



Twyford
C of E
Academies Trust

Document Title	Child Protection Policy
Committee Responsible for Policy	Board of Directors (in Consultation with the Student Committees)
Review Frequency	Annually (statutory requirement)
Last Reviewed	September 2020
Next Review Due	June 2021
Policy Author	K Smith and DSLs

Assessment of the Impact of a Policy on Equality & Diversity

Policy: Child Protection Policy	
Impact assessed by: R Lane	Date: 11/3/2015
<p>1. What is the potential for this policy impacting a person or group with a protected characteristic differently (favourably or unfavourably) from everyone else?</p> <p>The Policy is part of the Trust’s system for ensuring that people in protected groups are not treated more or less favourably than others.</p>	
<p>2. How would this be evidenced?</p> <p>Through regular monitoring of the application of the Policy by Student Committees and the minutes of these committees.</p>	
<p>3. Is there evidence that the operation of the current policy might impact a person or group with a protected characteristic differently from everyone else?</p> <p>YES/NO</p>	
<p>4. If the answer to 3 is ‘Yes’, please provide details and evidence.</p>	
<p>5. How might the new policy change this?</p>	
<p>6. Are there any other changes to the policy which might impact a group with a protected characteristic differently from everyone else?</p> <p>YES/NO</p>	
<p>7. If the answer to 6 is ‘Yes’, please provide details and evidence.</p> <p>New provisions for preventing extremism might adversely impact religious or ethnic groups. Care needs to be taken to ensure these provisions are applied in a balanced calm and proportionate way.</p>	
<p>8. Policies are required to reduce or eliminate inequality and disadvantage and promote diversity. Does this assessment indicate that the Policy passes or fails this test?</p> <p>PASS/FAIL</p>	

Child Protection Policy

1 Policy and Aims

1.1 Statement of Principle

Twyford C of E Academies Trust fully recognises its responsibilities for safeguarding students from significant harm. The purpose of this document is to assist all staff to protect and safeguard students who are at risk of significant harm and to prevent the impairment of a student's health or development. We, at Twyford Trust, aim to undertake our safeguarding role to enable students to have optimum life chances and enter adulthood successfully. This policy should be read in conjunction with the relevant sections of the **London Safeguarding Children Procedures**. This policy also reflects the statutory requirements of Working together to Safeguard Children (July 2018) and **Keeping Children Safe in Education (KCSIE) (September 2020)**

Twyford C of E Academies Trust is committed to Safeguarding and Promoting the Welfare of all of its students.

- The Trust recognises that Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
- This is defined as 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; and taking action to enable all children to have the best outcomes.
- (*Keeping Children Safe in Education defines children as everyone up to the age of 18. For the purpose of this policy 'child' covers all students in full time education in Trust schools*).
- The Trust recognises that no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Each student's welfare is of paramount importance. We recognise that some students *may* be especially vulnerable to abuse. We recognise that students who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way and their behaviour may be challenging. We recognise that, irrespective of whether a student is abused, they may have issues relating to their mental well-being and engage in self-harm and that there is a distinct link between safeguarding and mental health. We also recognise that we have a duty to prevent students becoming radicalised and are at risk from criminal and sexual exploitation. We will always take a considered and sensitive approach in order that we can support all of our students.

1.2 Aims

Our policy applies to all staff, directors, governors and volunteers working in the school. There are eight main elements to our policy:

- Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with students

- Raising and maintaining understanding and awareness of all safeguarding issues amongst staff and students and equipping children with the skills needed to keep them safe, both mentally and physically
- Alerting staff to warning signs and risk factors.
- Developing and implementing systems and procedures through the use of CPOMs for identifying and reporting cases, or suspected cases, of significant harm.
- Supporting students who have been abused in accordance with his/her agreed child protection plan.
- Providing guidance for staff dealing with students with mental health issues and support to students who self-harm and their peers and parents/carers.
- Providing guidance for staff dealing with students at risk of radicalisation
- Establishing a safe environment in which students can learn and develop

We recognise that because of the day to day contact with students, school staff are well placed to observe the outward signs of abuse, self-harm, radicalisation, changes in behaviour or a student's failure to develop. They are advised to be alert to possible concerns.

Each school will therefore:

- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to
- Ensure students know that there are adults in the school whom they can approach if they are worried.
- Deliver a detailed **PSHE/RSHE** enabling our or students to develop the skills they need to recognise and stay safe from all types of abuse
- Identify where there are welfare concerns and take action to address them, in partnership with other agencies where appropriate

Details of local arrangements at each school are found in Appendices A and B.

2 Procedures

We will follow the procedures set out by the Local Safeguarding Children Board and take account of guidance issued by the Department for Education, the Local Authority and other relevant bodies.

2.1 Roles and Responsibilities

We will ensure that we appoint at least two members of staff from each school's leadership team. One of the two will be the Designated Safeguarding Lead. Another will be the Deputy Safeguarding Lead. Other designated staff will receive appropriate training (updated every two years) and support for their role. The Designated Safeguarding Lead will (see appendix D):-

- Implement this policy.
- Refer cases of suspected abuse, self-harm, radicalisation or allegations to the relevant investigating agencies;
- Act as a source of support, advice and expertise within the educational establishment; liaise with the Associate Head teacher to inform him/her of any issues and ongoing investigations and ensure there is always cover for this role.
- Recognise how to identify signs of abuse, self-harm or radicalisation and when it is appropriate to make a referral;
- Monitor the help, support and progress of the pupils.

- Have a working knowledge of how Ealing Safeguarding Children Board operate, the conduct of a child protection case conference and be able to attend and contribute to these;
- Initiate an EHAP (Ealing’s Early Help Assessment and Plan) for self-harm concerns if necessary.
- Identify an individual to act as Prevent Single Point of Contact and make referrals to the Channel panel.
- Be aware when it is essential for outside agencies to be informed
- Report any mention of suicidal feelings as a matter of urgency
- Ensure that all staff have access to and understand the school’s child protection policy;
- Ensure that all staff have training on this policy at least every year and that induction training is provided for new members of staff
- Ensure First Aiders are particularly well informed about self-harm
- Keep detailed accurate secure written records and/or concerns through effective use of CPOMs
- Obtain access to resources and attend any relevant or refresher training courses at least every two years.
- Ensure the Child Protection Policy is updated and reviewed annually and work with the Board of Directors and Local Governing Body regarding this;
- Ensure parents are made aware of the child protection policy which alerts them to the fact that referrals may be made and the role of the school in this to avoid conflict later;
- Inform parents about any mental health concerns if appropriate and liaise with them as to how best to manage the situation.
- Where a child leaves the school, ensure the child protection file is copied for the new school as soon as possible and transferred to the new school separately from the main pupil file. If a child goes missing or leaves to be educated at home, then the child protection file should be copied and the copy forwarded to the Education Social Work Service.
- Ensure every member of staff and the directors and governors know the names of the Designated Safeguarding Officers and understand their responsibilities in being alert to all the signs of abuse, mental health issues including self-harm, FGM, child criminal and sexual exploitation, County lines or radicalisation and for referring any concerns to the Designated Safeguarding team. All staff, directors and governors should be retrained annually through the use of the Twyford Trust training portal – Flick Learning
- See Appendix D for more information about this role.

