBS certificate.

### **Safeguarding allegations against staff**

Occasionally there will be allegations made against staff that relate to safeguarding.

Inappropriate behaviour towards pupils is unacceptable and staff conduct must be beyond reproach. The Trust has guidance for staff on safer working practices in schools and this should be adhered to by all employees. Any complaints about the behaviour of a member of staff from a parent or member of the public will be dealt with in line with the Trust's policy on managing allegations against staff. If staff are concerned about the conduct of a colleague towards a pupil they should take their concern to the DSL or the Principal who will follow the correct procedure in line with Trust policies.

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.

As a last resort, staff are able to call the NSPCC Whistle-blowing Helpline on 0800 028 0285. Any allegations made to a school concerning staff who no longer work for BFET should be referred to the DSL who will, in turn, refer to the Trust's Head of HR and Strategy. Any historical allegations made regarding a current member of staff should be referred to the DSL for immediate referral to the Principal who will contact the Local Authority Designated Officer. Staff, parents, governors and trustees should be aware that publication of any material that may lead to the identification of a member of staff who is the subject of an allegation is prohibited by law. Publication includes verbal communication or writing, including content placed on social media sites.

The government organisation responsible for teacher misconduct is, from April 2018, the Teaching Regulation Agency, formerly a division of the National College for Teaching and Leadership.

## **Section 8: Confidentiality and Sharing Information**

Child protection and safeguarding warrant a high level of confidentiality, not only out of respect for the children and staff involved but also to ensure evidence is not compromised by being released into the public domain.

In the first instance, staff should discuss any concerns only with the DSL who will then decide what other people/agencies should be advised. Information will be disseminated on a 'need-to-know' basis.

### **Information sharing and data protection**

On 25 May 2018 the Data Protection Act (1998) was superseded by the General Data Protection Regulations.

Child protection and safeguarding information will be stored and handled in line with the relevant data legislation. It will be:

Processed for limited purposes.

Adequate, relevant and not excessive.

Accurate.

Kept for the statutory time limit and no longer (this will vary and advice should be sought before any data of this nature is destroyed).

Processed in accordance with the subject's data rights.

Kept securely.

Each school's Child Causing Concern forms and any other relevant information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Child protection information will be stored separately from the pupil's general school file which will be 'tagged' to indicate that separate safeguarding information is held elsewhere.

The Trust's Data Protection Policy does not prevent school staff from sharing information with relevant agencies where that information may help to protect a child. This policy is available to all staff and parents on the school's website.

### Decisions about sharing or not sharing information

There are times when it is appropriate to share information in order to enable the effective safeguarding. There are also times when it is necessary to withhold information in order to prevent a person coming to further harm or to avoid a criminal act. For example, a parent who is facing charges for serious violence against a child may well want details from the school of where the child is living. It is entirely appropriate in circumstances like this to withhold data even from someone with parental responsibility. The decision to share or to withhold information should be briefly documented with a rationale as to why the decision was taken at the time.

In contentious cases, the DSL may wish to seek advice from the Trust's Data Protection Officer. As ever, the safety and well-being of the child are always the paramount concerns.

## Section 9: Training and development

### Staff, Local Governor and Trustee Training

It is important everyone receives training to enable them to recognise the possible signs of abuse, neglect and exploitation and to know what to do if they have a concern. Training for every member of staff employed by the Trust and all Local Governors and Trustees will be, as minimum:

- Appropriate annual training provided by the Trust/school that updates on national or local changes.
- Ensuring that they understand their role and how to undertake their responsibilities as set out in Part 1 of KCSIE 2018 (and Annex A for staff working directly with children and young people).
- Ensuring that they are aware of the threats, risk and vulnerabilities associated with radicalisation; are aware of the process of radicalisation and how this might be identified early on; how support can be provided to ensure children are resilient and able to resist involvement in radical or extreme activities.
- They are aware of the increased risk to abuse of certain groups, including students with SEN and disabilities, looked after children, those formerly in care, young carers, children as witnesses in the legal system, children missing from education, children with family members in prison.

- Further training as appropriate for those staff, Local Governors and Trustees with more safeguarding responsibilities.
- New staff, Local Governors and Trustees should receive safeguarding training within their first half-term of service. However, their general induction should include a safeguarding session which will familiarise them with the Child Protection and Safeguarding Policy, the school's safeguarding procedures and contact details for the school's DSL and DDSL. Supply staff and other visiting staff will be given the school's leaflet for safeguarding for visiting staff. All schools will follow the Trust Safe and Fair Recruitment Policy and, where appropriate, staff, local governors and trustees will complete the Safe and Fair Recruitment training.

