Safeguarding and Child Protection Policy

(For use from 1st September 2020)

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Approved By:	
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SECTION A: INTRODUCTION

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Shaw Education Trust, subsequently in this policy referred to as 'SET' or 'Trust', has a duty to ensure that appropriate policies and supporting procedures, protocols or guidelines are in place to comply with legislation, enabling all children, pupils and learners to be kept safe.

SET recognises that in order to keep pupils safe, leaders must create a culture where pupils and staff are able to speak freely and share any concerns they have. There must be mechanisms in place to ensure pupils of all ages and abilities are able to communicate their views.

The term 'pupils' will be used throughout the policy and will be used to refer to learners of all ages in SET establishments.

The term 'school' will be used throughout the policy and will be used to refer to schools, academies and colleges across SET.

Reference to 'Headteacher' in this Policy includes Head of School, Executive Principal and/or the Principal where applicable.

It is important to stress that this policy document must be used in conjunction with [Keeping Children Safe in Education 2020](#), (from this point referred to as KCSiE 2020). Some of the information in this document will be taken from [KCSiE 2020](#) and in addition, referral to certain parts of the [KCSiE 2020](#) document is essential for further statutory guidance and to fully implement this policy.

In accordance with the guidance, Academy Councils should ensure that this policy along with individual school's additional information is:

- publicly available via the school website or by other means;
- provided to all staff (including temporary staff) at induction along with a staff code of conduct.

In addition, **Academy Councils, Headteachers and the Chief Executive Officer should ensure that all staff have read Part One of [KCSiE 2020](#) and sign a declaration form to confirm they fully understand their responsibilities.** Records of this confirmation should be retained by the school and at SET Head office for central team staff.

The overall responsibility for the approval of this Policy sits with the Trust Board. However, the day to day operational management and implementation of the Policy is the responsibility of the Headteacher and the Local Academy Council.

Schools must conform to this policy within their school but it is also recognised that there may well be local arrangements which differ across our trust. The Annex section of this document allows individual schools to detail such information.

This policy will ensure that the SET Board meets its legal responsibilities and provides a clear organisational approach to safeguarding and the protection of pupils for all schools to follow.

Whilst this policy sets out the actions taken by our staff across SET in safeguarding and protecting children in school, it is important to be aware that safeguarding incidents and/or behaviours can be associated with factors outside our school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. This is more commonly known as **contextual safeguarding**.

All our staff are in a 'position of trust' and as such understand that inappropriate behaviour towards children is unacceptable and that their conduct towards all children must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a SET member staff and a child under 18 may be a criminal offence, even if that child is over the age of consent.

1.   About this policy

This policy describes the management systems and arrangements in place to create and maintain a safe learning environment for all our pupils. It identifies categories for concern and how schools will act in such a way to minimise or negate the safeguarding risks that children are vulnerable to.

It is useful to note at this point the difference between the terms 'safeguarding' and ''child protection'. 'Safeguarding' is the policies and practices that schools employ to keep children safe, whilst 'child protection' is a term used to describe the activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm. In general terms all children may be vulnerable to a point, and therefore Section C of this policy outlines a range of actions staff take or may need to take to protect children.

Safeguarding and promoting the welfare of pupils goes beyond implementing basic child protection procedures. It is an integral part of all activities and functions of SET. This policy complements and supports other main SET safeguarding policies, and relevant individual school policies, such as;

SET Central Policies	Individual School Policies
• Acceptable IT Use Policy	• Anti-Bullying Policy
• Bereavement Policy	• Attendance Policy
• Handling Allegations against Staff Policy	• Behaviour Policy
• Looked After Children Policy	• SEND Policies
• Online Safety Policies	
• Prevent Policy	

- Safer Recruitment Policies
- Staff Code of Conduct Policy
- Whistleblowing Policy

2.   Legislation and Guidance

This policy has been developed in accordance with the principles established by the Children Act 1898 & 2004 and the Education Act 2002. It was revised in July 2020 in preparation for implementation on 1st September 2020 following publication of KCSiE 2020, also implemented on 1st September 2020. All schools and colleges must have regard to KCSiE 2020 from 1st September 2020 when carrying out their duties to safeguard and promote the welfare of children. The guidance refers to the 'proprietor' of a school which in our case is SET. In addition, reference to Working Together to Safeguard Children 2018 is beneficial as is the DfE's information on Safeguarding Children.

3.   Roles and Responsibilities

KCSiE 2020 outlines responsibilities of staff to safeguard pupils. In this section, this is broken down into further detail for each group/individual within our trust.

The Chair of trustees will ensure that:
- A trustee is nominated as the lead trustee with responsibility for safeguarding.
- The nominated safeguarding trustee is appropriately trained to fulfil this role.
- Safeguarding features on each meeting agenda.
- The trust wide safeguarding dashboard is considered at each full board of trustees meeting.

The Regional Directors will ensure that:
- The policies and procedures adopted by the trustees to safeguard and promote the welfare of pupils are fully implemented.
- The single central record (SCR) for central team staff is compliant.
- The safeguarding training received by the central team is sufficient and appropriate to their role
- The trust wide safeguarding and pupil protection policy is compliant with statutory duties.

The Academy Council will ensure that:
- A member of the Academy Council is identified as the designated academy councillor for Safeguarding and receives appropriate training. The identified academy councillor will provide the academy council with appropriate information about safeguarding and will liaise with the Designated Safeguarding Lead member of staff.
- A senior leader has Designated Safeguarding Lead responsibility.
- The information contained within the Annexes section of this document is regularly reviewed (at least annually) and updated and the school complies with local safeguarding partner procedures.
- The school operates safe recruitment and selection practices as outlined in SET

policies and [KCSiE 2020](#) Part Three. This includes Section 128 checks on academy councillors and school leaders as well as enhanced DBS checks.

- All staff and volunteers who have regular contact with children and young people receive appropriate training which is up-dated regularly. Supply staff must also receive safeguarding guidance.
- That staff adhere to the staff code of conduct policy alongside safeguarding procedures.
- The school follow procedures contained within [KCSiE 2020](#) Part Four and school disciplinary systems concerning dealing with allegations of abuse against staff, supply staff and volunteers.
- On appointment, the Designated Safeguarding Lead undertakes interagency training and also undertakes an 'update' course every 2 years.
- A member of the Academy Council, usually the Chair, is nominated to liaise with the local authority on Child Protection issues, and in the event of an allegation of abuse made against the Headteacher, with the Local Authority Designated Officer (LADO).
- Child Protection & Safeguarding Policy is available on the schools' website or by other means to parents/carers, who are made aware of this policy and their entitlement to have a copy of it.
- The Academy Council considers how children may be taught about safeguarding as referred to in Section C part 37 of this document.
- Appropriate filters and monitoring systems are in place to ensure that young people are safeguarded from potentially harmful and inappropriate material online in the academies.
- A designated teacher for looked after children is in place to promote the educational achievement of this group of children and ensure that this person has the appropriate training.

The Headteacher will ensure that:
- The policies and procedures adopted by the Academy Council to safeguard and promote the welfare of pupils are fully implemented and followed by all staff, including supply staff and volunteers.
- Safe recruitment and selection of staff, supply staff and volunteers is practised.
- A Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead(s) (DDSL) for child protection is identified and receives appropriate time, funding, training, resources, supervision, and support to provide advice and support to other staff on child welfare and child protection matters. The role of the DSL must be explicit in their job description.
- All staff and volunteers receive appropriate training which is updated at least annually via briefings, bulletins and emails. This includes giving supply staff relevant information that allows them to ensure they follow reporting and safeguarding arrangements.
- All staff and volunteers feel safe about raising concerns about poor or unsafe practice in regard to the safeguarding and welfare of the children and young people and such concerns will be addressed sensitively and effectively.
- Parents/carers are aware of and have an understanding of the school's responsibilities to promote the safety and welfare of its pupils by making its obligations clear in the school/setting prospectus.

- Processes are in place to identify children who may benefit from early help and ensure that all staff are aware of the processes.

The Designated Safeguarding Lead has a specific responsibility for championing the importance of safeguarding and promoting the welfare of children and young people registered in the school. The Designated Safeguarding Lead should be a member of the Senior Leadership Team of the school. A full role description is outlined in KCSiE 2020 Annex B.

School and college staff are an important part of the wider safeguarding system for children and must know that they have a very important role to play as many safeguarding issues become known them before a DSL nay get involved, e.g. disclosures from pupils. Expectations are outlined in KCSiE 2020 Part One, which all staff must read and submit each year a signed declaration they have done so.

The Headteacher, or in their absence the authorised member of staff, has the ultimate responsibility for safeguarding and promoting the welfare of pupils at their school.

4.   Local Safeguarding Partners

The Children and Social Work Act 2017 (the Act) replaces Local Safeguarding Children Boards (LSCBs) with new local safeguarding arrangements as outlined in DfE Local Safeguarding transitional arrangements, led by three safeguarding partners (local authorities, chief officers of police, and clinical commissioning groups). New safeguarding partners will agree the arrangements for themselves, and any relevant agencies they consider appropriate, e.g. schools, to work together to safeguard and promote the welfare of children in their area. Each local authority may have slightly different arrangements and full details of the school's local arrangements are outlined in Annex B of this document.