Our Board of Directors and Governing Body will ensure that:

- Each school has a nominated governor (or two) responsible for child protection who will undertake the Twyford Trust Annual Safeguarding Audit annually in conjunction with the school’s DSL. This audit will include a detailed review of the Child Protection Policies and Procedures and all matters relating to CP. The findings from this audit are fed back to the School’s GB and the Twyford Trust Directors.
- The Trust has a Child Protection Policy and procedures in place that are in accordance with local authority guidance and locally agreed inter-agency procedures, and the policy is made available to parents on request; this policy together with the staff code of conduct and the role of the designated safeguarding lead will be explained as part of staff induction. At least part 1 of ‘Keeping Children safe in Education’ September 2020 will be given to all staff – including temporary staff and volunteers – on induction.
- The school operates safe recruitment procedures (including making sure one person on each interview panel has had safer recruitment training) and makes sure that all

appropriate checks are carried out on staff and volunteers who work with students. A training module in safer recruitment is included on the Twyford Trust's on line learning portal Flick learning and key staff's completion of this is monitored

- The school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.
- Provide pupils with open access to information about self-harm and details of who to go to for help and support
- A senior member of each school's leadership team is designated to take lead responsibility for safeguarding (and deputy); that this person will have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children. The designated lead will liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children –2020*. There will always be cover for this role (see Appendix D for description of role).
- One or more deputy safeguarding leads will be trained to the same standard as the designated safeguarding lead.
- All staff members undergo safeguarding and child protection training at induction in line with advice from the LSCB and that all staff receive regular child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively
- They remedy, without delay, any deficiencies or weaknesses regarding child protection arrangements.
- They put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- A governor of each school is nominated to be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Executive Headteacher or Associate Headteacher.
- Where services or activities are provided on the school premises by another body, the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the school on these matters where appropriate.
- They review their policies and procedures annually and provide information to the LA about them and about how the above duties have been discharged
- A designated teacher is appointed to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training. This member of staff has the skills, knowledge and understanding necessary to keeping looked after children safe. In particular they should ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead, through the designated teacher for looked after children, should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- Review annually with SLT and the Twyford Trust Pastoral working group the PHSE and RHSE curriculum thus ensuring all aspects of CP are covered

Our Executive Headteacher and Associate Headteachers for each school will ensure that:

- The policies and procedures adopted by the Board of Directors are fully implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities; and
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to students, and such concerns are addressed sensitively and effectively in a timely manner, using the Whistleblowing policy if necessary.
- Ensure that parents and pupils are aware of their roles and responsibilities when implementing policy where appropriate.
- The Twyford Trust safeguarding audit is successfully completed on an annual basis
- Copies of Keeping Children safe in Education part 1, the Staff behaviour policy, the safeguarding response to children who go missing from education, the Child Protection policy and information regarding the role of the designated safeguarding lead are provided to staff on induction and reviewed in the annual CP training on Flick Learning
- Children are taught about safeguarding, including online, through teaching and learning opportunities, as part of a broad and balanced curriculum.
- There is a culture of safeguarding and with all staff, but especially the DSL considering whether the wider environmental factors present in a child's life – **contextual safeguarding** – are a threat to their safety or welfare.

2.2 Staff and Volunteers

- Will fully comply with the schools policies and procedures
- Will receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Will undertake all the required CP training via Flick Learning
- Will be aware that they have a legal duty to report an act of FGM to the police if this appears to have been carried out on a girl under 18.
- Inform the designated person of any concerns through the efficient and effective use of CPOMS
- Will be aware that all staff may raise concerns directly with Children's Social Care services and will be made aware of the process for making referrals and for statutory assessments especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments
- Inform the Associate Headteacher of any safeguarding concerns about adults in the school, unless the concern is about the Associate Headteacher in which case it should be referred to the Chair of governors
- Will be aware that they may be asked to support social workers to take decisions about individual children
- Will press for re-consideration if a child's situation does not appear to be improving
- Should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as

the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

- When dealing with a pupil who is self-harming: Remain calm and non-judgemental at all times; Listen to students and do not dismiss a pupil's reasons for distress as invalid; Encourage openness and be reassuring that help is available; DO NOT promise confidentiality; Try to enable pupils to feel in control by asking what they would like to happen and what help they feel they need; Report the matter to the designated key member of staff through CPOMs
- Be aware of things to watch out for which may indicate radicalisation and report concerns about possible radicalisation to the Designated Safeguarding Lead.
- Will be alert to the potential need for early help for a child who:
 - Is disabled and has specific additional needs
 - Has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
 - Is a young carer
 - Is very nervous about school holidays and who may return late from, or leave early for school holidays
 - Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Is frequently missing/goes missing from care or from home
 - Is often carry large amounts of cash or brings expensive items into school
 - Displays significant mood swings or who's behaviour has noticeably altered
 - Is at risk of modern slavery, trafficking or exploitation
 - Is at risk of being radicalised or exploited
 - Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
 - Is misusing drugs or alcohol themselves
 - Has returned home to their family from care
 - Is a privately fostered child

2.3 Safeguarding Information for Students

We will ensure:

- That all students are aware of the members of staff trained in child protection issue;
- That issues of safeguarding are covered within **PSHE and RHSE curriculum** to help students learn how to keep safe.
- That students are advised that when talking to teachers or friends about their mental healths issues including self-harm, they focus on the emotional reasons behind their distress; that they avoid talking about their injuries or describing the methods they use; that they never encourage anyone to try to self-harm. Students will be advised to talk to a teacher or staff member as soon as they feel under emotional distress or feel an urge to injure themselves.
- That students are made aware that teachers cannot keep their confidentiality when their safety is at risk. Teachers may contact the student's parent/guardian and/or professionals; if a student is worried that a friend may be self-harming, they should go to a teacher for support and guidance; if any student is concerned that a friend may be suicidal or has mentioned suicide, then they should alert a teacher straight away.

2.4 Safeguarding Information for Parents

- Our schools will ensure that we work in PARTNERSHIP WITH PARENTS and present on CP at annual parent information evenings
- We are committed to working with parents. We will make parents aware of this policy and that they can view this policy on request
- If your child has mental health issues work closely with the school and take an active role in deciding the best course of action for your child
- Keep the school informed of any incidents outside school that you feel they should know about
- Seek any emotional support that you may need in dealing with your child's self-harm

2.5 Record Keeping and Information Sharing

The Trust recognises that it is essential to establish positive and effective working relationships with all other agencies who are partners in the Ealing Safeguarding Children Board and that there is a joint responsibility on all agencies to share information to ensure the safeguarding of all students.

- We will share information with the relevant agencies when there are concerns about a student's welfare and develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences.
- Through efficient and effective use of CPOMs we will keep written records of concerns about students, discussions and decisions made and the reasons for those decisions
- We will ensure all records are kept securely; separate from the main student file
- We will notify social services if there is an unexplained absence of more than two days of a student who is on the child protection register (child protection plan).
- We will ensure that, where a student on the child protection register leaves the school, all information is transferred to the new school immediately and that the student's social worker is informed
- We will apply best practice in the disclosure, storage and transfer of personal and confidential information (see Data Protection and Confidentiality Policy).

2.6 Safer Recruitment and Selection

- We will ensure safe recruitment procedures are always followed. The Trust pays full regard to current DfE guidance on Safer Recruitment outlined in KCSIE 2020
- We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the students as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors.
- Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Criminal Records Bureau/Disclosure and Barring Service checks.
- In line with statutory changes, underpinned by regulations, the following will apply:
 - A DBS Enhanced Disclosure, which includes barred list information for those engaging in regulated activity, is obtained for **all** new appointments to our school's workforce through staffing personnel and payroll. Governors and directors will

- have a DBS check in line with regulations. Volunteers will be required to have the check appropriate to the needs of their work (see Appendix E for further guidance)
- The Twyford Trust is committed to keep an up to date single central record detailing a range of checks carried out on our staff – a copy is also held at the Personnel and Payroll Unit, all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate.
 - The Twyford Trust ensures that supply staff have undergone the necessary checks and will be made aware of this policy.
 - The Twyford Trust ensures that all relevant staff undertake the appropriate Safer Recruitment training either externally or internally (through Flick Learning)
 - Identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA.
 - The School will report to the Independent Safeguarding Authority (ISA) within one month of leaving the school any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children.
 - The School will ensure that any deficiencies or weaknesses in Child Protection arrangements are remedied without delay.
 - The School will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the relevant communications

3 Definitions of Abuse

These definitions are based on those from KCSIE 2020, Working together to Safeguard Children 2018 & London Safeguarding Children Procedures.