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## Appendix A

### WHAT TO DO IF YOU ARE CONCERNED ABOUT A CHILD'S WELFARE: TAKING ACTION

Any child could become a victim of abuse. Staff should always maintain an attitude of 'it could happen here'. Key points for staff to remember for taking action are:

In an emergency take the action necessary to ensure the safety of the child – this could mean dialling 999.

Report your concern as soon as possible to the DSL/DDSL and certainly no later than 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 Concern form.

Seek support for yourself through the correct procedures if you are distressed.

#### What to do if you are concerned about a pupil's welfare

There will be occasions when staff may suspect a pupil may be at risk but have no 'real' evidence: the pupil's behaviour may have changed; their expressive work may demonstrate extreme ideas; they may write stories or poetry that reveal confusion or distress; physical (but inconclusive) signs may have been noticed.

In these circumstances staff should try to give the pupil the opportunity to talk to them. The signs could be due to a variety of factors. For instance, a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. 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 school's Concern Form to record these early concerns. If the pupil does begin to reveal they are being harmed staff should follow the school's procedures. If a member of staff is still concerned following the initial conversation, they should discuss their concerns with the DSL/DDSL. Any concerns which do not meet the threshold for child protection intervention will be managed through interventions such as Early Help / CAF process.

#### If a child chooses to disclose abuse to you

It takes a lot of courage for a child to disclose they are being abused. They may feel ashamed, 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; they may believe, or have been told, the abuse is their own fault. Sometimes a child may not be aware that what is happening to them is abuse.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member must let the pupil know they are obliged to pass the information on. Staff must not keep secrets and should inform the pupil that they cannot keep the information confidential. During any conversation with the pupil staff should:

Allow the pupil to speak freely.

Remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener.

Give reassuring non verbal cues or words of comfort such as: '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 periods of silence during the conversation – remember how hard this must be for the pupil.

Under no circumstances ask investigative questions – such as how many times has something happened, whether it happens with siblings too and what does the pupil's mother/father think about it.

Tell the pupil at an appropriate time you must pass any information on and explain to whom and why.

Not automatically offer any physical touch as a comfort – this may be anything but comforting to a child who has been physically abused.

Avoid admonishing the child for not disclosing anything earlier. Saying things such as 'I wish you had told me about this when it started' or 'I can't believe what I am hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean they have done something wrong.

Tell the pupil what will happen next.

The pupil may agree to go to see the DSL, otherwise let them know someone will come to see them before the end of the day.

Report the conversation verbally to the DSL, even if the pupil has promised to do so themselves.

Write up the conversation as soon as possible on the Record of Concern Form and make sure this is handed to the DSL/DDSL.

Seek support if they feel distressed by the conversation.

### **What happens next?**

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively. The DSL/DDSL will make contact with the parents 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 by the DSL/DDSL from the relevant children's social care services. It is always possible to seek advice from children's social care when considering a referral.

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

The DSL/DDSL 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. The pupil (subject to their age and understanding) and the parents will be told a referral is being made unless it would increase the risk to the child to do

so. Any member of staff may make a direct referral to children's social care if they genuinely believe independent action is necessary to protect a child.

### Reporting directly to child protection agencies

Staff should normally follow the reporting procedures outlined within this policy. With the exception of genuine emergencies, the reporting lines should be through the DSL/DDSL. However, they may also share information directly with the relevant children's social care, the police or the NSPCC if:

- The situation is a genuine emergency with imminent risk of significant harm to the child.
- The DSL/DDSL and the Principal/Head of School are all unavailable.
- You are convinced a direct report is the only way to ensure the pupil's safety.
- For any other reason they make a judgement that direct referral is in the best interests of the pupil.

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## Appendix B

### RECOGNISING ABUSE AND NEGLECT

#### Abuse

Abuse is defined as a form of maltreatment of a child. This can be by inflicting actual harm or by failing to act to prevent harm. Children can be abused in a family or in an institution or community setting by those known to them or, more rarely, by others (e.g. via the internet).

Children can be abused by adults or by another child or children.

Where abuse takes place, there is usually an imbalance of power between the perpetrator(s) and the victim(s), perhaps through age, dominance of personality, social influence or status, financial means or physical strength.

#### 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.

#### Categories of abuse and neglect

Types of abuse include:

**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.

**Emotional abuse:** The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child 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 to frequently 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.

**Sexual abuse:** Involves forcing or enticing a child 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/distribution 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:** Even an unborn child can suffer neglect, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing, 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.