5.   Quality Assurance of Safeguarding in SET schools

All schools and aspects of school performance are under scrutiny to a variety of evaluative measures including Ofsted inspections and academic results, and safeguarding procedures are no different. It is important that across SET we ensure the very highest quality in safeguarding practices and procedures. Internal monitoring and evaluation by senior staff, e.g. DSLs, Headteachers and Academy Councils is by far the most important aspect of this quality assurance but in addition, SET also have central team colleagues who support this process. There are three stages to this aspect of the quality assurance process:

- SET Safeguarding Audit – completed and submitted in full every year to SET Safeguarding Lead, and also updated throughout the year when practice is improved or changes.
- SET Safeguarding Folder – to provide documentary evidence asked for in the audit, schools have a physical folder where relevant information is contained for ease of reference and quality assurance purposes, including Ofsted inspections.
- SET Monitoring Visits – central team members visiting schools will carry out activities to judge the quality of safeguarding processes and accuracy of audit

information. This may include speaking with staff, pupils and parents as well as seeing practice in operation.

6.   Confidentiality and Information Sharing

Information sharing is essential for effective safeguarding and promoting the welfare of children and young people. It is a key factor identified in many serious case reviews (SCRs), where poor information sharing has resulted in missed opportunities to take action that keeps children and young people safe. But many professionals are wary about sharing information and are concerned about breaching the Data Protection Act. In July 2018, the government published advice on Information Sharing. This document is quite clear about sharing information and encourages practitioners to balance the risk of sharing with the risk of not sharing.

SET school staff ensure that confidentially protocols are followed and information is shared appropriately including in line with GDPR guidance. The Headteacher or Designated Safeguarding Lead discloses any information about a pupil to other members of staff on a need to know basis only.

All staff, supply staff, and volunteers must understand that they have a professional responsibility to share information with other agencies in order to safeguard pupils. All must be clear with pupils that they cannot promise to keep secrets. See Section C part 25 of this document.

Everyone working with children must know the signs and symptoms of abuse and understand under what circumstances they are allowed to share information. The safety and welfare of children is of paramount importance and highlighted the importance of practitioners feeling confident about when and how information can be legally shared. The document linked to in this section outlines the **seven golden rules to information** sharing as follows:

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.

4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an

individual might not expect information to be shared.

5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and upto-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

7.   Vulnerable Children

SET recognises that there are some children who are more at risk to child protection and safeguarding issues than others and there are further specific policies, procedures and staffing in school to support these groups of children. Any child deemed more at risk than 'most' children, is often defined as 'vulnerable'. 'Vulnerable' children can be those, but not exclusively, listed below:

• those children assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
• those children who have an education, health and care (EHC) plan;
• those children who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services). This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

In addition, the following groups may also be considered as potentially being in the vulnerable cohort;
• children who have medical conditions,
• children of Gypsy, Roma & Traveller (GRT) families,
• children with English as an additional language,
• children with mental health issues,
• children missing from education,
• children in pupil referral units,
• children in families that may have challenging home circumstances, e.g. poverty, poor housing, domestic abuse etc.

Whilst these are most of the accepted 'groups' of children this term applies to, it is important to recognise that all children can be at risk at some level, and that many children in the groups above will never experience any issues.

8. Safeguarding during Covid-19 pandemic

(This section is relevant at time of printing but it must be recognised that the pandemic situation is fluid and as such so are our responses and actions to safeguarding procedures.)

The Covid-19 pandemic has obviously brought additional challenges to the area of safeguarding, especially with the extended period where the majority of children have not been in school. Schools have managed as best they could to remotely 'monitor' and support vulnerable children, some in liaison with social care. Telephone calls, home visits, and electronic communications used to keep in contact with vulnerable children. Remote learning is yet another issue in attempting to ensure all children access some level of continued education. However, the remoteness leaves a significant gap in the support that a child may receive when attending school. Irregular contact with some vulnerable children by professionals makes them even more vulnerable, especially those living in difficult home situations.

All SET schools have supported children at home as best we can, applying the procedures from relevant SET policy/guidance documents such as; **'Guidance for Safeguarding vulnerable children during prolonged school closure'**, **'Safeguarding Guidance to staff conducting Online Learning'** and **'Covid-19 addendum to Safeguarding Policy'** (see Annex E).

The return of any child back into school after a long absence will also bring up new challenges as staff look to 'assess' any issues that may have arisen during any lockdown period that had not manifested itself during remote monitoring and support. In addition, children not deemed vulnerable before any period of lockdown may well display behaviours and issues that may cause staff to place them on a vulnerable children list. Effects on the mental health of some children may be quite profound yet initially unknown to staff. Continued vigilance is needed during the period of the covid-19 outbreak.

Many agencies, including the Department of Education, have released safeguarding support guidance during the outbreak and whilst the application of all actions in Section C of this document are relevant in all cases, it should be noted that reference to support guidance unique to the outbreak period also needs to occur.

Relevant guidance information at time of printing can be found via links below and further reading is also encouraged.

DfE - Covid-19: Safeguarding in schools, colleges and other providers
DfE - Advice to parents and carers on keeping children safe from abuse and harm
DfE - Guidance for schools coronavirus (Covid-19)
DfE - Safeguarding and remote education during coronavirus (Covid-19)

[DfE: Covid-19 guidance for the public on mental health and wellbeing](#)

[DfE: Guidance for parents and carers on supporting children and young people's mental health and wellbeing during the Covid-19 pandemic](#)

[NSPCC - Coronavirus: Safeguarding and Child Protection](#)

[NSPCC: Covid-19 - advice and support for parents and carers](#)

[NSPCC: Returning to school after the coronavirus lockdown](#)

SECTION B: CATEGORIES OF CONCERN

This section explains briefly some of the 'categories' of concern that schools must be aware of. Most come under the heading of 'abuse' of which there are four main types (see below) and other sections indicate where a child may be more vulnerable due to certain processes, e.g. children and the court system. Some of these aspects will require staff to have more training than others and responses may differ slightly when dealing with a particular issue. It is important that further reading and knowledge than that contained in this section may well be required when dealing with a particular aspect of safeguarding, including reference to KCSiE 2020. Some sections contain a link to further reading around the particular aspect of safeguarding concern. Staff should always seek the support from their DSL and follow school reporting guidelines.

9.   Abuse Categories

There are four recognised types of abuse:

- Physical Abuse (NSPCC): is any way of intentionally causing physical harm to a child or young person. It also includes making up the symptoms of an illness or causing a child to become unwell.
- Emotional Abuse (NSPCC): is any type of abuse that involves the continual emotional mistreatment of a child. It's sometimes called psychological abuse. Emotional abuse can involve deliberately trying to scare, humiliate, isolate or ignore a child. 'Active' emotional abuse can include things like 'bullying' and 'passive' emotional abuse could take the forms of ignoring, showing no love to, etc.
- Sexual Abuse (NSPCC): when a child or young person is sexually abused, they're forced or tricked into sexual activities. They might not understand that what's happening is abuse or that it's wrong. Sexual abuse can be through 'contact', i.e. an abuser makes physical contact with a child, and 'non-contact', i.e. where a child is abused without being touched by the abuser either in person or online.
- Neglect (NSPCC): is the ongoing failure to meet a child's basic needs and the most common form of child abuse. A child might be left hungry or dirty, or without proper clothing, shelter, supervision or health care. Types of neglect are; physical, emotional, educational and medical.

There can be some general **'non-specific' signs of abuse** that can appear in any of the types of abuse which are listed below.

- Attention-seeking behaviour
- Anxiety levels higher than 'should' be
- Depression
- Extreme anger or sadness
- Lack of self-esteem
- Lacks social skills and may have few friends, if any
- Self-harm
- Significant change in behaviour and/or personality
- Suspicious bruises with unsatisfactory explanations

- Withdrawal from activities and/or others

In addition, some **specific signs of abuse** for each type of abuse may be present:

Physical Abuse
- bruises (especially on certain areas and/or in clusters)
- broken or fractured bones
- burns or scalds (with clear shapes and/or on certain parts of body)
- bite marks
- breathing problems from drowning or suffocation
- effects of poisoning such as vomiting, drowsiness or seizures
- scarring

Emotional Abuse
- act in a way that's inappropriate for their age
- difficulty making or maintaining relationships
- seems unconfident or lack of self-assurance
- struggle to control emotion

Sexual Abuse
- avoiding being alone with or frightened of people or person they know
- bleeding, discharge, pains or soreness in genital or anal area
- knowledge and/or use of sexual language or behaviour that wouldn't be expected of their age
- having nightmares or bed-wetting
- drug or alcohol issues
- pregnancy
- self-harm
- sexually transmitted infections

Neglect
- being smelly or dirty
- being hungry or not given money for food
- having unwashed clothes or the wrong clothing, such as no warm clothes in winter
- health and development issues such as;
  - poor muscle tone or prominent joints
  - dental issues
  - poor language or social skills
  - regular illness, infections and/or accidental injuries, through lack of supervision
  - weight or growth issues
- housing and family issues such as;
  - living in an unsuitable home environment, such as having no heating
  - being left alone for a long time
  - taking on the role of carer for other family members

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Indicators of concern

The following are often regarded as indicators of concern in regards to behaviours, signs which may be displayed by parents/carers/others who may be aware of the abuse a child is suffering and do not disclose it to professionals, possibly due to one or more factors such as; being the perpetrators themselves, in fear of someone else, simply unaware due to mental or learning issues (e.g. neglect), etc. Parents/carers may:

- offer an explanation which is inconsistent with an injury or child's behaviour
- offer several different explanations provided for an injury or behaviour
- be unable to explain a reason for any delay in seeking treatment
- be uninterested or undisturbed by an accident/injury or change in behaviour
- be absent without good reason when their child is presented for treatment
- move their children around schools frequently
- be reluctant to give information or mention previous injuries/episodes
- use different doctors

10.   Adverse Childhood Experiences

Adverse Childhood Experiences (ACEs: Public Health England and ACEs: Wave Trust) are stressful or traumatic experiences that can have a huge impact on children and young people throughout their lives. The ten widely recognised ACEs, as identified in a US study from the 1990s, are:

Abuse:	**physical**	Neglect:	**emotional**
	sexual		**physical**
	verbal		

Growing up in a household where: **there are adults with alcohol/drug use problems**
there are adults with mental health problems
there is domestic violence
there are adults who have spent time in prison
parents have separated

As well as these 10 ACEs there are a range of other types of childhood adversity that can have similar negative long term effects. These include bereavement, bullying, poverty and community adversities such as living in a deprived area, neighbourhood violence etc.

