



The LETTA Trust

Safeguarding and Child Protection Policy

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Reviewed by:	Trust Board	Signed:	

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1. The LETTA Trust's vision

Our vision is that **every child** in **every school** in our trust:

- Loves **learning**, achieves their very best, has fun at school and feels excited about the future
- Knows how to make friends and get along well with **people**; to treat them with fairness, compassion and respect
- Grows **healthy** and strong, believes in themselves and has the confidence and resilience to follow their dreams
- Feels part of their **community**, proud of their school and inspired to make a positive difference in the world

2. Safeguarding aims

Every LETTA Trust school aims to ensure that its pupils are safe and happy. As such we fully recognise our child protection duty to ensure that:

- We take swift and appropriate action to safeguard and promote children's welfare
- Staff are fully aware of their statutory responsibilities in respect to safeguarding and are well trained in recognising and reporting safeguarding concerns
- Our pupils are well equipped with the skills needed to keep themselves safe
- We provide a safe environment in which children can learn and develop

3. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education 2019](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures agreed and published by our 3 local safeguarding partners.

The policy meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#). It also complies with The LETTA Trust's funding agreement and articles of association.

It is underpinned by the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

4. Definitions

Safeguarding and promoting the welfare of children means:

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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

The following **3 safeguarding partners** are identified in 'Keeping Children Safe in Education' (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

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. Appendix 1 defines more detail

Upskirting is a form of sexual harassment that normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks. It often occurs in a public crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated. 'Upskirting' is a criminal offence.

5. Equality

Some children have an increased risk of abuse. For others additional barriers can exist with respect to recognising or disclosing it. We recognise children's diverse circumstances and ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation (FGM), child sexual exploitation (CSE), forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

In regard to children with SEN and disabilities, behaviour, mood, and injury may correlate to abuse not just disability therefore extra pastoral support is provided to ensure their safety and wellbeing.

6. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the Trust. Our policy and procedures also apply to extended school and off-site activities.

6.1 All staff

All staff must read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2019](#), and review this guidance at least annually. All staff must be aware of:

- The systems which support safeguarding, including the Trust's Staff Code of Conduct, the role of the designated safeguarding lead (DSL) and all other safeguarding policies
- The early help process or common assessment framework and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as CSE, FGM and radicalisation

Section 8 and appendix 4 of this policy outline in more detail how members of staff are supported to do this.

6.2 The designated safeguarding lead (DSL)

Each school in the Trust has a DSL who is a member of the senior leadership team. There are also deputy designated safeguarding leads (DDSLs) (see school specific information appendices 7 and 8 for their names, job titles and contact details). The DSL takes lead responsibility for child protection and wider safeguarding. The DSL and the DDSLs are available to staff to discuss any safeguarding concerns.

If the DSL and the DDSLs are not available, the Head designate or most senior member of staff will act as cover (for example, during out-of-hours or holiday activities).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service and the police), and support staff who make such referrals directly

The DSL will also keep the Headteacher informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate. The full responsibilities of the DSL are set out in their job description.

6.3 The Trust Board and CEO

The Trust Board will approve this policy at each review, and hold the CEO to account for its implementation.

The Trust Board will appoint a governor in each school to monitor the effectiveness of the policy in conjunction with the full governing board. This is always a different person from the DSL.

The CEO or chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, where appropriate (see appendix 3).

If an allegation is made against the CEO, the chair of the Trust Board will act as 'case manager'.