### Indicators of abuse

Physical signs can define some types of abuse. For example, bruising, bleeding or broken bones resulting from physical or sexual abuse or injuries sustained whilst 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 these reasons it is vital that staff are aware of the range of behavioural indicators of abuse and report any concerns to the Designated Senior Lead (DSL) or Deputy Designated Lead (DDSL) within their school. It is the responsibility of staff to report their concerns, but it is not their responsibility to investigate or decide whether a child has been abused. A child who is being abused, neglected or exploited 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 lessons.
- Look unkempt, dirty and uncared for.
- Change their eating habits.
- Have difficulty in making or sustaining friendships.
- Appear fearful and anxious.
- Be reckless with regard to their own, or another's safety.
- Self-harm.
- Frequently miss school, arrive late or leave the school for part of the day.
- 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.

Start to use 'scripted' language in relation to particular extremist views.

Be constantly tired or preoccupied.

Be wary of physical contact.

Be involved in, or particularly knowledgeable about, drugs or alcohol.

Display sexual knowledge or behaviour beyond that normally expected for their age.

Acquire gifts such as money or a mobile phone from new 'friends'.

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/DDSL to decide how to proceed. It is very important staff report their concerns to the DSL/DDSL – they do not need 'absolute proof' the child is at risk. It is always better to share your concerns or 'nagging doubts' than to say nothing.

### Impact of abuse

The impact of child abuse, neglect and exploitation 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.

## Appendix C: Exemplar report form/log

STRICTLY CONFIDENTIAL: SAFEGUARDING CAUSE FOR CONCERN		
Full name of child (subject of concern): <i>Safia Hanlon</i>		
DoB (if known): <i>Not known - on SIMS but can't access</i>		
Form/class/group: <i>9DB</i>		
Name of reporting staff member: <i>Dawn French, form tutor 9DB</i>		Contact no: <i>Ext 08176</i>
<p><b>Factual description of concerns (what you have seen, heard or been told, using child's own words as far as possible)</b></p> <p><i>During form time today Safia asked to speak to me privately. I asked her to wait until the others had left and she disclosed that her dad has started to hit her mum on a regular basis. She said she is 'really worried' and 'doesn't want to go home'. She stated, 'He will kill her, Miss'. Safia cried and said, 'Someone needs to help us. He's getting worse'.</i></p> <p><i>I explained to Safia that I would share this with the DSL and that someone would speak to her today. I offered her the chance to see the Counsellor but she wanted to go to English. Told her she could come and find me or see the Counsellor any time today if she wanted.</i></p> <p>Signed/date/time completed <i>D French/26 Jan 2018/0945</i></p>		
Any additional documents attached (e.g. skin map/screenshot):		<i>No</i>
Action and communications log		
Date/time	Action and rationale/communications	Signed
<i>26/01/18 0930</i>	<i>DSL/DDSL informed and case discussed: emailed DSL and spoke to her on phone; she asked for completed form to be sent password protected - sent 0950</i>	<i>DF</i>
<i>26/01/18 0958</i>	<i>Children's social care contacted: Spoke to contact, assessment &amp; referral team, Walford CS with concerns to seek advice as risk of harm appears high. Family known to Children's Services. Allocated worker to call back.</i>	<i>JJ</i>
	<b>Other agencies notified:</b>	
<i>26/01/18 1130</i>	<i>Call from Dawn Lewis, social worker. Police aware of case. Been called out twice this week to the home but mum will not make formal complaint. DL to visit home today to speak to mum about children's welfare and assess risk (initial assessment started). School to monitor but not to contact parents at this stage. DL to call JJ tomorrow.</i>	<i>JJ</i>

## Appendix D:

### DESIGNATED SAFEGUARDING LEAD

Each school within the Trust will appoint an appropriate member of their Senior Leadership Team as a Designated SAFEGUARDING Lead (DSL) who will take lead responsibility for Child Protection and Safeguarding within that school. The DSL will be given the time, funding, training, resources and support to provide advice and support to all staff and local governors within the school on safeguarding matters. Each academy will also appoint at least one Deputy Designated Safeguarding Lead (DDSL) who will be trained to the same standard as the DSL and will take over any duties of the DSL if they are absent from the academy for any reason.

The DSL can delegate some responsibilities to the DDSL, and, in practice, the DDSL will often manage cases operationally. However, the ultimate lead responsibility for child protection within the academy remains with the DSL. The DSL should encourage a culture amongst all staff of listening to children and taking account of their wishes and feelings in any measures the school may put into place to protect them. The child's best interests should always be at the centre of decision making.