The more adversity a child experiences the more likely it is to impact upon their mental and physical health. Various studies have been conducted on the effects of ACEs and there is lots of literature available. Below are some findings from a UK study which suggests that those with 4 or more ACEs are:

- 2x more likely to have a poor diet
- 3x more likely to smoke
- 5x more likely to have had sex under 16 years and 6x more likely to have been pregnant or got someone accidently pregnant

- 2x more likely to binge drink
- 7x more likely to be involved in recent violence
- 11x more likely to have been in prison
- 11x more likely to have used heroin or crack
  and more alarmingly,
- 3x increased risk of heart disease, respiratory disease and type 2 diabetes and thus a shorter life span.

11. Bullying

Whilst all schools will have an 'Ani-Bullying Policy' outlining forms of bullying and actions to be taken to support both the victim and perpetrator, it is worth pointing out in this document that bullying can bring beyond the initial difficulties for the pupil, a vulnerability to other safeguarding issues. The impact of bullying is not just the physical and emotional of the actual bullying itself, but can place the pupil in a position where they become vulnerable to another form of abuse. They may seek out comfort and acceptance elsewhere which may make them susceptible to advances from other individuals who may cause abuse. That may include online or in person grooming, indoctrination into radicalisation, and/or persuasion into criminal activity, e.g. county lines. Staff should be aware of the impact of bullying in some of these aspects.

12. 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. When pupils are required to give evidence in court, SET schools should use the available guides signposted in KCSiE 2020 Annex A to support pupils.

13. Children Missing Education

Knowing where children are during school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse, neglect and radicalisation, and in children may raise concerns around child sexual exploitation. As detailed in KCSiE 2020 Annex A, all staff need to be aware of the signs to look out for and potential safeguarding concerns 'such as travelling to conflict zones, female genital mutilation and forced marriage'.

Attendance is monitored daily and pupils who are missing from school without permission for 10 days are reported to the Local Authority. In addition, pupils who have irregular attendance at school are also reported to the Local Authority and their attendance is closely monitored.

Pupils who are deleted from the school register for any of the following reasons are also reported to the Local Authority immediately upon deletion of the record in accordance with DfE Children Missing Education:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the

school at which they are registered;

- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

14.   Children with Family Members in Prison

Children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. This is recognised as one of the ten Adverse Childhood Experiences (see part 10 of this document). Support to assist schools and families can be sought from the National information centre on children of offenders.

15. Child on Child Sexual Violence & Sexual Harassment (and 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);

- abuse within intimate partner relationships
- 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 initiation/hazing type violence and rituals

KCSiE 2020 devotes Part Five of the guidance to this aspect of safeguarding and reference should be made to this section alongside the DfE's more detailed document Sexual violence and sexual harassment between children in schools and colleges (2018) (Draft copy Sept 2020). All our staff must be aware of this issue and report any concerns to the DSL in accordance to our reporting procedures.

Developmental sexual behaviour encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. Children 'mature' at different rates and therefore there can be a 'grey area' as to what may be appropriate sexualised behaviour at a certain age. However, it is useful to have guidelines such as the Brook Sexual Behaviours Traffic Light Tool to help support any assessment of certain behaviours.

Sexual violence and sexual harassment can occur between two children **of any age and sex.** It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood,

adversely affect their educational attainment.

Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other children, adult students and school and college staff are supported and protected as appropriate. Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys and that SEND pupils are three times more likely to be abused than their peers.

Schools and colleges 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. Schools must not tolerate or dismiss sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys". Behaviours (potentially criminal in nature) such as; grabbing bottoms, breasts and genitalia and flicking bras and lifting up skirts, must always be challenged. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence can, and does occur between peers, sometimes those in intimate relationships. Sexual violence includes acts such as;
  • rape
  • assault by penetration
  • sexual assault

Consent is about having the freedom and capacity to choose ([Consent: it's as simple as tea](#)). 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;
  • a child under the age of 13 can never consent to any sexual activity;
  • the age of consent is 16;
  • sexual intercourse without consent is rape.

Sexual harassment means 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment between children 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:
  - o non-consensual sharing of sexual images and videos. (UKCCIS sexting advice provides detailed advice for schools and colleges);
  - o sexualised online bullying;
  - o unwanted sexual comments and messages, including, on social media;
  - o sexual exploitation; coercion and threats; and
  - o upskirting (now a criminal offence. See section 25)

It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

The procedures for investigating and dealing with peer-on-peer abuse must be made clear to all staff through safeguarding training and the school's reporting procedures in line with KCSiE 2020.

16.   Child Sexual Exploitation

Child sexual exploitation (CSE) is defined as 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.

CSE has links to other types of crime such as;

- Child trafficking
- Domestic abuse
- Sexual violence in intimate relationships
- Grooming (including online grooming)
- Abusive images of children and their distribution
- Drugs-related offences
- Gang-related activity
- Immigration-related offences
- Domestic servitude

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation;

- Acquisition of money, clothes, mobile phones etc. without plausible explanation
- Gang-association and/or isolation from peers/social networks
- Exclusion or unexplained absences from school, college or work
- Leaving home/care without explanation and persistently going missing or returning late
- Excessive receipt of texts/phone calls
- Returning home under the influence of drugs/alcohol
- Inappropriate sexualised behaviour for age/sexually transmitted infection
- Evidence of/suspicions of physical or sexual assault
- Relationships with controlling or significantly older individuals or groups
- Multiple callers (unknown adults or peers)
- Frequenting areas known for sex work
- Concerning use of internet or other social media
- Increasing secretiveness around behaviours
- Self-harm or significant changes in emotional well-being

17. Child Criminal Exploitation (inc. County Lines)

Child criminal exploitation is child abuse where children and young people are manipulated and coerced into committing crimes, (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. It can lead to a child becoming part of a criminal or dangerous gang (NSPCC guidance) and/or include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines - see below), forced to shoplift or pickpocket, or to threaten other young people.

County Lines is the police term for urban gangs exploiting young people into moving drugs from a hub, normally a large city, into other markets - suburban areas and market and coastal towns - using dedicated mobile phone lines or "deal lines". Children as young as 12 years old have been exploited into carrying drugs for gangs. This can involve children being trafficked away from their home area, staying in accommodation and selling and manufacturing drugs.

Some of the following can be indicators of CCE:
- children who appear with unexplained gifts or new possessions
- children who associate with other young people involved in exploitation
- children who suffer from changes in emotional well-being
- children who misuse drugs and alcohol
- children who go missing for periods of time or regularly come home late
- children who regularly miss school or education or do not take part in education.

SET school staff should be vigilant in recognising potential signs of pupils being involved in this activity.

18.   Domestic Abuse

SET is aware that children and young people's development, as well as their social and emotional resilience, is affected by many factors including exposure to domestic abuse within the family situation and is a safeguarding issue. Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Children and young people react to domestic abuse in similar ways to other types of abuse and trauma. Any child or young person thought to be at immediate risk will be reported without delay to the local social care Emergency Duty Team.

Advice and support can be sought at; DfE Domestic abuse: help during Covid-19 outbreak, National abuse helpline, and from the NSPCC.

19.   Homelessness

Being homeless or at risk of being homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include;

- household debt
- rent arrears
- domestic abuse
- anti-social behaviour

Pupils who are at risk of or who's family have become homeless will be supported through normal safeguarding referral procedures in conjunction with children's services. Where deemed appropriate the academy will facilitate support through the Local Housing Authority in order to support a family who find themselves in this situation. Further national guidance will be followed if a student who is 16 or 17 becomes homeless. Again, our schools will support these students through early help intervention.

20.   Honour-based-violence (Breast Ironing, FGM & Forced Marriage)

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

All forms of so-called 'honour-based' violence are abuse.

The school is sensitive to differing family patterns and lifestyles and child-rearing patterns that vary across different racial, ethnic and cultural groups but must ensure that the safety of the child is paramount at all times. It is important to note that these types of abuse can be more difficult to detect and don't always show the more 'typical signs' of abuse. These may well be carried out by 'loving' relatives who very much believe that culturally they are doing the right thing. There may well be no other signs of any issues within a family.