6.4 The Headteacher

The Headteacher in each school is responsible for the implementation of the policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met in the Early Years Foundation Stage (EYFS)
- Making sure each child in the EYFS is assigned a key person

7. Confidentiality

You will need to break confidentiality if, at any time, the health or safety of the person seeking help or any other person is at risk, for example:

- There is a disclosure or evidence of physical, sexual or emotional abuse or neglect
- Suicide is threatened or attempted
- There is disclosure or evidence of self-harm including drug or alcohol misuse
- There is evidence of mental illness
- Someone is receiving threats of violence or theft from peers

What to do if confidentiality needs to be broken:

- Inform the person seeking your help about the need to break confidentiality
- Explain that you have to pass on what you have heard to the DSL and let them know they can come with you to speak to the DSL
- Discuss the concern with the DSL immediately, preferably with the person's consent but make sure you do so even without consent
- The DSL will decide what action is needed and who needs to be informed. They will keep a written record of all action taken. Discuss with the person seeking help any action taken
- You may be able to continue to support him or her if you and the DSL think it appropriate
- If you are unsure as to whether to break confidentiality speak to the DSL. You do not have to give names but can explain the situation to check things through

You should note that:

- Timely information sharing is essential to effective safeguarding
- Information must be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm
- Never promise a child that you will not tell anyone about an allegation, this may not be in their best interests
- Confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

8. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding concern.

8.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.** Tell the DSL (see section 6.2) as soon as possible if you make a referral directly appendix 6.

<https://www.gov.uk/report-child-abuse-to-local-council>

8.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

8.3 So-called 'honour-based' violence (including Female Genital Mutilation and Forced Marriage)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators.

If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's 'Keeping Children Safe in Education' explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow the local safeguarding procedures.

Any member of staff who suspects a pupil is at risk of FGM must speak to the DSL and follow our local safeguarding procedures.

8.4 If you have concerns about a child (as opposed to a child being in immediate danger)

If you have concerns about a child's welfare and the child is not in immediate danger, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to the local authority children's social care directly (see appendix 6).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

8.5 Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

8.6 Referral to the local authority

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, (see appendix 6), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

8.7 Child protection conferences

If a Child Protection Conference is called following an investigation it is essential that the school is represented by someone who has informed knowledge of the child. This would normally be the DSL or the child's teacher. It may be appropriate for other staff involved with the child in the school to attend but this should only be on a need to attend basis.

Parents will usually be invited to attend Child Protection Conferences and will have access to any written report. If a member of staff has information that they feel unable to share with the parents or carers, they should contact the chair of the conference prior to the meeting.

8.8 Monitoring children who are subject to a Child Protection Plan (CPP)

If at the Child Protection Conference it is decided that a child is at risk of significant harm then the child will be made the subject of a Child Protection Plan (CPP). The school will be officially notified and given the name of the key worker who will be a Social Worker from the Local Authority in which the child lives.

It is particularly important to keep a careful watch on the attendance and well-being of pupils who are the subject of CPPs. The key worker must be notified as soon as attendance breaks down or if there are other concerns as discussed and agreed at the Child Protection Conference and specified in the Child Protection Plan. There must be close and continuous liaison with the key worker, which may include attendance at core group and other meetings.

Even when a child is the subject of a CPP and/or the case is open to an allocated social worker any new or additional concerns about the child's wellbeing must be reported to the Child Protection Advice Line.

8.9 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see appendix 6).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

8.10 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Headteacher. If you have concerns about the Headteacher, speak to the chair of governors or CEO.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Headteacher, chair of governors or DSL will then follow the procedures set out in appendix 3, if appropriate. Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

8.11 Allegations of peer on peer abuse

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under each school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, upskirting or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children's social care team and follow their advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We reduce the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring each school's curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

8.12. Sexting

If you are made aware of an incident involving sexting (also known as 'youth produced sexual imagery'), you must report it to the DSL immediately.

You must not:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

If it is necessary to refer an incident to the police, this will be done by dialling 101.

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

9. Notifying parents

We discuss any concerns about a child with the child's parents unless we are advised otherwise. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will notify the parents of all the children involved unless we are advised otherwise.

10. Mobile phones and cameras

Staff are allowed to bring their phones to school for personal use during non-contact time when pupils are not present. Staff members' personal phones must remain in their bags or cupboards during contact time with pupils. Staff do not take pictures or recordings of pupils on their personal phones or cameras.

We follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school. Parents or guardians give permission on admission to the school for photos and recording to be taken of their child.

11. Complaints and concerns about school safeguarding practices

11.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation are handled in accordance with procedures for dealing with allegations of abuse against staff (see appendix 3).