### Responsibilities of the Designated Safeguarding Lead

#### Referrals

It is the responsibility of the DSL to refer all of the following:

Cases of suspected abuse to the Local Authority Children's Social Care.

Cases of a radicalisation concern to the Channel programme.

Cases of a safeguarding nature concerning staff to the Principal/Head of School.

Cases where a crime may have been committed, including cases of FGM, to the police.

The DSL should ensure parents of school's pupils are aware that referrals about suspected abuse or neglect may be made and the role of the school in any such referral.

#### Working with others

Effective safeguarding is always a team effort. The DSL should liaise and work with the following groups on a regular or 'as required' basis:

- Principal or Head of School to inform them of any issues, caseloads, patterns and prevalence of safeguarding incidents and, in particular, keep them updated on any ongoing enquiries under 47 of the Children Act 1989 and/or police investigations.
- Case Managers and Designated Officers at the Local Authority on any child protection concerns.
- Attendance Officers (or equivalent) in their academy.
- Inter-agency groups, including taking part in strategy discussions and meetings and contribute to children's assessment. The DSL should also support any other staff who are involved in any such meetings with inter-agency groups.
- Local Safeguarding Children's Board (LSCB).

- All staff and local governors within their academy on any matters of safety and safeguarding.
- Social Work Teams over suspected cases of abuse.
- Child Protection Conferences and Core Groups in order to attend and/or submit a school child protection reports.
- Take part in peer reviews and audits related to safeguarding.
- Be their school's representative on the Trust's Safeguarding Group, and work with each other to ensure the Child Protection and Safeguarding Policy is reviewed annually (as a minimum); procedures and implementation are updated and reviewed regularly and all staff and governors are aware of any new versions of the policy.

### **Training**

The DSL (and any DDSLs) will undergo formal training to provide them with the knowledge and skills required to carry out their role. This training should be updated at least every two years.

The DSL will undertake Prevent training in order to:

- Provide advice and support to staff on protecting children from the risk of radicalisation.
- Support their academy with regards to the requirements of the Prevent duty.
- Support staff who come to them with any child protection or safeguarding concerns and guide them through any appropriate process.

In addition to formal training, the DSL (and any DDSLs) will keep their skills and knowledge updated at regular intervals. This should be done when required, but at the very least annually, in order to allow them to keep abreast of any developments and regulations relevant to their role.

### ***The DSL should ensure they are conversant with the following:***

- The assessment process for providing early help and intervention, e.g. through locally agreed common and shared assessment processes such as early help assessment.
- How local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Their academy's Child Protection and Safeguarding Policy.
- Specific needs within their academy of children in need, those with special educational needs, young carers and any other particularly vulnerable groups.
- How to keep detailed, accurate and secure written records of concerns and referrals.
- How to obtain access to resources and attend any relevant courses.

### ***The DSL should lead on child protection and safeguarding training and ensure:***

- All staff and governors in their academy receive introductory safeguarding training.
- Their school can demonstrate all staff have received relevant Child Protection & Safeguarding, Prevent and Anti-Radicalisation training.
- Staff are made aware of any changes and updates to local authorities' policy and procedure.

- All staff, local governors, temporary staff and visitors are aware of the academy's Child Protection and Safeguarding Policy and its procedures are implemented and followed in their academy.

### **Record Keeping and Information**

As part of their role the DSL should:

Maintain accurate and relevant records for all children for whom there are safeguarding concerns along with individual Child Protection files for children who are the subject of a Child Protection Plan. Ensure the up-to-date version of the Child Protection and Safeguarding Policy is available on the school's website, along with any other relevant safeguarding information.

Ensure all provision of information to pupils/students are fit for purpose, fully understood and used appropriately.

### **Transfer of Child Protection Files**

When a pupil/student leaves the school, the DSL should:

- Ensure the child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file under strict confidential cover. If not hand delivered to a local school, this should be sent by registered post to a named person, preferably the DSL of the receiving school and should be tracked that it has been received and signed for. If the file type can be saved electronically, it could be sent to a specific, named person (preferably the DSL) via email but only if it can be password protected with the password being sent in a separate email.
- Ensure the file is checked before sending to ensure all papers are in order and the correct information is enclosed. Ensure that the file meets the required standards of the Data Protection Act (2018), including the General Data Protection Regulation.
- Keep a copy of the child protection file for school records. This should be securely archived until the pupil/student reaches the age of 25 when it can be destroyed.
- Ensure a receipt for the file is received from the receiving school and kept in the academy's copy file.