All staff should recognise that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

DfE statutory guidance, "Keeping children safe in education", September 2018

There are 4 categories of abuse:

3.1 Physical Abuse

- Physical abuse may take many forms e.g. hitting, shaking throwing, poisoning, burning or scalding, drowning, suffocating a child, 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.

3.2 Emotional Abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development.

- It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.
- It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
- It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of explorations 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

3.3 Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

- The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.
- They may also include non-contact activities, such as involving children in looking at or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The sexual abuse of children by other children is a specific safeguarding issue in education (see 3.5)

3.4 Neglect

Neglect involves 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 and 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, shelter or clothing (including exclusion from home or abandonment), failure to protect 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 an unresponsiveness to a child's basic emotional needs.

3.5 Specific safeguarding issues

- All staff should be aware that safeguarding issues can manifest themselves via **peer on peer abuse**. It is most likely to include, but may not be limited to:
 - Bullying (including cyberbullying),
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;

- Sexual violence and sexual harassment;
- Sexting (also known as youth produced sexual imagery)
- Initiation/hazing type violence and rituals.
- Contextual Safeguarding - Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) will consider the context within which such incidents and/or behaviours occur - i.e. Whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that staff provide as much information as possible as part of the referral process.

3.6 *Appendix A contains important additional information about specific forms of abuse and safeguarding issues*

3.7 *Signs and Symptoms of Abuse*

The following signs may or may not be indicators that abuse has taken place, but the possibility should be considered. This is not an exclusive list. Guidance on recognising signs and symptoms of abuse can be found in Chapter 4 of London Child Protection Procedures. The indicators listed may run across several categories.

Physical Abuse

- Unexplained recurrent injuries or burns, bruising, bite marks, fractures or scars
- Inconsistent, multiple and/or improbable explanations for observed physical injury or refusal to explain injuries
- Unexplained delay in seeking treatment
- Parent/s carer/s are uninterested or undisturbed by an accident or injury
- Refusal to undress for PE
- Self-Destructive tendencies
- Aggression towards others
- Fear of Physical contact – Shrinking back if touched
- Admitting that they are punished, but the punishment seems excessive
- Fear of suspected abuser being contacted.

Emotional Abuse

- Physical, mental and emotional development lags
- Sudden speech disorders
- Continual self-depreciation (“I’m stupid, ugly, worthless, etc.”)
- Overreaction to mistakes
- Extreme fear of any new situation
- Inappropriate response to pain (“I deserve this”)
- Attention seeking behaviour
- Extremes of passivity or aggression

Sexual Abuse

- Being overly affectionate or knowledgeable in a sexual way inappropriate to the child's age
- Itchy or pain in the genital area

- Other extreme reactions, such as depression, self-mutilation, suicide attempts, running away, overdoses, anorexia
- Personality changes such as becoming insecure or clinging
- Being isolated or withdrawn
- Inability to concentrate
- Become worried about clothing being removed
- Suddenly drawing sexually explicit pictures
- Trying to be “ultra-good” or perfect; overreacting to criticism

Neglect

- Constant Hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Untreated medical problems
- No social relationships
- Compulsive scavenging
- Destructive tendencies

Child sexual exploitation

Grooming and sexual exploitation can be very difficult to identify. Warning signs can easily be mistaken for ‘normal’ teenage behaviour and/or development. However, parents, carers, school teachers and practitioners are advised to be alert to the following signs and symptoms:

- Inappropriate sexual or sexualised behaviour
- Repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- Having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- Going to hotels or other unusual locations to meet friends
- Getting in/out of different cars driven by unknown adults
- Going missing from home or care
- Having older boyfriends or girlfriends
- Associating with other young people involved in sexual exploitation
- Truancy, exclusion, disengagement with school, opting out of education altogether
- Unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- Drug or alcohol misuse
- Getting involved in crime
- Injuries from physical assault, physical restraint, sexual assault

(Barnardo’s, 2011; CEOP, 2011; Berelowitz et al, 2012).

Female Genital Mutilation

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems.
- There may be prolonged or repeated absences from school or college.

- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear

4 How to Proceed with an Abuse Case

If a student asks to speak to you "in confidence", it is important for you to respond in the following way: "I am happy to listen to what you have to say but you must realise that if you tell me anything which makes me think you are not safe or are being harmed in some way, I will have to pass that on to a member of the Safeguarding team. (These would indicate all disclosures relating to child abuse, and staff are reminded that they cannot give specific advice on contraception- they can, however, give details of help lines or Family Planning Clinics etc.; (details always with the Heads of Year). Notes should be made of any interview, recording time, date, place and people present, as well as what was said.

It is essential that **ALL** staff employed by the Trust follow the reporting procedures outlined in Appendix B below (published to all staff). Disclosure cannot be negotiable. If abuse is reported or suspected, then action **MUST** be taken immediately. It is up to Social Services to make any final decision on anything which is reported to them.

- Impulsivity
- Drug or alcohol abuse
- Depression, suicide or self-harm in the family
- Family conflict (periods in Local authority care, parental separation)
- On-going family relationship problems
- Family circumstances (parental criminality / poverty / step children /single parents / more than 5 children in the family)
- Past or present physical or sexual abuse
- Unreasonable expectations
- Difficulty in making relationships/loneliness
- Bullying, including cyberbullying and homophobic bullying
- It is important to recognise that none of these risk factors may appear to be present. Sometimes it is the outwardly happy, high achieving person with a seemingly stable background who is suffering internally and hurting themselves in order to cope.

5 How to Proceed with a Mental Health concern

All staff are made aware that mental health problems, in some cases can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation

5.1 Warning signs

Whilst there may be no warning signs, any change in the behaviour, attitudes or presence at school which is unlike the young person can be significant and should be followed up.

If any member of the school staff becomes aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide, they should always treat them seriously and refer to CPOMs. Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing

5.2 Intervention and response – Also see Appendix F for the Intervention Flowchart

Following the report, the designated teacher / governor will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. doctor, nurse, social services (see Appendix H for details of liaison with GPs).
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times
- If a student has self-harmed in school a first aider should be called for immediate help

5.3 Arrangements for monitoring and evaluation – also see Appendix G for Ongoing Support guidance

Any meetings with a student, their parents or their peers regarding self-harm will be recorded on CPOMs and will be stored in the student's child protection file.

6 Definition of Radicalisation

Radicalisation is the process by which a person comes to support terrorism and forms of extremism which lead to terrorism.