However, child abuse cannot be condoned for religious or cultural reasons. When a school has concerns about any possible incident of honour-based-violence, they ***should not in the first instance contact the family*** but instead refer to appropriate professionals, whether that be safeguarding partners and/or the police. Contacting the family can further

complicate matters and put the child at further risk of a violent reaction, being taken overseas, or much worse forms of retribution violence if the family or relatives feel they have dishonoured them by disclosing to school staff.

When staff speak to any child who may be suffering this form of abuse it is important to be aware of the **'One Chance'** rule which dictates that "we may only get one chance to speak to the victim, and to act on any abuse." Failure to 'solve' the issue on this first attempt may result in the family becoming aware and, taking the girl overseas, threatening the girl if she continues to disclose, or any serious act of 'honour-based violence'. It is essential that action is taken **without delay**.

Breast ironing is the process of burning, massaging, pounding, or otherwise flattening young girls' breasts over a period of time with the aim of making them disappear or even stop developing. It can involve heating large objects (stones, spoons, hammers etc.) and 'ironing' the breasts. This is usually carried out by older female relatives including mothers with the purpose of making young girls look less like girls and preventing 'male attention'.

As above signs may not be similar to other symptoms of abuse but may be, e.g. withdrawal behaviours. In a school setting the child may refuse to take part in P.E lessons, be absent from school for a period of time, be reluctant to participate in any 'normal' medical programmes, and possibly exhibit signs of discomfort or pain around the chest area.

Female Genital Mutilation (FGM) is the total or partial removal of external female genitalia for non-medical reasons. It can occur at any age from between babyhood to early adulthood but is more commonly performed between the ages of 7 to 10 years old. It is usually carried out again similar to breast ironing, by female relatives or friends of the family.

It is carried out for a number of reasons including: cultural, i.e. this is seen as an 'invitation' into womanhood; psychosexual, i.e. allows a level of control over a woman's sexuality; aesthetic & hygienic, i.e. external female genitalia can be seen as 'ugly and dirty'; socio-economic, i.e. it can be a pre-requisite to marriage or inheritance; religious, i.e. seen as 'right' in the eyes of god (although no religious sanction this act).

There are four types of procedure:

- Type 1 Clitoridectomy – partial/total removal of clitoris
- Type 2 Excision – partial/total removal of clitoris and labia minora
- Type 3 Infibulation - entrance to vagina is narrowed by repositioning the inner/outer labia
- Type 4 all other procedures - that may include: pricking, piercing, incising, cauterising and scraping the genital area.

FGM is internationally recognised as a violation of human rights of girls and women. It is **illegal** in most countries including the UK. The Serious CRIME Act 2015 came into force in July 2105 and with it new legal powers to deal with FGM.

Indicators which staff should be vigilant to include;

- Child talking about getting ready for a special ceremony
- Family taking a long trip abroad

- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan)
- Knowledge that the child's sibling has undergone FGM
- Child talks about going abroad to be 'cut' or to prepare for marriage

Signs that may indicate a child has undergone FGM:

- Prolonged absence from school and other activities
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued
- Bladder or menstrual problems
- Finding it difficult to sit still and looking uncomfortable, including complaining about pain between the legs
- Mentioning something somebody did to them that they are not allowed to talk about
- Secretive behaviour, including isolating themselves from the group
- Reluctance to take part in physical activity
- Repeated urinal tract infection
- Disclosure

From 1st October 2015 there is a [mandatory reporting duty](#) placed on schools where they discover that FGM has been carried out on a girl under 18. It is important to note that staff will become aware of FGM by disclosure, not through physical examination.

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 and is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence.

Factors that can increase the risk of a young girl experiencing a forced marriage can include:

- bereavement in the family, especially of the father
- older siblings refusing to marry thus pressuring the family to marry one of their children
- a disclosure of sexual abuse within the family
- a child disclosing to be LGBT (FGM can be viewed as a 'cure' by the family)
- a child who has SEND.

Signs for schools to be aware of which may indicate the possibility of a force marriage include;

- self-harm or suicidal acts or comments
- running away from home
- a history of police intervention with the family
- FGM
- anxious behaviour about an upcoming holiday

- being watched by siblings or older cousins
- a sudden announcement of an engagement

21.   Mental Health

More and more schoolchildren are struggling to cope with their mental health with rising rates of depression, anxiety and self-harm in children and young people. Mental health and mental illness are part of a 'spectrum', just as physical health and illness are. Many different things can occur in a child's life which causes them to move up and down the spectrum such as; the start or end of relationships, bullying, issues at home including, poverty, domestic abuse and unemployment, bereavement, and many more reasons.

Mental health and resilience are closely linked and the level of resilience a child has can determine certain levels and onset of some mental health issues. This is why schools must ensure that 'resilience building' is part of the curriculum.

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

The most common mental health problems experienced by children include;

- depression – more common in adults but growing number in child population
- anxiety – more commonly 'separation anxiety' and 'generalised anxiety disorder'
- self-harm – a coping mechanism for many which masks other issues
- eating disorders – can lead to other health issues
- post-traumatic stress disorder – can be caused by a life trauma such as bereavement and also any abuse
- ADHD – before accurate assessment at early stages can be put down simply to poor behaviour
- mental health problems caused by developmental disabilities such as autism

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Signs can be varied and similar to evidence of any number of issues but can generally include;

- inability to cope with daily tasks
- social withdrawal
- dramatic changes in eating/sleeping habits
- feeling anxious
- substance misuse
- thoughts or actions around self-harm

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

and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

Advice and guidance are available for schools and families such as, DfE Mental health and behaviour in schools, DfE Supporting mental health in schools and colleges, Guide for parents and carers (Mental Health Foundation), Young Minds, and NSPCC: Children's mental health.

For mental health linked to Covid-19 outbreak, please refer to section 8 of this document.

22. Modern Slavery & Trafficking

Modern slavery is a crime and a violation of fundamental human rights. It takes various forms, such as slavery, servitude, forced and compulsory labour and human trafficking, all of which have in common the deprivation of a person's liberty by another in order to exploit them for personal or commercial gain. Further reading is recommended for staff concerned that this may be occurring Safeguarding children who may have been trafficked.

23. Online Issues

Being online is an integral part of children and young people's lives. Social media, online games, websites and apps can be accessed through mobile phones, computers, laptops and tablets – all of which form a part of the lives of our pupils.

The internet and online technology provides new opportunities for pupil learning and growth, but it can also expose them to many forms of risk. The use of technology has become a significant component of many safeguarding issues, such as; **child sexual exploitation, radicalisation, sexual predation** and **'cyber'-bullying**.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content;** being exposed to illegal, inappropriate or harmful material, for example pornography, violence, racist or radical and extremist views. In addition, being exposed to a number of factors such as; gambling, in-app purchasing, fake news, unsuitable online adverts ('click-baiting')
- **Contact;** being subjected to harmful online interaction with other users, for example commercial advertising, cyber-bullying, as well as adults posing as children or young adults (*grooming*). Children want to be 'accepted/liked' so will accept 'friend requests' from strangers and thus are susceptible to grooming.
- **Conduct;** personal online behaviour that increases the likelihood of, or causes, harm, for example making, sending and receiving explicit images (*sexting*), or online bullying. Reckless posting on social media, which can include cyber-bullying, can not only cause upset to others but can damage the reputation of the child posting.

As the risks of online abuse is a key safeguarding aspect, there are lots of advice and guidance available on this subject online such as; NSPCC: E-safety for schools and UK

Safer Internet Centre, as well as DfE: Teaching online safety in school. In addition, SET have various documents such as Online Safety Policy and Monitoring and Filtering Policy. These must be read as key documents on advice and guidance around this subject. In addition, referral to KCSiE 2020 Annex C is essential.

As mentioned there are many 'dangers' online but two of the main ones which effect children are grooming and sexting.

Common signs that a child may be experiencing online abuse/**grooming** may include;

- spending a lot more or a lot less time than usual online, texting, gaming or using social media
- seeming distant, upset or angry after using the internet or texting
- being secretive about who they're talking to and what they're doing online or on their mobile phone
- having lots of new phone numbers, texts or email addresses on their mobile phone, laptop or tablet.

Sexting is sending, receiving, or forwarding sexually explicit messages, photographs, or images, primarily between mobile phones, of oneself to others. It may also include the use of a computer or any digital device. It is one of a number of 'risk-taking' behaviours associated with the use of digital devices, social media or the internet. It is accepted that young people experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

The range of contributory factors in each case needs to be considered in order to determine an appropriate and proportionate response, which should be recorded. All colleagues are expected to be aware of this.

A child is likely to be very distressed especially if the image has been circulated widely and if they don't know who has shared it, seen it or where it has ended up. They will need pastoral support during the disclosure and after the event. They may even need immediate protection or a referral to police or social services; parents should be informed as soon as possible (police advice permitting).

24.   Radicalisation

Radicalisation is the process of causing someone to become a supporter of terrorism or forms of extremism that lead to terrorism.