11.2 Other complaints

Please refer to The LETTA Trust complaints policy

11.3 Whistle-blowing

Please refer to The LETTA Trust Whistleblowing policy

12. Record keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If in any doubt about whether to record something, discuss it with the DSL.

The Tower Hamlets Early Help Assessment (eHA) Form should be used for the purpose of recording information on concerns about the wellbeing of a child. This offers the benefit of the eHA Form being already in process if a decision is subsequently reached that an assessment on the child should be completed on the eHA Form. Forms are completed online <https://forms.towerhamlets.gov.uk/service/ehenquiries>

Non-confidential records must be easily accessible and available. Confidential information and records are held securely and only available to those who have a right or professional need to see them.

When children change schools it is essential that their full records are transferred so that it can be ensured that they receive appropriate curriculum and teaching support at their new school and so that any concerns about their welfare are known about and monitoring undertaken.

When a child joins the school and full records have been requested and not received then the Attendance and Welfare Service (AWS) should be notified. The AWS will support your efforts to obtain the records and will also in turn notify the Specialist Attendance and Welfare Advisor (AWA) for Children Missing Education. Similarly, where a pupil moves to another school or local authority area and no request for records is received then a referral should be made to the AWS for follow-up.

Full records of actions taken are kept in relation to cases where pupils change school. These records are used for reference if any issues subsequently arise in relation to the whereabouts of the child and the steps taken by the school at the time when the child moved.

Records related to concerns about the wellbeing of a child should be sent separately from the academic records in a sealed envelope marked private and confidential to the DSL at the receiving school. A full copy of these particular records should always be retained by the sending school and kept locked in a secure location in the event of a query being received at a future date.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

13. Training

13.1 All staff

All staff members undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training is regularly updated and is in line with advice from the Tower Hamlets local safeguarding children board.

All staff have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Staff also receive regular safeguarding and child protection updates (for example, through emails and staff meetings) as updates occur, but at least annually.

Volunteers receive training on induction.

13.2 The DSL and DDSLs

The DSL and DDSLs undertake child protection and safeguarding training at least every 2 years.

In addition, they update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments). They also undertake Prevent awareness training.

13.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

13.4 Recruitment interview panels

At least one person on any interview panel for a post at the school will have undertaken safer recruitment training. This covers, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education. It will also be in line with local safeguarding procedures.

13.5 Staff who have contact with pupils and families

All staff have regular 1-1s which provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

14. Monitoring arrangements

This policy will be reviewed **annually** by the CEO in consultation with Headteachers. At every review, it will be approved by the Trust Board.

15. Links with other policies

This policy links to the following policies and procedures:

- Whistleblowing policy
- Behaviour and Anti-bullying policy
- Staff Code of Conduct
- Complaints Procedure
- Health and Safety policy
- Attendance policy
- Online Safety policy
- Sex and Relationship Education policy (also known as the Health and Relationships Education policy)
- Medical Needs policy including Intimate Care
- Educational Visits policy

- Equality policy
- Curriculum policy

Appendix 1: types of abuse

From statutory DfE guidance Keeping Children Safe in Education 2019

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

Physical abuse 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 is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- 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 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)
- Ensure access to appropriate medical care or treatment

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

Serious Violent Crimes. The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

Appendix 2: safer recruitment and DBS checks policy and procedures

We record all information on the checks carried out in each school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We seek references on all short-listed candidates, including internal candidates, before interview. We scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors. We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Trainee teachers

Where trainee teachers are salaried by us, we will ensure that all necessary checks are carried out. Where trainee teachers are unsalaried, we obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006.

Volunteers

We:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Always obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2018 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we retain a record of our

assessment. This includes our evaluation of any risks and control measures put in place, and any advice sought

Trustees and governors

All trustees and governors have an enhanced DBS check with barred list so that they can take part in activities with pupils in each school. The chair of the Trust Board will have their DBS check countersigned by the secretary of state.