Extremism is active or vocal opposition to fundamental British values including but not confined to:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect and tolerance of those with different faiths and beliefs

How to Proceed with a Radicalisation Case

6.1 Warning signs

It is important to remember that the vast majority of children, of whatever background, will not get involved in extremist action and in many cases suspicious behaviour may be a result of other problems e.g. mental health issues, relationship, drug or alcohol problems or just the rigours of the teenage years. It is important not to jump to conclusions (not least because accusations of radicalisation could push vulnerable young people into the hands of

radicals). However, as general good pastoral care, staff should immediately take note and act upon any of the following:

- Discomfort about fitting in (beyond normal range for teenagers)
- Appearing distanced from their own culture or heritage
- Family tensions
- Isolation
- Low self-esteem or feelings of failure
- Lacking in empathy/poor social interaction
- Disassociation with an old group of friends and arrival of a whole lot of new friends
- Significant change in appearance and/or behaviour
- Hostile or inappropriate questions about faith and identity
- Sudden interest in religion
- Unhappiness following a move from one country to another
- Rejection of civic or community life
- Overly developed sense of grievance triggered by perceptions of racism or discrimination
- Involvement with criminal groups and/or imprisonment
- Failure to understand the actions and motivations of others
- Accessing of violent or extremist websites or possessing violent or extremist literature
- Contact with known extremists
- Justifying the use of violence to solve society's ills
- Joining an extremist organisation
- If your knowledge of the family leads you to believe there is a risk

It should be remembered that outside events such as tensions in the local community, events in the country of origin, in the case of migrants, or major world events (such as the Iraq war) can also disproportionately affect the feelings and actions of young people. All staff should be alert to these events and be ready to help young people understand them and put them into context.

6.2 Further Information

Further information is available from:

- British values in C of E Schools:
http://schools.london.anglican.org/uploads/document/2_0_british-values-in-c-of-e-schools-dec-2014.docx
- DfE guidance: www.gov.uk/government/news/new-safeguarding-advice-for-schools-and-childcare-providers
- Channel guidance: www.gov.uk/government/publications/channel-guidance
- www.preventtragedies.co.uk
- www.familiesmatter.org.uk
- The DfE Counter Extremism confidential telephone helpline 020 7340 7624 (email counter.extremism@education.gsi.gov.uk)

6.3 Reporting

A member of staff should report all concerns to the Designated Safeguarding Lead using the pro-forma attached as Appendix I. The Designated Safeguarding Lead may report concerns about an individual to the Channel panel. However, as the programme is voluntary the

student may decline. Concerns should also be reported to Local Safeguarding Boards which are responsible for coordinating what is being done by all local agencies.

7 Links with Other Policies

This policy should be read in conjunction with:

- Sex and Relationships Policy
- Behaviour Policy
- Restraint Policy
- Anti-Bullying Policy
- Race Equality Policy
- Drugs Policy
- Whistleblowing Policy
- Data Protection and Confidentiality Policy
- Staff code of conduct
- SEN Policy
- Health & Safety Policy
- First Aid Policy

These policies are all available on [COPIA](#) (with hyperlink)

Appendix A

This appendix contains information about the following specific forms of abuse and safeguarding issues.

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation: county lines
- Domestic abuse
- Homelessness
- So-called 'honour based' violence
- FGM – statutory duty to report to police
- Forced marriage
- Preventing radicalism
- Peer on peer abuse
- Sexual violence and sexual harassment between children

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 are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

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

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

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child sexual exploitation

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

- Can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism⁹⁸ should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (male or female) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;

- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

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; and
- Emotional

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

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- Safelives: young people and domestic abuse

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, 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. The following factsheets usefully summarise the new duties: **Homeless Reduction Act Factsheets**. The new duties shift focus to early intervention and encourage

those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

So-called 'honour-based' violence

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

Actions

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

FGM

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

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom

this mandatory reporting duty applies. Information on when and how to make a report can be found at: **Mandatory reporting of female genital mutilation procedural information**.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. FGM Fact Sheet. 100 Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact sheet

Forced marriage

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

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

Preventing radicalisation

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

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

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

Additional support

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

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

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

Channel

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

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

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely 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.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹⁰⁵ as described below:

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

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

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone

consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

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

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

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part one of KCSIE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix B

Twyford C of E Academies Trust is committed to Safeguarding and Promoting the Welfare of all of its students.

- This is defined as 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; and taking action to enable all children to have the best outcomes. (*‘Children’ includes everyone under the age of 18*).
- The trust recognises that where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child. Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.
- Staff should always act in the best interests of the child

Key staff:

<p>Twyford</p> <p>Safeguarding Director Andrew Bickley</p> <p>Safeguarding Governor: Magdalena Tromans Louise Gibb</p> <p>Designated Safeguarding Team: Philip Bennett (Lead) Jamie MacDonald-Brown (Deputy Lead) Ann Kearey Joycelyn Poole Adele Roberts Hannah Woodham</p> <p>Office Manager: Emma O’Leary</p> <p>Designated Officer for ‘Looked After Children’ Jamie MacDonald Brown</p>	<p>William Perkin</p> <p>Safeguarding Governor: Lolita George Shaheen Khan</p> <p>Designated Safeguarding Team: Emily Waspe (Lead) Ra’eesa Dar (Deputy Lead) Stacie Long Jeremy Hare Rheillyn Valdez Julie Hall Amar Sangha</p> <p>Office Manager: Laura Hubbard</p> <p>Designated Officer for ‘Looked After Children’ Ra’eesa Dar</p>
<p>Ealing Fields</p> <p>Safeguarding Governor: Neil Evans Andrew Bickley</p> <p>Designated Safeguarding Team: Lucjan Santos (Lead) Karl Woodham James Salter Lucy Edwards Isabel Lawson Jo Trewin Mark Bedford</p> <p>Office Manager: Lorraine Mitchell</p> <p>Designated Officer for ‘Looked After Children’ James Salter/Jan Salter</p>	<p>Ada Lovelace</p> <p>Safeguarding Governor: David Neno Paul Miller</p> <p>Designated Safeguarding Team: Chris Wiggins (Lead) Kate Brewer (Deputy) Grace Aldridge Jessica Adler Hannah Marr</p> <p>Office Manager: Jane Routledge</p> <p>Designated Officer for ‘Looked After Children’ Chris Wiggins</p>

The above are the staff responsible for child protection/safeguarding issues. If you have any concerns about the safety and well-being of a student, you should make a referral through CPOMs:

Child protection

Rather than an individual member of the team.

Please give brief details of your concerns or an account of what happened.

As with all safeguarding concerns please remember that you cannot promise a child confidentiality when their safety is at stake. Please tell them that you will refer it to a member of the Safeguarding team. All our students have been made aware of the identities of the Safeguarding team and it is written in their planners.

One of the team will act as soon as they see it. **If you have not had a response within 2 hours**, please report to the school office to the appropriate office manager named above who will find one of the Child Protection team.

Please be aware that confidentiality is of major importance for students and their families where Child Protection is involved and this may mean that you do not receive feedback on the outcome of the referral. **However, if the child's situation does not appear to be improving, you should press for re-consideration.** You should also be aware that all staff may raise concerns directly with Children's Social Care services.

Telephone number is: 020 8825 8000 option 2

Appendix D: Role of Designated Safeguarding Lead

Governing bodies, proprietors and management committees should ensure an appropriate **senior member** of staff, from the school or college **leadership team**, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

Deputy designated safeguarding leads

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

Managing referrals

The designated safeguarding lead is expected to:

- Undertake the Safeguarding Audit annually
- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

- Act as a point of contact with the three safeguarding partners;
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns which concern a staff member);
- Liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- Act as a source of support, advice and expertise for staff.