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic

system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Possible signs that a child may be being radicalised include;
- being secretive re online behaviour
- displaying feelings of isolation and an 'us and them' mentality
- being more argumentative and condemns others
- questioning their faith or identity
- downloading extremist material
- losing interests in activities they were once keen on
- changing appearance
- having more abnormal routines

The national initiative to safeguard people from radicalisation is Prevent. Reference to DfE Revised Prevent duty guidance is essential for DSLs to ensure school systems are in place and how to refer concerns using the Channel Programme. Section 30 of this document outline the actions taken to safeguard against radicalisation.

25.   Serious violence and knife crime

Serious Youth Violence is defined as 'any offence of most serious violence or weapon enabled crime, where the victim is aged 1-19' i.e. murder, manslaughter, rape, wounding with intent and causing grievous bodily harm.

Serious violence can occur for a variety of reasons including some of the categories listed in this policy, e.g. child criminal exploitation, county lines, and some consequences of radicalisation. It can mainly, although not totally, be involved with 'gang culture' where children, mainly boys, become involved in a gang for any number of reasons. It can be as an effect of gaining a sense of belonging, often associated with a lack of care within the home. It may be that they have been 'groomed' to become involved in illegal activities such as drugs, robberies etc. including 'county lines'.

Gangs are defined as mainly comprising men and boys aged 13-25 years old, who take part in many forms of criminal activity (e.g. knife crime or robbery) who can engage in violence against other gangs, and who have identifiable markers, for example a territory, a name, or sometimes clothing.

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- an increased absence from school
- a change in friendship or relationships with older individuals or groups
- a significant decline in performance
- signs of self-harm
- signs of assault or unexplained injuries
- in possession of unexplained gifts (sign of grooming into a gang)

Knife crime is a term used commonly in the media to refer, primarily, to street-based knife assaults and knife-carrying. However, there are many different criminal offences relating to knives. For example:

- it is an offence to threaten or cause harm to a person with a bladed weapon
- some bladed weapons are prohibited from being sold or purchased, including to anyone under the age of 18
- offences such as robbery or assault can be aggravated if a knife is involved
- it is also an offence to carry a knife in a public place without good reason

In April 2018 the government published its Serious Violence Strategy in response to increases in knife crime, gun crime and homicide across England. Action in the strategy is focused on 4 main themes:

- tackling county lines and misuse of drugs
- early intervention and prevention
- supporting communities and local partnerships
- law enforcement and the criminal justice response

The strategy has a call to action to partners, including education, from across different sectors to come together in a multi-agency public health approach to tackling and preventing serious violence at a local level.

26. Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim. Guidance can be found here.

SECTION C: CHILD PROTECTION PROCEDURES

Section C outlines some of the actions that schools and safeguarding partners can and do take to safeguarding children who may need support following one or more issues outlined in Section B of this document. In addition, some of the actions covered in this section are to safeguard all children not just those who may be identified as 'vulnerable', e.g. site safety, teaching safeguarding and online safety.

27.   Child Protection Plans & Conferences

A Child Protection plan may be written up following a child protection conference and are the responsibility of a local authority. The school may well assist in the formation of the plan and of course it's implementation. It sets out how a child can be kept safe, how things can be made better for the family and what support they will need. Children on a CP will need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Members of staff are likely to be asked to attend a child protection conference or other relevant core group meetings about an individual pupil and will need to have as much relevant updated information about the child as possible. A child protection conference will be held if it is considered that the child/children are suffering or at risk of significant harm.

All reports for a child protection conference should be prepared in advance of the meeting and will include information about the child's physical, emotional, intellectual development and wellbeing as well as relevant family related issues. This information will be shared with the parents/carers. Local arrangements will be applied by DSLs for supporting Safeguarding Partners around this aspect of safeguarding and further guidance on Child Protection Plans are available in Working Together to Safeguard Children (2018).

Arrangements for the keeping and passing on a Child Protection plan are included in 'Record keeping' in this document.

28.   Dealing with a disclosure

It can be very difficult for a child (or their friends) to open up about what's happened to them. They might be worried about the consequences or that nobody will believe them. They might've told someone before and nothing was done to help them. Sometimes they might not know what's happening to them is abuse and struggle to share what they're feeling. Some children don't reveal they're being abused for a long time and some never tell anyone.

Staff must realise that when a child discloses that they are in a very privileged and important position. For one reason or another the child has chosen them to make the disclosure to. The child may not feel comfortable with anyone else so it is important that the encounter goes well for the child, and the member of staff.

Schools will ensure all staff are trained to deal with a disclosure and there are some guiding principles which should be followed by all staff;

- **Listen carefully to what the child is saying –** staff should be patient and focus on what is being said. Staff should try not to express their own views and feelings, as if staff appear shocked or as if the child is not believed, it could make the child stop talking and take back what they've said.
- **Let them know they've done the right thing speaking up –** reassurance can make a big impact. If the child has kept the abuse a secret it can have a big impact knowing they've shared what's happened.
- **Tell them it's not their fault -** Abuse is never a child's fault. It's important they hear, and know this.
- **Say you'll take them seriously –** The child may have kept the abuse secret because they were scared they wouldn't be believed. Staff should make sure the child knows there is trust and that they will e listened to and supported.
- **Don't confront the alleged abuser -** Confronting the alleged abuser could make the situation worse for the child.
- **Explain what will happen next -** staff should never promise confidentiality but that other staff may need to know in order to support the child. This can be difficult for some children so careful handling of this must occur.
- **Report what the child has disclosed as soon as possible –** staff should report using in-school systems (DSL/My Concern etc.) as soon after being told about the abuse so that action can be taken quickly. It can be helpful for staff to take notes as soon after having spoken to the child and notes should be written verbatim. Depending on the nature of the disclosure it may be relevant to contact external agencies, e.g. police, social care etc. using local established communication systems. See relevant Annex section.

29.   Handling Allegations against staff

SET and all schools within the trust will employ procedures to prevent people who pose risks to children from working in our schools by ensuring that all individuals working in any capacity have been subjected to safeguarding checks in line with the statutory guidance in KCSiE 2020 Part Three. However, we recognise the possibility that an adult may cause harm to a child and/or **may have behaved in a way that indicates** that they may not be suitable to work with children. Schools have in place procedures to react to any situation where this may be a concern, in line with KCSiE 2020 Part Four.

Staff will report any concerns, either from an allegation made by a child or concern from staff, to the Headteacher immediately, and if the concern is about the Headteacher, then to the Chair of the Academy Council or relevant SET central team member. This will include of course any adult within the school, including volunteers and supply staff. The Headteacher will then decide on further action including whether to contact the Local Authority Designated Officer (LADO), and follow procedures as laid out in KCSiE 2020 Part Four and from the local safeguarding partnership. Concerns staff may have about the proprietors, i.e. Trust, should be taken directly to the LADO.

It is also important for staff to **protecting themselves against allegations** of abuse. It is important for staff to adhere to relevant HR policies which will help protect them, e.g. Acceptable Use Policy (Use of IT), Social Media Policy and Staff Code of Conduct.

Staff should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- make sure that other adults visit the room occasionally
- avoid working in isolation with children unless thought has been given to safeguarding issues.
- never give out personal mobile phone numbers or private e-mail addresses
- do not give pupils lifts home (unless this has been specifically agreed by senior management and parents/carers)
- do not arrange to meet pupils outside of school activities
- never 'befriend' or chat to pupils on social network sites
- under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical action to prevent a child from hurting themselves or others parents will be informed.

30. Handling Allegations of child on child 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): abuse within intimate partner relationships; 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 initiation/hazing type violence and rituals.

The procedures for investigating and dealing with peer-on-peer sexual abuse must be made clear to all staff through safeguarding training and the school's reporting procedures in line with KCSiE 2020. In regards to procedures dealing with peer on peer abuse other than sexual abuse, schools will use their internal mechanisms to investigate incidents between pupils and decide on relevant course of action.

New Dedicated NSPCC Helpline 0800 136 663

The new helpline will provide both children and adults who are potential victims of sexual abuse in schools with the appropriate support and advice. This includes how to contact the police and report crimes if they wish. The helpline will also provide support to parents and professionals too.

31. Online Safety

SET Online Safety Policy outlines actions taken by schools in protecting children from online risks as listed in part 21 of this document. In addition, the SET Monitoring and Filtering Policy outlines actions taken by schools to ensure the content available to pupils in school is safe and appropriate. Any issues with unsuitable material being available in school are reported to appropriate staff (DSL and Network manager) to ensure site is blocked.

Schools have measures in place to ensure online safety is a priority such as;
- a planned online safety education curriculum taught to all pupils which includes; sexting / cyber-bullying / grooming / radicalisation online / appropriate online behaviours
- relevant staff policies, including an 'acceptable Use Policy' ensuring staff are given guidance on using IT including personal use of social media
- awareness of how to report an online issue
- relevant staff training
- signposted online support for pupils and parents, e.g. CEOP

All staff are aware that any items that have capability for use of the Internet or the creation of digital images (including mobile phones) must be used by pupils under appropriate supervision. If any such item that belongs to a member of staff is brought onto the school site, it is the responsibility of that staff member to ensure that these items contain nothing of an inappropriate nature.

Any attempt by a pupil to contact staff (or vice versa) via such internet sites will immediately be reported to the Headteacher or DSL in order that appropriate advice can be given to the pupil and their parents/carers regarding professional boundaries and the safety of the pupil.