All trustees and local governors will have the following checks:

- Section 128 check
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Adults who supervise pupils on work experience

When organising work experience, we ensure that policies and procedures are in place to protect children from harm.

We also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

External Speakers

We encourage the use of external agencies or speakers in our schools to enrich the experiences of pupils. We vet those external agencies, individuals or speakers who we engage to provide such learning opportunities or experiences to ensure that we do not unwittingly use agencies with messages that are inconsistent with, or are in complete opposition to, the Trust's values and ethos.

All External Agencies and Speakers are asked to read the External Speakers' Agreement, at the point of booking (appendix 9).

Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

Suspension

Suspension is not the default position, and will only be considered in cases where there is reason to suspect that children are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Trust

Definitions for outcomes of allegation investigations

Substantiated: there is sufficient evidence to prove the allegation

Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive

False: there is sufficient evidence to disprove the allegation

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made

Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher (or CEO/Chair of Trustees where the Headteacher is the subject of the allegation) – the 'case manager' – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police

and/or children's social care services. The case manager may, on occasion, consider it necessary to involve the police before consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police

- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer and the police or children's social care services, if necessary. Where the police or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate, carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police or children's social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and liaise with the police and children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teacher Regulation Agency (TRA).

Where the police are involved, wherever possible the Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements

and evidence for use in the school's disciplinary process, should this be required at a later point.

Timescales

Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days

If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

Specific actions

Action following a criminal investigation or prosecution

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

Conclusion of a case where the allegation is substantiated

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and HR adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

Individuals returning to work after suspension

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

Unsubstantiated or malicious allegations

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

Confidentiality

The Trust will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

Record-keeping

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

References

When providing employer references, we do not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

Appendix 4: specific safeguarding issues

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We follow procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual or criminal exploitation, and to help prevent the risks of going missing in future. This includes:

- Making sure the school holds more than 1 emergency contact number for each pupil
- 1st day - call parent if a child is absent without the parent or guardian having informed the school. Check siblings are in school
- 2nd day – call emergency contacts for the child
- 3rd day - home visit (depending on outcome of 2nd day)
- If following home visit child is still missing, inform LA and police
- If the child is considered to be at risk in any way, these steps will be escalated
- Informing the local authority if a child leaves the school without a new school being named
- Sharing information with the local authority when removing a child's name from the admission register at non-standard transition points

Staff are trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team and the police, if the child is in immediate danger or at risk of harm.

Children and 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 is an age appropriate guides to support 5-11-year olds. The guides explain each step of the process and support and special measures that are available.

Making child arrangements via the family courts following separation can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information which may be useful for some parents and carers.

Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Domestic abuse

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

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL or DDSLs should be aware of contact details and referral routes in to the Local Housing Authority so they can raise or progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

Child criminal exploitation or 'county lines'

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns.

Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years
- Can affect any vulnerable adult over the age of 18 years
- Can still be exploitation even if the activity appears consensual
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence
- Can be perpetrated by individuals or groups, males or females, and young people or adults
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Sexual violence and sexual harassment between children

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

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

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing.

All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. The DSL makes sure that staff members have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 8.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother or other family member disclosing that FGM has been carried out
- A family or pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) or attending a travel clinic or equivalent for vaccinations and anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Forced marriage

Forcing a person into 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. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fmfco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that members of staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on social media site e.g. Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If a member of staff is concerned about a pupil, they will follow our procedures set out in section 8.9 of this policy, including discussing their concerns with the DSL. Staff should **always** take action if they are worried.

Checking the identity and suitability of visitors

All visitors are required to verify their identity to the satisfaction of staff and if asked, to leave their belongings, including their mobile phone(s), in a safe place during their visit.

If the visitor is unknown to the setting, admin staff check their credentials and reason for visiting before allowing them to enter the building. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, are accompanied by a member of staff at all times. We do not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

Non-collection of children

Where children are uncollected at the end of the school day whether due to the parents or carers being unavoidably delayed for a prolonged period or due to all efforts to contact the parents or carers being unsuccessful and there is serious concern about safeguarding their welfare (as opposed to children where the parents are just late in collecting them) then it is essential that the protection of the welfare of the child is the priority.