Training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- Have a working knowledge of 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;
- Ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and Practitioners.
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raising awareness

The designated safeguarding lead should:

- Ensure the school's child protection policies are known, understood and used appropriately to create a culture of safeguarding
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this

- Ensure the child protection policy is available publically and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this
- Link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection file

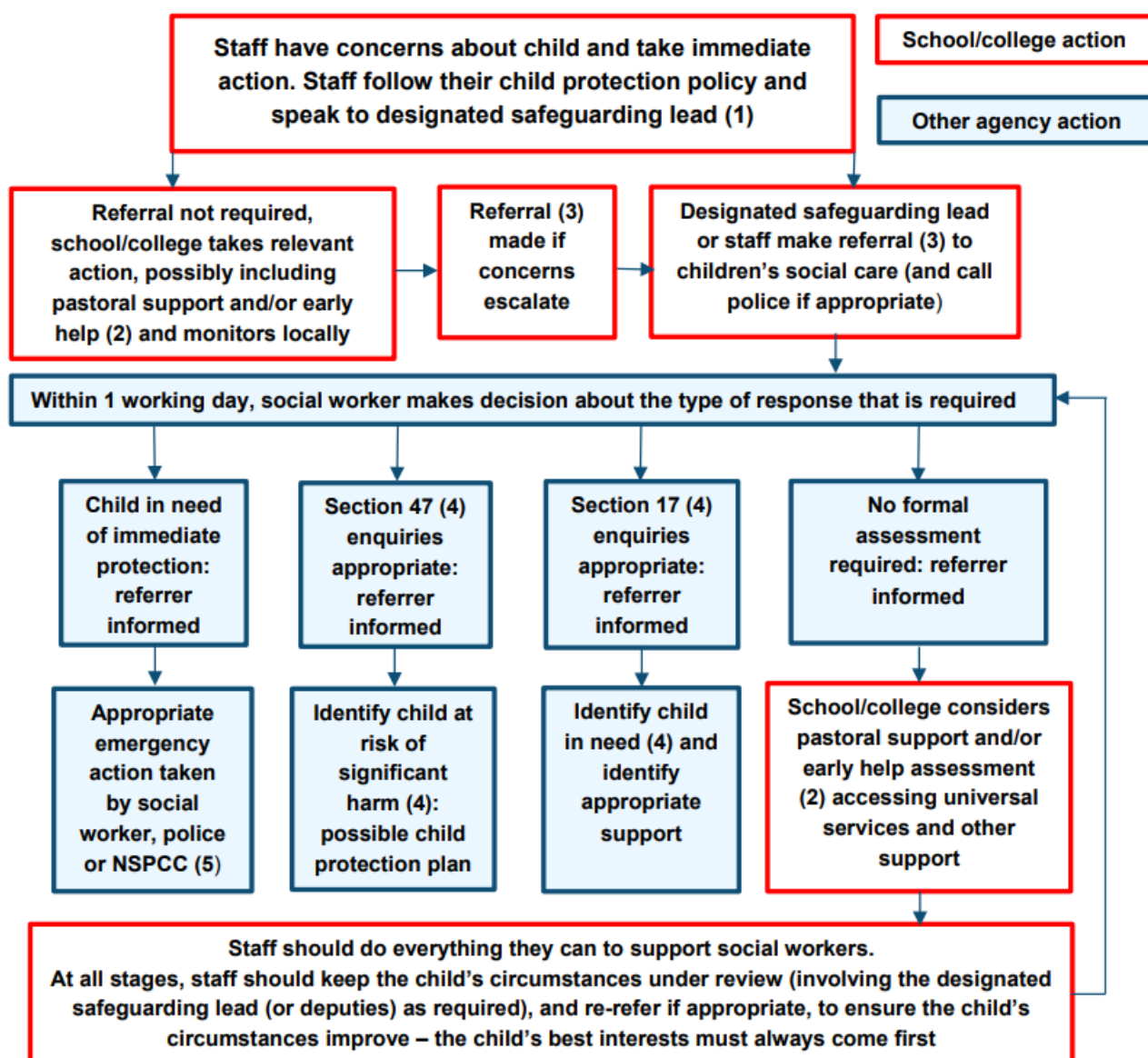
Where children leave the school, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. It should be transferred separately from the main school file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of **Working together to safeguard children 2018** - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> provides detailed guidance on the early help process.

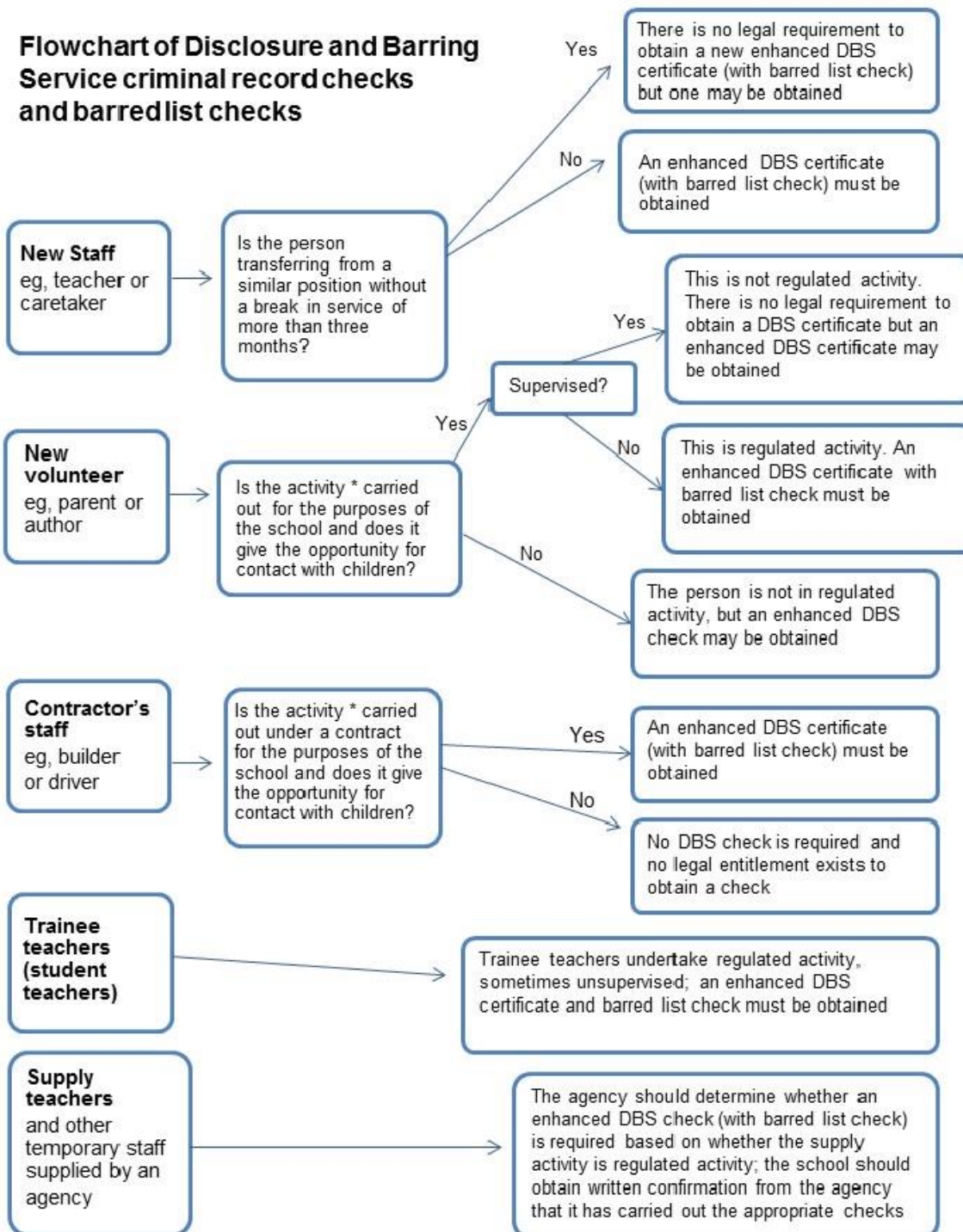
(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of **Working Together to Safeguard Children** - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is

suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of **Working Together to Safeguard Children** - <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

(5) This could include applying for an Emergency Protection Order (EPO).