32.   Prevent Duty & Channel

As mentioned in part 24 of this document, the national initiative to safeguard people from radicalisation is Prevent and referrals of cases occurs through the Channel Programme. 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. The programme uses a multi-agency approach to protect vulnerable people by;

- identifying individuals at risk
- assessing the nature and extent of that risk
- developing the most appropriate support plan for the individuals concerned

Each local authority is responsible for having Channel as one of their services to which anyone can make a referral including family members, and a wide range of services. Each referral is screened for suitability undertaken by the local authority and if deemed appropriate, further action will occur including communication and consent with the individual to initiate a Panel. The Panel will then decide what, if any, support is needed to protect the individual. Each LA will have their own systems and forms for referrals.

All SET schools will have a 'single point of contact'/identified member of staff where concerns can be reported to. This is usually the DSL. Staff must be vigilant of the signs and risk factors associated with radicalisation listed in part 24 and will raise concerns as appropriate. Following a concern being raised the SPOC/DSL will assess the risk and act

accordingly.

Additional measures are also in place in schools to prevent radicalisation such as;

- Ensuring that clear protocols are in place so that any visiting speakers are suitable and appropriately supervised within school.
- Ensuring that fundamental British values are promoted within the curriculum and extra-curricular activities and reflected in the general conduct of the school.
- Training key staff to give them the knowledge and confidence to identify children at risk of being drawn into terrorism and challenge extremist ideas. Staff know where and how to refer children and young people for further help.

33. Record keeping

SET schools will keep and maintain up-to-date information on pupils on the school roll, including where appropriate child protection records which are kept confidentially and securely and are separate from general pupil records until the child's 25th birthday. When a pupil transfers to another institution, child protection information will be copied and sent independently of other information to any new school / college whilst the child is still under 18 years old. Leaders must ensure that a receipt of delivery is provided by the next school or college.

SET schools must take into account policies regarding the General Data Protection Regulations (GDPR).

34. Reporting a Concern/Making a Referral

All staff, volunteers and visitors have a responsibility to report any concerns about the welfare and safety of a child and all such concerns must be taken seriously. Depending on the nature of the concern, the DSL (possibly in consultation with senior leaders) will decide on course of action. In addition, schools must know how and to whom external referrals should be made.

Schools will have an **'in-house' referral system** where staff report concerns to the DSL and record appropriately. All SET schools have electronic recording systems, such as My Concern/CPOMS, where all staff raising a concern record details. In addition, it may well be appropriate for staff to also physically see the DSL (DDSL or anyone acting in absence of DSL) asap to report the issue, and where a member of staff in unsure about the 'level' of seriousness of an issue, they must always inform the DSL asap. The DSL will then assess entries on the system and act accordingly. Steps should be as follows;

- Staff report concern to DSL in person (or equivalent internal system)
- Record the concern using the school's safeguarding recording system.
- If the concern is about the DSL then the Headteacher or Regional Director should be informed.
- Report to the police (via DSL if appropriate) where they discover either through disclosure or visual evidence, incidents of female genital mutilation (FGM)
- Be prepared to support the DSL in any action to be taken in support of a pupil(s)

Following a report of a concern, the DSL (possibly in consultation with the Headteacher) may **refer the issue on to an external agency**. Such referrals may include;

- to Channel following concerns around radicalisation of a pupil
- to social care where a child is deemed to be 'in need'
- referral to police for an issue around
- referral to the DBS/TRA following a substantiated allegation against an adult/teacher
- referral to the LADO following an allegation against a member of staff, volunteer, supply staff or other adult

Working Together to Safeguard Children 2018 pages 31 to 54 set out the steps that practitioners should take when working together to assess and provide services for children who may be in need, including those suffering harm. The flow charts cover:

- the referral process into local authority children's social care
- immediate protection for children at risk of significant harm
- the process for determining next steps for a child who has been assessed as being 'in need'

DSLs must be aware as to the local levels of threshold and referral systems within their local authority. These are detailed in Annexes section of this document. In addition, guidance as to when to call the police (NSPCC) is important for DSLs to be aware of.

35. Safer Recruitment

SET's recruitment and selection policies and procedures adhere to the guidance set out in Part Three of KCSiE 2020. At the heart of excellent practice in safer recruitment is the maintenance of a single central record (SCR). Each school will have its own SCR and the headteacher is responsible for ensuring the SCR is compliant. The academy council will quality assure the SCR regularly throughout the year.

At least one member of each recruitment panel must have undertaken safer recruitment training. It is the responsibility of the Headteacher to ensure that this requirement is fulfilled.

36. Serious Case Reviews

Local Safeguarding Partnership groups will always undertake a serious case review when a child or young person dies (including death by suicide) and abuse or neglect is known or suspected to be a factor in their death. The purpose of the serious case review is to find out what lessons may be possible to learn from the case and what recommendations are passed on to agencies, including schools, about improving practice further. If required, SET schools if involved in a serious case review, will provide an individual management report for a serious case review and will cooperate fully with implementing outcomes of the review including reviewing policy, practice and procedures as required.

37. Site Safety

Effective safeguarding measures also include ensuring the physical site of our schools are safe for our pupils and staff. To that extent extensive Health & Safety policies are in place and adhered to. This includes regular checks of perimeter fences, adequate pupil supervision during the school day including social times, appropriate risk assessments, and clear processes for the management of site safety.

38. Staff Training, Induction and Supervision

To adequately implement safeguarding practices, it is important that all staff have appropriate training in this area. Whole staff training on basic child protection and safeguarding takes place every three years. In addition, all staff are involved in a continuous programme of safeguarding training both online and face to face throughout each year. The DSL also communicates updates to staff continuously throughout the year either by regular training or briefings on particular safeguarding issues.

Volunteers and supply staff likewise receive appropriate safeguarding training and information relevant to their roles within school. All new staff follow a comprehensive induction programme which includes safeguarding training and understanding of all school systems.

In addition, all staff must read Part One of the current Keeping Children Safe in Education document and sign a declaration that they have indeed read it and will follow relevant guidelines.

The Headteacher will ensure that there is a written code of conduct in place for staff, including volunteers and supply staff, which staff must adhere to.

The DSL and Deputies will receive refresher training every two years as well as further training at the appropriate level and above on specific matters such as, issues relating to special educational needs and disability, online safety and prevention of radicalisation. DSLs and key staff who deal with safeguarding issues also receive '**supervision**' which is dedicated time to support and develop them in their roles as well as support them emotionally. Academy Council Safeguarding Leads are in place and will also receive appropriate training.

39. Teaching Safeguarding

All pupils have access to an appropriate curriculum, differentiated to meet their needs. This enables them to learn to develop the necessary skills to build self-esteem, respect others, defend those in need, resolve conflict without resorting to violence, question and challenge and to make informed choices in later life.

Relationship & Health Education (Primary RHE curriculum) and Sex, Relationship & Health Education (Secondary SRHE curriculum) (including PHSE), and Religious Education lessons will provide opportunities for pupils to discuss and debate a range of subjects. These include for primary children aspects such as, caring and respectful relationships, online relationships, mental well-being, and physical health and fitness. Secondary schools will in addition study about intimate and sexual relationships, including sexual health. All pupils will be taught about safeguarding, including online safety and how to keep

themselves safe in a range of situations. Safeguarding is also taught across many other aspects of the school formal and informal curriculum, e.g. IT lessons and assemblies.

All pupils will be taught about the systems in school for keeping them safe and as a result, will know there are adults in school whom they can approach in confidence if they are in difficulty or feeling worried, and that their concerns will be taken seriously and treated with respect.

40.   Whistleblowing

SET is committed to the highest standards of openness, probity and accountability; and to safeguarding the public resources for which it is responsible. We expect all its staff and representatives to operate honestly and with integrity at all times. Misconduct or wrongdoing will not be tolerated. SET actively encourages its staff and other stakeholders to offer constructive advice and criticism and to speak up, or "blow the whistle" if they genuinely think something is wrong. The Whistleblowing Policy and procedure applies to all colleagues. In regards to safeguarding if an employee suspects wrongdoing at work in regards to any actions to safeguarding practice, they should report to appropriate person, e.g. DSL, Headteacher, Chair of Academy Council or LADO depending on nature of concern.

41.   Working with others inc. Parents and Multi-Agencies

SET schools will develop and maintain effective links with other relevant agencies and work with these agencies to ensure that the welfare of pupils is promoted and that they are protected from harm. Inter-agency working in each school must reflect the arrangements of the three local safeguarding partners (LA, Health and the Police).

The schools will notify the allocated social worker/social care if:

- It has been agreed as part of the any child protection plan or core group plan.
- A child is subject to a child protection plan is to be permanently excluded.
- There is an unexplained absence of a pupil who is subject to a child protection plan.
- If a child is under **private fostering** arrangements.
- Any other reason cited within KCSiE 2020.

SET's approach to working with parents/carers is one of transparency and honesty and our responsibility is to safeguard and promote the welfare of all the children in our care. We aim to do this in partnership with our parents/carers. In most cases parents and carers will be informed when concerns are raised about the safety and welfare of their child and schools will ensure that they have at least **two emergency contact details for each child**. Parents and carers should be given the opportunity to address any concerns raised.

Parents and carers will be informed if a referral is to be made multi- agency referral teams or any other agency.

Parents/carers will not be informed if it is believed that by doing so would put the child at risk. In such cases the Designated Safeguarding Lead or Headteacher will seek advice from their local safeguarding partners.