Where parents or carers do not collect a child from school on time staff should make a record of this on an eHA form. If the problem is repeated then the parents or carers should be asked to cooperate in the completion of an assessment on the eHA form, so that the school can work with the parent or carer to find solutions to the problem.

If the parent or carer has contacted the school to explain reasons for lateness then the school should make arrangements for the child to be able to safely remain to allow time for the parent or carer to get there or for her/him to arrange for another, known, responsible adult to collect their child.

Should this prove difficult for the school then there is the option to explore the possibility of taking the child to the nearest designated school offering extended after-school childcare provision.

In the event that there is no contact at all from the parents or carers or there is good reason to believe that the parent or carer would not be in a fit state to look after their child and there is serious concern about safeguarding their welfare (as opposed to children where the parents are just late in collecting them), staff should telephone the Child Protection Advice Line to get advice.

Designated local schools offering extended after-school childcare provision

The child's school should contact their nearest designated school offering extended after-school childcare provision from the list below, explain that they have an uncollected child and establish if there is a place available in the after-school provision for the child:

- St Elizabeth's School, Bonner Rd, London E2 9JY, 0208 980 3964
- St Matthias School, Bacon St, London E2 6DY, 0207 739 8058
- St Anne's School, Underwood Rd, London E1 5AW, 020 7247 6327
- St Mary and St Michael's School, Sutton St, London, E1 0BD, 0207 790 4986
- Hermitage School, Vaughan Way, London E1 9PT, 0207 702 1037
- Chisenhale School, Chisenhale Rd, London E3 5QY, 0208 980 2584
- Clara Grant School, Knapp Rd, London E3 4BU, 020 7987 4564
- St Lukes School, Saundersness Rd, London E14 3EB, 0207 987 1753

The school will then contact the Child Protection Advice Line operated by the Local Authority and give the child's details, any needs, and the parents or carers' contact numbers. They should also advise the Duty Social Worker of the childcare provision that the child has been taken to.

The school should then arrange for the child to be safely transported to, and signed into the visitor's book at the after-school provision.

When the child arrives at the after-school provision the manager should be told whether the parents/carers have been contacted and are on their way. The contact details of the parent/carer should be given to the manager, together with any advice given by the Child Protection Advice Line.

Where the child's parents or carers have still not been contactable the after-school provision manager should continue trying to contact the parents or carers before 6.00pm. It should be only the parent or designated carer who is permitted to collect the child.

If the child remains uncollected by 6pm, and no contact has been made with any parent or carer, then the after-school provision manager should contact the Children's Social Care Emergency Duty out of hours team.

Please note that the child's school is responsible for any costs associated with transporting the child safely to the after-school childcare provision and also for the cost of the provision itself.

Parents arriving to collect a child when affected by alcohol or substance abuse

If when a parent or carer arrives at a school to collect their child it is thought that they are suffering from the adverse effects of misuse of alcohol or other substances, a decision needs to be taken regarding whether the child's safety may be placed at risk by releasing the child to the parent or carer. Parents or carers cannot normally be prevented from taking their own children but if it is believed that the child would be placed at serious risk then the Head designate can intervene to ensure the child's safety. The Head designate could try to reason with the parent or carer and, for example, could assist the parent or carer in contacting another adult who is in a suitable position to collect and look after the child.

If a school feels the child is at risk of significant harm from the parent or carer then they should immediately telephone the Child Protection Advice Line to get advice or the Children's Social Care out of hours team or the police if after normal office hours.

The event should be recorded on an EHA form. If this is a situation that occurs regularly, the DSL would complete a full EHA form with the parent and possibly get help for them from local drug and alcohol services, accessed through the Primary Care Trust.

Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Search the school building and grounds
- Inform the most senior member of staff at the time
- Contact the child's parent or carer
- Contact the police

If a child leaves the school site we will:

- Ensure the child remains within site
- Inform the most senior member of staff on site
- Contact the child's parent or carer
- Contact the police

Appendix 5: guidance on recording and reporting suspected abuse

The following information may be useful to record:

- Behaviour or emotional state and any changes
- Relationship with other children and staff
- Attendance
- Appearance and dress, particularly if there are concerns about neglect
- Any comments, drawings or accounts of family life or parental behaviour
- Any injuries or marks to the body, showing location, date and explanations for the injury. Any unexplained injury should be discussed with the designated teacher
- Records should be stored securely and separately from the child's academic records

When you report suspected abuse the DSL or social worker will need to know:

- What your concern is
- How and why your concerns have arisen. What you have seen or heard to make you believe the child is at risk from abuse
- If anyone else shares your concern or has other concerns
- The child's name, age, ethnicity, gender and any disability or special needs
- If any other agencies or professionals are involved with the child
- If you have discussed your concerns with parents and how they responded
- What the child wants to happen next (if they have confided that to you)

Appendix 6: Tower Hamlets Safeguarding Children Board



Multi-Agency Safeguarding Hub (MASH) 020 7364 3444 / 5601 / 5606

If there is a concern about the welfare of a child or young person and you would like to talk it through then you should contact the Tower Hamlets Children and Culture Directorate's Multi-Agency Safeguarding Hub (MASH).

The Duty Officer will be able to discuss the concern, assist in deciding whether a formal child protection referral is appropriate and facilitate the reporting of a formal child protection referral in accordance with Tower Hamlets Safeguarding Children Partnership (THSCP) Procedures and to offer advice.

When there is a specific concern of a child protection nature whereby it is thought that a child has been harmed or at risk of being harmed then the LBTH Inter-Agency Referral Form should be completed in the first instance. The MASH should then be contacted on 0207 364 3444 / 5601 / 5606 to discuss the matter and the completed Inter-Agency Referral Form then emailed/faxed through.

The MASH operates between 9.00am and 5.00pm except at weekends and on public holidays. If the concern arises outside of the hours operated by the MASH and it is believed the child may be at immediate risk the Children's Social Care Emergency Out of Hours Duty Team or the Police should be contacted without delay.

Important contact information:

Multi-Agency Safeguarding Hub (MASH) email Note – information should only be emailed following prior discussion with the Duty Officer.	: MASH@towerhamlets.gov.uk
Children's Social Care Emergency Out of Hours Duty Team (5.00pm onwards)	020 7364 5006 – choose Option 3
Child Abuse Investigation Team (CAIT)	020- 8217 6484 (or use 999 if not available)

September 2019

Appendix 7: Bygrove Primary School Specific Information

DSL:

Fiona Durnian

– Assistant Headteacher Inclusion Leader
email: fdurnian@letta.org.uk

DDSLs:

Sharon Gibbs	– Parent Support Worker
Michelle Delia	– Head of School
Sarah Nightingale	- Assistant Headteacher
Akosua Acheampong	- CEOP Lead
Charlotte Littlewood	- Phase Leader
Syeda Thuba	– School Social Worker

Societal and locational risks

- Neglect
- Radicalisation and extremism
- Domestic violence
- Mental health issues including substance abuse
- Child sexual exploitation linked to local gang culture
- Peer on peer abuse linked to local gang culture
- Physical chastisement

Bygrove Primary School Record of Child Protection Concern

Date:

Time:

Recorded by:

Reported to:

Name of child:

Class:

Witnesses:

Concern:

Action taken:

Signature of DSL:

Appendix 8: Stebon Primary School specific information

DSL:

Nicole Lemcke – Assistant Headteacher, Inclusion Leader
email:nlemcke@letta.org.uk

DDSLs:

Chanel Ahmed – Parent Liaison Officer
Jeremy Iver – Headteacher
Kelly Smith - Assistant Headteacher EYFS
Emily Curtis - Assistant Headteacher
Gosia Matinez - Assistant Headteacher
Syeda Thuba – School Social Worker (Monday and Friday PM)

Societal and locational risks

- Neglect
- Radicalisation and extremism
- Domestic violence
- Mental health issues including substance abuse
- Child sexual exploitation linked to local gang culture
- Peer on peer abuse linked to local gang culture
- Physical chastisement

Child Protection Action Sheet

Date Reported:

Child's name:

DOB:

Class:

Siblings in this school:

Reported to: (put both school staff member and social worker's names)

Who reported the concern?