Appendix E: DBS flowchart



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

DISCLOSURE AND BARRING SERVICE CHECKS

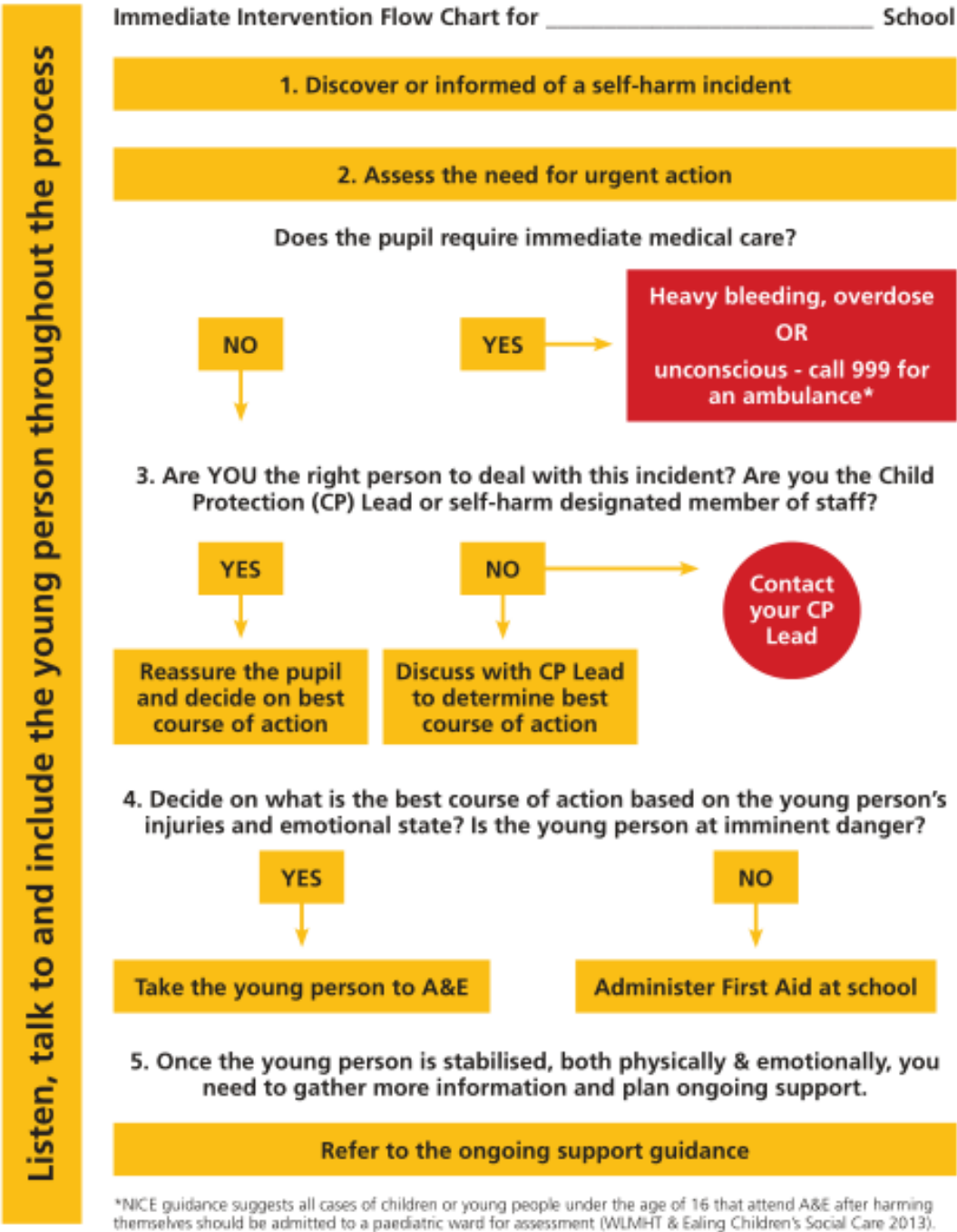
These are the types of checks available to those working with children:

Type of check	What the check involves	Positions eligible for this level of check
Standard check	Check of the Police National Computer records of convictions, cautions, reprimands and warnings.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975.
Enhanced check	Check of the Police National Computer records plus additional information held by police such as interviews and allegations. Additional information will only be disclosed where a chief police officer reasonably believes it to be relevant and considers that it ought to be disclosed.	The position being applied for must be covered by an exempted question in the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 and by provisions in the Police Act 1997 (Criminal Records) Regulations 2002.*
Enhanced criminal record check with children's and/or adult's barred list information	Check of the Police National Computer records plus additional information held by police plus check of the DBS Children's Barred List plus check of the DBS Adults' Barred List.	The position must be eligible for an enhanced level criminal record check as above and be for a purpose listed in the Police Act 1997 (Criminal Records) (No2) Regulations 2009 as qualifying for a barred list(s) check.

*This legislation does not provide a list of job roles that are eligible for this check – such a list does not exist. Instead, the Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975 sets out the 'exempted questions' for which a standard check can be obtained. Similarly, the Police Act 1997 (Criminal Records) Regulations 2002 set out the purposes for which an enhanced check can be obtained, and the Police Act 1997 (Criminal Records) (No 2) Regulations 2009 list the circumstances in which an enhanced check will automatically include a barred list check. It is important to note that the Regulations can also remove roles, duties or activities through the removal of an exempted question or of a particular purpose. The Rehabilitation of Offenders Act 1974 (Exceptions) Order 1975, the Police Act 1997 (Criminal Records) Regulations 2002 and the Police Act 1997 (Criminal Records) (No 2) Regulations 2009 can all be found on the legislation website - <http://www.legislation.gov.uk/>

Any individual (including an applicant for a job which does not involve working with children) can be asked to apply for a basic criminal record check. This will show only unspent convictions and cautions. This service is currently provided via the Disclosure and Barring Service. Further details can be found on gov.uk

Appendix F: – Self-Harm Immediate intervention flowchart for Twyford Trust schools



10 Managing self-harm – practical guidance for schools

Appendix G: – Ongoing support guidance for CP lead to follow for Self-Harm Cases

It is important to assess the young person at regular intervals as things may change. It is good practice to keep a record of these meetings, and record any information you gather during discussions with the young person and their parents. If other professionals are involved you may want to consider initiating an EHAP

To make certain the young person has the opportunity to talk and be taken seriously you may want to use the following series of questions to help you understand the episode and gather essential information to know how best to respond:

1. About the self-harm

- What was used to self-harm?
- When did it take place and where?
- What time of day/night?
- What did the young person do?
- Who was around at the time?
- Who did they tell?
- What did they do?

2. Degree of intent and risk of further self-harm

Along the scale below, what communication was intended by the young person?

Plea for assistance ----- Determined attempt to die

- How long has the young person been thinking about harming themselves?
- Was the act impulsive or part of a long standing plan?
- What were they thinking at the time of the event?
- Who knew that they were feeling so bad? What would you have wanted them to do?
- What did they expect to happen as a result of the event?

3. What other vulnerabilities affect the self-harming behaviour?

Trauma	family violence, child abuse, bullying
Life events	parent divorce, exams, bereavement
Cultural factors	identity, sexuality, language
Social support	friendship/relationship breakdown, isolation
Family	mental health of parents, domestic violence

4. Who knows about the young person's self-harming behaviour?

- Who knows the pupil has/is self-harming?
- How does the young person feel about this?
- How have parents/carers been engaged?
- What support has been provided to the young person and their parent/carer?