SECTION D: ANNEXES

ANNEX A: School details and Personnel

DSLs can insert relevant school contacts that can be available to parents/public. No personal details

Name	Role	Contact details
Mr C Bramwell	Headteacher	01942 202580 headteacher@westleigh.wigan.sch.uk
Miss G Johnson	Designated Safeguarding Lead (DSL)	01942 202580 safeguarding@westleigh.wigan.sch.uk
Mr T Kearns/Ms D Morris	Deputy Designated Safeguarding Lead(s)	01942 202580 safeguarding@westleigh.wigan.sch.uk
Mr G Sutton	Academy Council Safeguarding Lead	garethsutton@westleigh.wigan.sch.uk

ANNEX B: Local Safeguarding Partners

SET schools are currently across eight local authorities as listed below. Further information about contacts and support our school may use is listed.

Local Authority	Safeguarding Partnership	Telephone No.
Birmingham	Birmingham Safeguarding Children Partnership	0121 464 2612
Bury	Bury Integrated Safeguarding Partnership	0161 253 6153
Derby	Derby & Derbyshire Safeguarding Children Partnership	01332 642 351
Halton	Halton Children and Young People Safeguarding Partnership	n/a
Staffordshire	Staffordshire Safeguarding Board	01785 277 151
Stoke-on-Trent	Stoke-on-Trent Safeguarding Children Board	n/a
Wigan	Wigan Safeguarding Children Board	n/a
Wolverhampton	Wolverhampton Safeguarding Together	01902 550 477

Local Agency details and contact information:

Agency	Details
Multi Agency Safeguarding Hub	**01942 828300**
School Nursing Team	**01942 483558**
CAMHS	**01942 775400**
Greater Manchester Police	**0161 872 5050**
Wigan and Leigh Young Carers	**01942 679352**
Embrace Wigan and Leigh	**01942 233323**
Channel Helpline	**020 7340 7264**

ANNEX C: Referral Procedures

What to do if you are concerned about a child

Disclosure is made, visible or suspicions are raised under one of the following areas of safeguarding as stated in the Child Protection and Safeguarding Policy:
1. Physical abuse
2. Emotional abuse
3. Neglect
4. Sexual abuse
5. Child Missing from Education
6. Child Sexual Exploitation
7. Female Genital Mutilation.
8. Preventing extremism and radicalisation
9. Self -Harm

The Safeguarding Team
Designated Safeguarding Lead: Miss G Johnson

Deputy Designated Safeguarding Lead: Mr Tom Kearns

Safeguarding Officer: Ms Denise Morris

Report the incident via the online portal CPOMs. If you don't have access to this portal please ensure your concern is passed on verbally immediately.
If you believe the child may be in danger if no immediate action is taken you must pass the concern on verbally in addition to logging it on CPOMs
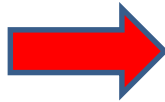
For all urgent safeguarding concerns you need to speak directly to a member of the safeguarding team. (if the child is already CLA, CIN or CP then GJS, DM, TKS or relevant HOY must be informed immediately as routine)
If in the unlikely event that you can't contact the safeguarding team or a member of SLT please call 01942 828300 and seek advice from the referral and assessment team.

For non - urgent disclosures or concerns the Safeguarding Officer will triage the concern, identifying who can best support the child and allocate a category to the concern. All actions will be logged on CPOMs and progress monitored as the child receives support to eliminate the initial safeguarding risk.

Contents

1.   Introduction

Since 20th March, schools were directed to close except for identified children. Parents have been encouraged to keep children at home. Only children identified as being vulnerable and those of key workers have been offered a place at school. Both categories have been open to slight variations in understanding and all academies in our Trust have done their very best

to support families most in need, but also ensure that the numbers of children and parents/carers travelling to and from school is as low as can be to help protect public health.

Numbers of pupils attending schools has generally reduced since Monday 23rd March, the first day of partial closure, and schools have tended to rotate staffing to ensure the number of children are looked after in school but that excess staff were not travelling to and from home each day. Our academy will ensure that all pupils on site are cared for using advice on managing Covid-19, e.g. social distancing and handwashing, and staff-pupil ratios are adequate to safeguard all pupils.

This document is an addendum for the Safeguarding Policy of each academy within the Shaw Education Trust and initially effective as of Monday 1st June 2020. It is important to note that as Government guidance changes, so must this document to reflect any changes. See below.

KCSiE 2020 remains the key document for safeguarding children and this document supports KCSiE for the current unprecedented events which are occurring.

This document has been produced in consultation with government guidance for parents/carers updated on 20th May 2020 and government guidance on safeguarding for schools and colleges issued on 20th May 2020.

On 14th May the government published Guidance on preparing for the wider opening of schools from 1st June, expecting educational settings to be able to welcome back more children to early years, school and further education settings. See guidance on actions for education and childcare settings to prepare for wider opening from 1 June 2020 for more details. The department has also published guidance on implementing protective measures in education and childcare settings to support this.

Guidance states that each school and college's circumstances will be slightly different. Any school or college that cannot achieve the small groups necessary at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms/spaces available in the setting or because they do not have enough available teachers/staff to supervise the groups. To that extent we have produced a plan for phased return of some of our students when safe and appropriate to do so under the guidance of The Shaw Education Trust in consultation with our Academy Council.

Our Safeguarding measures need to reflect this also and risk assessments are on place for wider opening, linking Health & Safety practices and our Safeguarding Policy.

Thus this policy has been updated to reflect these changes in government policy around safeguarding children, and added/changed text is highlighted in yellow, including a new section on Child Protection Referrals (21).

2.   Categories of vulnerable children as defined by Department for Education

Vulnerable children include:

• Those who have a social worker including children who have a child protection plan

and those who are looked after by the local authority.

- Those children and young people up to the age of 25 with education, health and care (EHC) plans.
- Those who have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- Young carers
- Disabled children
- Those that schools and other education providers may identify as 'vulnerable', e.g. previously looked after children, those who have recently had safeguarding issues not yet processed by social care, some SEN K children.
- This might include adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Our academy will continue to work with social care and other agencies to ensure any recognised vulnerable child is supported throughout this time.

3. Key workers as identified by Government

Key workers have been identified as those who work in the areas of:

- Health and social care
- Education and childcare
- Key public services
- Local and national government
- Food and other necessary goods
- Public safety and national security
- Transport
- Utilities, communication and financial services

4. Attendance Procedures

Academies will not be completing the usual day-to-day attendance processes to follow up on non-attendance. Instead academies should be completing a daily online attendance form.

Academies will liaise with social care and families about pupil attendance. Those children on the identified list who are not attending school will be monitored using **'Guidance for Safeguarding Vulnerable children during prolonged school closure'**, which has been communicated to all academies.

Our Academy will encourage our vulnerable children to attend school, **where appropriate**, as we recognise the benefits being in school will have for them. As stated in our 'Guidance for Safeguarding Vulnerable Children during prolonged school closure' document, we will continue to notify social workers where children with a social worker do not attend and continue to keep in contact any parent or carer whose child has been expected to attend and doesn't.

Staff attendance – it is imperative that a full register of staff is taken each day so that it is known who is on the academy site. Returns must be submitted to CEO daily- including staff available to work even if not on site.

5. Key personnel in Academy, including DSL arrangements (insert information below)

Role	Name	Contact (School hours)	Contact details (Out of schools hours)
Designated Safeguarding Lead			
Deputy(s) Designated Safeguarding Leads			
Relevant Senior Leadership Team staff			

The academy will attempt to have a trained DSL or deputy DSL on site every day during school hours when children are present.

In the event this cannot be achieved, the DSL/Deputy DSL can be contacted via phone or online video. See contact details above.

If this is not possible due to illness etc. our academy will contact SET central team who will put the school in touch with another DSL to be available.

In addition, a member of the senior leadership team with responsibility for safeguarding to support the DSL, should always try to be on site and/or available on the phone if not on site.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). 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.

Academies may wish to use table below as a template for DSL/DDSL/SLT on site:

	DSL/DDSL	SLT link
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

6. Updated advice from academy's local 3 safeguarding partners (insert information below)

Insert here any relevant advice/communication from your local Safeguarding Partnership.

Contact person at SG Partnership	Contact details

7. Updated advice from academy's local authority regarding children with EHCP (insert information below)

Insert here any relevant advice/communication from your local authority SEND department.

Contact person at LA SEND dept.	Contact details

8. Updated advice from academy's local authority designated officer (LADO) (insert information below)

Insert here any relevant advice/communication from your local designated officer (Principals may have received this information)

LADO name	Contact details

9. Updated advice from academy's local children's social care department,
i.e. MASH (insert information below)

Insert here any relevant advice/communication from your local Safeguarding Partnership.

Contact person at MASH	Contact details

10. Communication procedures between school staff and virtual school head (LAC) (insert information below)

Virtual school headteacher	Contact details

Our academy will ensure that any 'looked after child' is supported as with all vulnerable

children and that there will be clear lines of communication between the school and the VSH team, both inside and outside school hours.

11.   Arrangements for reporting a concern ensuring urgency of actions

It is imperative that during this period of uncertainty that all staff ensure that any concerns are acted on as quickly as possible. For the most part, reporting procedures will remain as they are during normal school procedures as stated in our academy's Safeguarding Policy, e.g. contact DSL/DDSL, and log on relevant system, e.g. My Concern. This can of course be done remotely if need be.