Advice given:

Action taken:

Details of disclosure: Attach or write below - to be filed in the CP cabinet

Safeguarding Concern Form

Please outline your concern below.

Use the child's class concerns book to log any further cases of this same concern.

If a different concern arises please complete a new form.

On completion of form, place in the safeguarding folder on Chanel's desk.

For urgent concerns please contact Chanel immediately, if she is unavailable contact Nicole, the Head designate or your line manager.

For a guideline on what concerns may be considered urgent please see overleaf, but remember to use your professional judgement

Child's name:

Class:

Complete by:

Date:

Date concern arose:

Please refer to the four areas of child abuse overleaf

Concern:

<u>Physical abuse</u>	<u>Emotional abuse</u>	<u>Sexual abuse</u>	<u>Neglect</u>
<p>Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.</p> <p>Can also be caused by a parent fabricating symptoms or inducing illness.</p> <p>Child may have long periods of time off, have unexplained marks on their body, may show changes in behaviour.</p>	<p>Conveying to a child that they are worthless, Imposing developmentally inappropriate expectations. Causing a child to feel frightened or in danger.</p> <p>Some level of emotional abuse is involved in most types of ill treatment of children, though emotional abuse may occur alone.</p> <p>Child may show changes in behaviour, they may act inappropriately for their age.</p>	<p>Sexual abuse involves forcing or enticing a child to take part in sexual activities. Activities may involve physical contact.</p> <p>Sexual activities may also include non-contact activities – watching sexual activities or seeing explicit images.</p> <p>Child may show changes in behaviour, they may act inappropriately for their age. Child may dress inappropriately for age and act inappropriately towards peers.</p>	<p>Defined as the persistent failure to meet a child's basic physical and/or psychological needs.</p> <p>A child must be provided with nutritious food, shelter, protected from harm, have their emotional needs met, have access to appropriate medical care, given an education.</p> <p>A child may be regularly grubby, extremely skinny or overweight, they may have large periods of time off school. A child may show changes in behaviour.</p>

These are all suggestions, not a strict guide – use your professional judgement

I feel concerned, what do I do?

If you feel concerned for a child complete a child concern form and place it in the folder on Gwen's desk.

-Every class has a concerns book.

-For any additional information about the concern record in the class concerns book.

-If you report a concern but overtime your concern deepens, make sure everything has been recorded. Send Gwen an email requesting an update on the wellbeing of the child and asking her to look in your class concern book. You do not need to complete a new form.

If you have a new, unrelated concern for the same child, then begin the process again, complete a new concern form.

I am worried a child is at risk of radicalisation what do I do?

Exactly the same as all other concern, it is still a concern for the safety of a child and falls under safeguarding.

What is an urgent concern?

-If a child has made a direct disclaimer to you. In this case reassure the child, DO NOT PROMISE TO KEEP SECRETS.

-If you view a child is in direct danger.

-If a parent makes a disclaimer to you or asks for your help as they feel they and their child may be in danger.

FOR ANY OF THESE CONCERNS GO STRAIGHT TO A SAFEGUARDING LEAD

External Speakers Agreement

School:

We understand the importance of visitors and external agencies to enrich the experiences of our pupils.

In order to safeguard our pupils, we expect all visiting speakers to read and adhere to the statements below:

- Any messages communicated to students support fundamental British Values and our school values
- Any messages communicated to students are consistent with the ethos of the school and do not marginalise any communities, groups or individuals
- Activities are matched to the needs of pupils
- Any messages communicated to students do not seek to glorify criminal activity or violent extremism or seek to radicalise students through extreme or narrow views of faith, religion or culture or other ideologies
- Visitors are accompanied by members of staff at all times when they are in contact with pupils