5. What services need to be involved?

- Has a referral been made previously?
 - School nurse – complete and submit a 'Teacher Concern' form
 - GP (can make a CAMHS referral) – complete and send a 'Consent to share information' form to GP

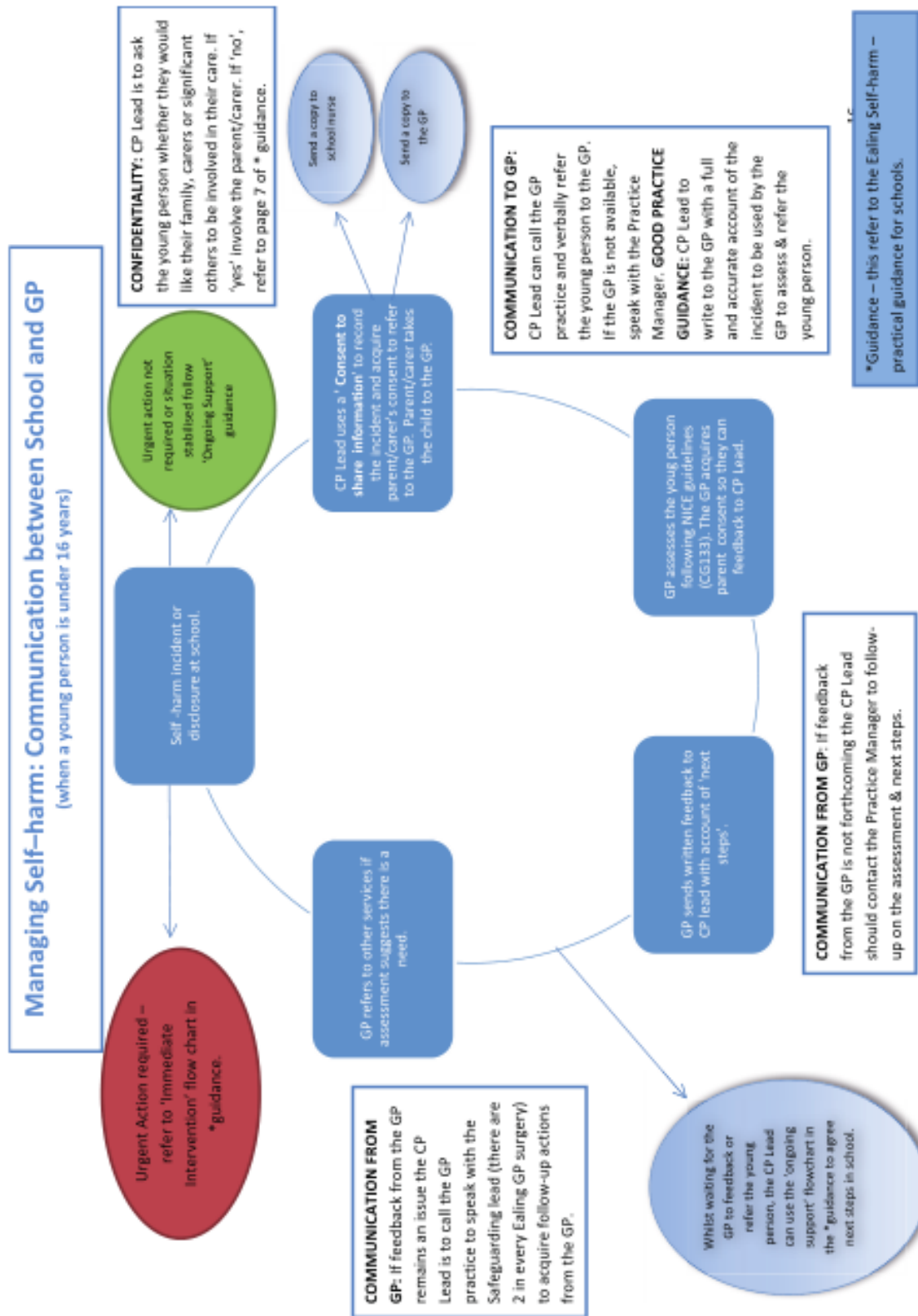
You can use the 'GP and School Communication Cycle' (Appendix H) to guide discussions with the GP practice to ensure effective sharing of information between the parent, GP and school.

- ECIRS (Ealing Children's Integrated Response Service) - call this service anytime to refer an urgent or non-urgent self-harm incident. They will assess each case and refer accordingly

6. Reassess regularly

- Is follow-up required?
 - Follow up with the School Nurse and GP
 - Review where on the 'GP and School Communication Cycle' you are, and what should be done next.

Appendix H- Managing self-harm: communication between School and GP (When a young person is under 16 years)



Appendix I – Form for Reporting Concerns Regarding Radicalisation and Extremism

Pupil's Name	
Form Group	
Concern Reported By	
Details of Concern	
Action Taken	
Details of Referrals including Names and Contact Details	
Follow-up Action	
Signed by Designated Safeguarding Lead	Date
Signed by Headteacher	Date

Appendix J – information for schools

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- Bullying including cyberbullying
- Children missing education – and Appendix A
- Child missing from home or care
- Child sexual exploitation (CSE) – and Appendix A
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM) – and Appendix A
- Forced marriage- and Appendix A
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adults
- Private fostering
- Preventing radicalisation – and Appendix A
- Relationship abuse
- Sexting
- Trafficking

Appendix A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff who work directly with children should read the Appendix.



Twyford
C of E
Academies Trust

Addendum 1
COVID-19 school closure arrangements for
Safeguarding and Child Protection at
Twyford C of E Academies Trust

Twyford C of E Academies Trust

Policy owner: Lead Child Protection Officer

Date: 1st April 2020

Date shared with staff: Friday 3rd April 2020

Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Twyford C of E Academies Trust Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Vulnerable children45

Attendance monitoring.....46

Designated Safeguarding Lead47

Reporting a concern47

Safeguarding Training and induction.....48

Safer recruitment/volunteers and movement of staff.....48

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Supporting children in school.....50

Peer on Peer Abuse.....51

Well Being & Mental Health51

Key contacts: Twyford C of E High School

Responsibility	Name	Role within the school	Contact number	Email
Lead Designated CP Officer	Mr Philip Bennett	Senior Deputy Headteacher	0208 752 0141	pbennett@twyford.ealing.sch.uk
Deputy CP Officer	Mr Jamie MacDonald-Brown	Senior Pastoral Lead KS4	0208 752 0141	jmacdonaldb@twyford.ealing.sch.uk
Child Protection Officer	Mrs Ann Kearey	Deputy Headteacher	0208 752 0141	akearey@twyford.ealing.sch.uk
Child Protection Officer	Miss Joycelyn Poole	Intervention Manager and Family Worker	0208 752 0141	jpoole@twyford.ealing.sch.uk
Child Protection Officer	Miss Adele Roberts	Head of Social Science and Applied Learning / Mentor	0208 752 0141	aroberts@twyford.ealing.sch.uk
Child Protection Officer	Miss Karen Barrie	Associate Head Teacher	0208 752 0141	kbarrie@twyford.ealing.sch.uk
Child Protection Officer	Mrs Hannah Woodham	Assistant Head – Head of Lower School	0208 752 0141	hwoodham@twyford.ealing.sch.uk
Nominated Safeguarding Governor	Mrs Louise Gibb	Chair of Governors	0208 752 0141	Clerks@twyford.ealing.sch.uk
Nominated Child Protection Governor	Mrs Magdalena Tromans		0208 752 0141	Clerks@twyford.ealing.sch.uk
Ealing Borough Safeguarding	Miss Sally Davies		0781	SDavies@ealing.gov.uk