### **Availability**

The DSL should be available during regular academy hours for members of staff to discuss any safeguarding concerns.

In the absence of the DSL, the DDSL should be available for staff to discuss any concerns.

The DSL should liaise with senior staff at their academy to arrange adequate and appropriate cover arrangements for any out of hours / out of term activities.

In exceptional circumstances, by agreement, availability via telephone and/or Skype or other such recognised mediums is acceptable according to KCSIE 2018.

## Appendix E

### THE LOCAL GOVERNING BODY AND THE CHILD PROTECTION & SAFEGUARDING GOVERNOR

Child Protection and Safeguarding are an intrinsic part of any Trust school. The core principles should be to ensure the health, safety and welfare of any persons within that Academy.

The Local Governing Body (LGB) has a specific role to undertake with regard to Child Protection and Safeguarding in accordance with this Policy.

#### Responsibilities of the Local Governing Body

Each LGB should:

- Appoint one Governor as the Child Protection & Safeguarding Governor.
- Ensure every Governor on the LGB receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by Academy staff or someone from the Trust Safeguarding Team. The training will be in line with that received by all staff members. All LGB members to read Part 1 of KCSIE (2018).
- Ensure that any Governors who are involved with staff recruitment have completed appropriate safer recruitment training or that someone with that training is on every appointment panel.
- Work with the school's DSL to ensure a complete and up-to-date record is kept of any and all Child Protection and Safeguarding training for all Governors.
- Liaise with the Principal and Senior Leadership Team to be assured that a culture of vigilance and safeguarding permeates all aspects of the Academy.
- Provide support and challenge to ensure compliance with procedures and processes required in KCSIE (2018) and any subsequent updates, and any local procedures issued by the Local Children's Safeguarding Board. This may include looking at headline data on prevalence of safeguarding incidents.
- Ensure the Academy-specific safeguarding policy is reviewed and approved on a regular basis (at least annually), and support and challenge to ensure Academy compliance.

#### Responsibilities of the child protection and safeguarding governor

It is the responsibility of the Child Protection and Safeguarding Governor to:

- Support the DSL by meeting with them and their team at least once a term.
- Report on meetings with the DSL/DDSL to the LGB and highlight any issues/concerns in order for the LGB to be fully informed on Child Protection and Safeguarding within their school.
- Check the Child Protection and Safeguarding Procedures in the Academy in liaison with the DSL and DDSL to ensure that they are being consistently followed in practice.
- Ensure statutory requirements are in place and report to the LGB on the use of resources to promote effective safeguarding, including any pressures that may create risk.
- Be assured that arrangements for the most vulnerable groups of children are in place and secure and that their progress and outcomes are properly tracked.



- Be assured that safeguarding arrangements for students accessing alternative provision or part-time timetables are secure.
- Check that the curriculum is used well to promote safeguarding, paying particular attention to local issues.

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## Appendix F

### THE BOARD OF TRUSTEES AND THE CHILD PROTECTION & SAFEGUARDING TRUSTEE

Child Protection and Safeguarding are an intrinsic part of the Trust and the core principles should be to ensure the health, safety and welfare of any persons in the Trust, in any capacity. The Board of Trustees is the ultimate accountable body for the Trust.

#### Responsibilities of the Board of Trustees

The Board should:

Appoint one Trustee as the Child Protection & Safeguarding lead.

Ensure every Trustee receives appropriate annual training to make them fully aware of any changes to legislation / guidance / local and national Child Protection and Safeguarding procedures and issues. This will be carried out by the Trust Safeguarding Team.

Ensure that any Directors who are directly involved with staff recruitment complete the online Safer Recruitment training every three years.

Ensure an up-to-date record is kept of any and all Child Protection and Safeguarding training for Trustees.

Liaise with the appropriate people in academies to ensure that a culture of vigilance and safeguarding that permeates the Trust.

Receive regular, high level safeguarding reports from the Chief Executive Officer.

#### Responsibilities of the Lead Trustee for Child Protection and Safeguarding

It is the responsibility of the Child Protection and Safeguarding Trustee to:

- Undertake appropriate induction and update training.
- Ensure that when Trustees are involved in recruitment, at least one member of the panel has completed Safer Recruitment training.
- Attend meetings with Designated Senior Leads (DSL) within the Trust as a member of the Trust Safeguarding Team.
- Provide support and challenge at the Board in response to safeguarding reports provided by the CEO.
- Read and engage with Part 1 of Keeping Children Safe in Education 2018.