In the unlikely event that a member of staff cannot access the relevant information system, they should contact the Designated Safeguarding Lead in the first instance. If urgent, then a phone call should be made followed up with an email to the DSL and the Principal/Headteacher. If deemed' non-urgent', and just in need of recording and informing the DSL, an email should be sent asap to again, both the DSL and Principal/Headteacher.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally, e.g. phone call, and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of the Academy Council. Staff may also contact SET central team if need be at any time concerning any worries about reporting a concern.

12.   Vigilance regarding peer-on-peer abuse

Staff should be aware that certain issues may arise at this time which are more difficult to detect than when all children are in school. Behaviours linked to online issues may cause some cases of peer on peer abuse (see section 18). Part Five of KCSiE 2020 outlines these concerns. It is important that where staff suspect peer-on-peer abuse, that they follow the reporting guidelines of the academy, including recording the issue on the appropriate system.

13.   Reporting concerns about an adult

All staff must be vigilant to adults seeking to take advantage of these extraordinary times. Reports have been across the media of incidents of attempted fraud, and there will be those who will see this as an opportunity to possibly gain access to vulnerable children online. All school staff must be as vigilant as possible and reinforce the message of online safety in all communications with parents/carers who are home schooling.

In addition, where any staff is concerned about the behaviour of any adult, they should report using procedures as soon as possible.

14.   Supporting school identified 'vulnerable' children who are not attending school

As mentioned in the introduction to this document, schools have been able to identify

'vulnerable' children who may not automatically appear on any of the identified lists. In this case, academies should include these children in regards to all actions and ensure that whether the child is in school or not, that they are supported. If the child is not in school, the **'Guidance for Safeguarding Vulnerable children during prolonged school closure'** should be used (Annex B). It is important than lines of communication with social care and external agencies are clear.

15.   Moving to a hub – things to consider

If the academy moves to a cluster/hub model for supporting pupils, the following aspects will be put in place in addition to the procedures already in place:

- Appropriate information is transferred by DSL/SENCo staff or relevant senior leaders, to the appropriate member of staff who may assume responsibility for the pupil if this is not one of our academy staff. This information will outline how best to support the relevant pupil, e.g. EHCP, name of social worker etc.
- Any transfer of a LAC will be under the direction of the relevant virtual school headteacher.
- All information will be transferred in the strictest confidence complying with GDPR guidance.
- All parents/carers and relevant external agencies will be notified prior to the transfer.
- The 'cluster' DSL will ensure that safeguarding processes in the new setting will be to the same high standards of our own academy and liaise daily with the 'home school' DSL.

16.   Safer Recruitment and movement of staff - ensuring safeguarding standards

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children**.**

Clusters/Hubs - Where staff are moving between academies within SET, there is an expectation that all have had adequate safeguarding training, including having signed Part One of KCSiE 2020. This can be verified by DSLs.

A designated senior leader will communicate to host school via written confirmation, e.g. email, that all staff moving to a cluster have been adequately checked by their academy, i.e. satisfy the requirements of the single central record.

The important thing for any staff who may be, for example moving to support a cluster/hub, that they be aware of the local arrangements around safeguarding and what to do if concerned about a child, i.e. are in receipt of relevant safeguarding policies/procedures.

The respective DSLs will ensure that safeguarding induction information is communicated to all 'new staff' in this situation. It will be for the receiving school to ensure adequate induction is completed and assessed on a case by case basis. There is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another academy to support the care of children

Staff Recruitment - Where new staff are recruited, or new volunteers enter the academy,

they will continue to be provided with a safeguarding induction as with normal procedure.

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.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason we have concerns about the individual, we may obtain a new check in the usual way.

If volunteers are used, the academy 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.

The academy will continue to keep the single central record (SCR) up to date, and ensure a full register of adults on site each day is maintained. Referrals of concerns will be carried out in the normal method.

17. Online Safety for children on and off site

THE TRUST'S CURRENT DIRECTIVE IS THAT THERE IS TO BE NO LIVE STREAMED DELIVERED BY ANY SCHOOL STAFF EXCEPT A SMALL NUMBER OF SPECIAL SCHOOLS WHO HAVE BEEN GIVEN PERMISSION BY THE CEO.

As the majority of education for pupils off-site may be online, it is vital that the academy protects all pupils as best it can during this period. On site IT safety systems should operate as best they can during this period. The following aspects of online safety should be in place in our academy:

- Communication to parents/carers will include, periodically, information about online safety and signpost relevant resources.
- The academy will continue to ensure monitoring and filtering mechanisms are in place.
- IT support will be available on-site or remotely at all times. (A back-up plan will be in place where IT support staff become unavailable).
- Staff must be vigilant around online safety as much as possible when checking-in with pupils not in school. This will be difficult as monitoring their online activity will be responsibility of parents/carers but if in doubt staff should investigate as best they can.

Academies should continue to use available resources to encourage safe online use. Updated Government guidance to parents/carers highlights in section 6.3:

There is a lot of support available to keep children safe online for parents/carers. Below are some useful links to help parents/carers:

- Thinkyouknow (advice from the National Crime Agency to stay safe online)

- Internet matters (support for parents and carers to keep their children safe online)

- Parent info (support for parents and carers to keep their children safe online)

- LGfL (support for parents and carers to keep their children safe online)

- Net-aware (support for parents and careers from the NSPCC)

18.   Mental Health considerations

We are aware at our academy that this current situation can bring many anxieties for both pupils and staff. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of pupils' work where they are at home.

Where staff are concerned for their own or a pupil's mental health they should seek support as appropriate.

Staff wishing to learn more about mental health and mental health of young people can access a Flick module and also refer to Government mental health guidance.

Staff will be especially vigilant when more pupils come back to our Academy around this aspect. Many children will have experienced some form of difficulty during lockdown ranging from simply missing friends and relatives to those who may have had a death in the immediate family. For those pupils who may have experienced a death or a relative or close friend we have a Bereavement Policy which assists us in supporting these young people and their families.

Staff who have concerns regarding the mental health of any pupil returning to school or those who we are in contact with at home, will report to relevant colleagues in school as stated in our normal procedures. We will endeavour to support these young people within our Academy and refer to external agencies, e.g. CAMHS, when appropriate.

We will continue to have regard for the mental well-being of those students at home who work is being set for and ensure that we encourage a balance in their daily activity which should not be solely around academic work to ensure their well-being is supported.

19.   Domestic Violence

The government and various charities acknowledge that recent measures announced to tackle coronavirus (COVID-19), such as self-isolating, social distancing and spending much more time at home can cause anxiety for those who are experiencing or feel at risk. Some families might need extra support with parenting. And if a child is experiencing abuse, there aren't as many opportunities for adults to spot the signs and help.

Government guidance and NSPCC guidance have been produced in support of families and professionals at this time and how various agencies are ensuring that relevant support services remain open during this challenging time. Academy staff will as always remain vigilant to any signs of possible domestic violence and report accordingly. This includes children who are currently in school and those at home considered vulnerable.

Reporting any concern will be done following each academy's reporting systems asap and in addition our DSL may wish to seek guidance from the NSPCC who can be contacted on 0808 800 5000 by phone or email at help@nspcc.org.uk. Promotion of support organisations is important to all our community in addition to those mentioned of DfE and

NSPCC. [Childline](#) can be used by children directly.

Spotting the [signs of abuse](#) might be more difficult and it can be difficult to know for certain if something is wrong. During visits and 'check-ins', it is important to be able to physically see a child you are visiting and if on the phone, speak to them directly.

Think about questions you could ask that will help you see what life's like for them. Ask open- ended questions like, "tell me about your day", "what are some good things that have happened today", "tell me about some sad things that have happened this week" and "what's life at home like". It's okay to ask similar questions - it can sometimes take time for a child to open up about what's happening.

Give children and young people the opportunity to talk about what's going on for them. It may take time for them to feel comfortable talking over the phone or on their doorstep, so staff may need to keep in touch more regularly than stated in our guidance document. Talking about things like what they're watching, reading or playing, or what they've had for dinner, may help them feel more comfortable.

It's also important to support parents and carers. Ask them about how they're coping and any worries and concerns they have. Let them know you're there to support them if they need help.

Certain children are more vulnerable to domestic abuse, e.g. SEND & disabled children, so it's important to make a greater effort to keep in touch.

Domestic abuse is unacceptable in any situation, no matter what stresses anyone is under.

20. Communication of this document with all staff

Lead staff should ensure that this document is circulated to all staff as appropriate.

21. Child Protection Referrals

Child Protection referrals have fallen during lockdown across the country, in some places by more than 50%. raising concerns about the welfare of vulnerable children during the coronavirus outbreak. Referrals are usually made by schools and health professionals, so with schools closed to most children, they are not coming into contact with the professionals who normally raise protection concerns.

Therefore, we are aware that with the possible reopening of our Academy over the coming period, it may be after 'assessment' of some of our pupils, that we deem a referral to social care may be appropriate, which may ultimately result in a Child Protection Plan. We have secure procedures in place already which assess and refers pupils and this will continue but we must be vigilant and prepared that an increase in referrals is likely. Relevant staff will be supported to ensure this can occur.

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