Key contacts: William Perkin CoE High School

Responsibility	Name	Role within the school	Contact number	Email
Lead Designated CP Officer	Miss Emily Waspe	Deputy Head	02088328950 3607	ewaspe@williamperkin.org.uk
Deputy CP Officer	Ms Ra'eesa Dar	Head of Year 7	02088328950 3207	rdar@williamperkin.org.uk
CP Officer	Miss Stacie Long	Assistant Head KS3	02088328950 3609	Slong@williamperkin.org.uk
CP Officer	Mr Amar Sangha	Assistant Head KS5	0208 832 8950	asangha@williamperkin.org.uk
CP Officer	Mr Jeremy Hare	Assistant Head	0208 832 8950	Jhare@williamperkin.org.uk
CP Officer	Ms Rheillyn Valdez	Head of Year 10	0208 832 8950	rvaldez@williamperkin.org.uk
CP Officer	Ms Julie Hall	Pastoral Manager	0208 832 8950	jhall@williamperkin.org.uk
Nominated Safeguarding Governor	Mrs Lolita George		0208 752 0141	Clerks@twyford.ealing.sch.uk
Nominated Child Protection Governor	Mrs Shaheen Khan		0208 752 0141	Clerks@twyford.ealing.sch.uk
Ealing Borough Safeguarding	Miss Sally Davies			SDavies@ealing.gov.uk

Key contacts: Ealing Fields High School

Responsibility	Name	Role within the school	Contact number	Email
Lead Designated CP Officer	Mr Lucjan Santos	Assistant Head teacher – Pastoral Lead	0203 711 0022	lsantos@ealingfields.org.uk
Deputy CP Officer	Mr Karl Woodham	Assistant Head teacher- Head of KS3	0203 711 0022	jtrewin@ealingfields.org.uk
CP Officer	Mr Mark Bedford	Head Teacher	0203 711 0022	mbedford@ealingfields.org.uk
CP Officer	Mr James Salter	Head of inclusion	0203 711 0022	jpsalter@ealingfields.org.uk
CP Officer	Ms Lucy Edwards	Head of Year 7	0203 711 0022	ledwards@ealingfields.org.uk
CP Officer	Ms Isabel Lawson	Head of Year 10	0203 711 0022	ilawson@ealingfields.org.uk
Nominated Safeguarding Governor	Mr Andrew Bickley	Directors' Rep		Clerks@twyford.ealing.sch.uk
Nominated Child Protection Governor	Rev Neil Evans	Governor		Clerks@twyford.ealing.sch.uk
Ealing Borough Safeguarding	Miss Sally Davies			SDavies@ealing.gov.uk

Key contacts: Ada Lovelace CoE High School

Responsibility	Name	Role within the school	Contact number	Email
Lead Designated CP Officer	Mr Chris Wiggins	Deputy Head	0203 540 0200	cwiggins@adalovelace.org.uk
Deputy CP Officer	Ms Kate Brewer	Assistant Head	0203 540 0200	kbrewer@adalovelace.org.uk
CP Officer	Ms Grace Aldridge	Head of Year 8	0203 540 0200	galdridge@adalovelace.org.uk
CP Officer	Ms Jessica Adler	Head of Year 7	0203 540 0200	jadler@adalovelace.org.uk
CP Officer	Ms Hannah Marr	Head of Year 9	0203 540 0200	hmarr@adalovelace.org.uk
Nominated Safeguarding Governor	Rev David Neno		0208 752 0141	clerks@twyford.ealing.sch.uk
Nominated Child Protection Governor	Mr Paul Miller		0208 752 0141	clerks@twyford.ealing.sch.uk
Ealing Borough Safeguarding	Miss Sally Davies			SDavies@ealing.gov.uk

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Twyford C of E Academies Trust will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be Bridie McDonough Mcdonough@ealing.gov.uk

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Twyford C of E Academies Trust will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, Twyford C of E Academies Trust or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. We will encourage our vulnerable children and young people to attend a school, including remotely if needed.

Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

Twyford C of E Academies Trust and social workers will agree with parents/carers whether children in need should be attending school - Twyford Academies Trust will then follow up

on any pupil that they were expecting to attend, who does not Twyford Academies Trust will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Our Attendance Officers will liaise with the safeguarding team daily to monitor these and appropriate action will be taken to locate and report the matter to social services or if necessary, the police. To support the above, Twyford C of E Academies Trust will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Twyford C of E Academies Trust will notify their social worker.

Designated Safeguarding Lead

Twyford C of E Academies Trust Schools each have a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead at Twyford C of E High School is Mr Philip Bennett

The Deputy Designated Safeguarding Lead at Twyford C of E High School is Mr Jamie MacDonald-Brown

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, **CPOMS** and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Twyford C of E Academies Trust staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and school Child Protection Team (e.g. ChildProtection@twyford.ealing.sch.uk). This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. Where staff are concerned about an adult working with children in the school, they should email a report concern to the Headteacher and school DSL. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Mrs Louise Gibb

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of **Keeping Children Safe in Education (2019)**. The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Twyford C of E Academies Trust, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- The individual has been subject to an enhanced DBS and children's barred list check
- There are no known concerns about the individual's suitability to work with children
- There is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Trust Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff Twyford C of E Academies

Trust will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of **Keeping Children Safe in Education (2019) (KCSIE)**.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where Twyford C of E Academies Trust are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE. We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Twyford C of E Academies Trust will continue to keep the school based single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Twyford C of E Academies Trust will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the guidelines as set out in the document sent to all staff from the Executive Headteacher (Dame Alice) and is accessible through email and on the school website

Twyford C of E Academies Trust will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Supporting children not in school

Twyford C of E Academies Trust is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the school based DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Twyford C of E Academies Trust and its DSL's will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (weekly at school level between DSL and school safeguarding team) and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages.

Twyford C of E Academies Trust recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Twyford Academies Trust need to be aware of this in setting expectations of pupils' work where they are at home.

Twyford C of E Academies Trust will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on 'Vulnerable children document'

Supporting children in school

Twyford C of E Academies Trust is committed to ensuring the safety and wellbeing of all its students. Where the DSL has identified a child to be on the edge of Social Care Support, or who would normally receive pastoral support in school, they should ensure that robust communication is in place between home, school and any relevant external agency for that child or young person. They will remain being monitored regularly through the usual Safeguarding and Pastoral care procedures and Children Missing Education (CME). The communication can be include; email or phone contact etc.

Twyford C of E Academies Trust will continue to be a safe space for all children to attend and flourish. The Headteacher and Deputy Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Twyford C of E Academies Trust will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Twyford C of E Academies Trust will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded by SLT

Where Twyford C of E Academies Trust has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust, local authority and the **Department for Education (DfE)**

Peer on Peer Abuse

Twyford C of E Academies Trust recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on CPOMS and appropriate referrals made.

If you have any further questions or wish to discuss the content of this Addendum, please contact the school's DSL in the first Instance

Wellbeing and Mental Health

Twyford C of E Academies Trust recognises how student's wellbeing and mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. The Twyford C of E Academies Trust will (where possible and appropriate) take steps to ensure that students being provided with counselling services in school have the opportunity to continue to access that provision from specialist support services (although this may be delivered in different ways, for example over the phone, through email contact or video call).

Advice will also be provided through the Trust's online learning platform with guidance on where to access useful mental health resources and activities for students to take part in to look after their wellbeing and mental health.