



Child Protection and Safeguarding policy

Maplewell Hall School

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The purpose and scope of this policy

Maplewell Hall School fully recognises the contribution it can make to protect children and support pupils in school. The aim of this policy is to safeguard, protect and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare and safety are of paramount importance.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all staff should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

This policy applies equally to all activities provided by Maplewell Hall School to students on roll when they can be reasonably said to be under the supervision of Maplewell Hall School. This includes After School Club and Breakfast club, as well as off-site trips and visits that extend beyond the normal school day.

This policy applies equally to all students at Maplewell, both Children and Young Adults, as their Learning Difficulties and Disabilities mean that they remain vulnerable beyond the age of 18.

Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#). We comply with this guidance and the procedures set out by the Leicestershire and Rutland safeguarding children board.

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils;
- [The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques;
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children;
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18;

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM;
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children;
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children;
- Statutory [guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism.

This policy also recognises and supports the legal duty to:

- make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
- refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult.

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities;
- Are young carers;
- Are Looked After;
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality ;
- Have English as an additional language;
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence;
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation;
- Are asylum seekers.

All students at Maplewell have Learning Difficulties and Disabilities which makes them more vulnerable to all forms of abuse and neglect, and makes it more difficult for them to disclose abuse and neglect.

Definitions

Safeguarding:

Safeguarding is a term which is broader than 'child protection' and relates to the action taken to promote the welfare of children and protect them from harm. Safeguarding is everyone's responsibility.

Safeguarding is defined in the statutory guidance *Working together to safeguard children, 2018* as:

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Abuse:

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

Neglect:

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children:

Children refers to anyone under the age of 18.

Young Adult:

Young adult refers to any student 18 or over.

MyConcern:

MyConcern is an online, secure software package for recording and managing safeguarding concerns in educational settings. Maplewell Hall School subscribes to the software package and uses it to record all personal development, behaviour and welfare information and concerns about children and young people on the school roll.

Child protection:

Child Protection refers to actions undertaken to prevent children suffering, or being likely to suffer, significant harm. This includes actions that protect pupils from: -

- Neglect;
- Physical abuse;
- Sexual abuse;
- Emotional abuse;
- Bullying;
- Racist, disability and homophobic or transphobic abuse;

- Gender-based violence/violence against women and girls;
- Radicalisation and/or extremist behaviour;
- Child sexual exploitation and trafficking;
- E-Safety;
- Teenage relationship abuse;
- Peer on peer sexual violence and harassment;
- Substance misuse;
- Gang activity and youth violence;
- Domestic violence;
- Female genital mutilation;
- Forced marriage;
- Fabricated or induced illness.

There are four key elements to child protection:

- **Prevention;**
- **Protection:**
- **Support:**
- **Working with parents:**

Prevention

The school has systems in place to prevent children suffering or being likely to suffer significant harm.

The school has a robust complementary pastoral support system (COMPASS) that ensures all students receive an appropriate level of pastoral support. All students are allocated a level of need on their profiles on MyConcern.

The levels of need are:

- Wave 1;
- Wave 2;
- Wave 3; and
- Wave 4

At Wave 1, COMPASS is provided to all students by their tutor and tutor team staff. All students at Maplewell have a designated tutor and tutor team staff.

At wave 2, COMPASS is augmented by input from a Student Support Worker (SSW), or Home/School Link Worker (HSLW).

Wave 3 students receive additional input from one of the school's COMPASS therapists. The COMPASS therapists are:

- Willem van Rooyen – Educational Psychologist;

- Fiona Easom – Occupational Therapist;
- Charlotte Stokes – Occupational Therapist;
- Emmy Birken – Speech and Language Therapist;
- Rachel Waddoups – Speech and Language Therapist;
- Pihla Gross – Art Therapist;
- Kez McClelland – Drama Therapist;
- Santosh – Counsellor;
- Leona Smith-Kerr – Counsellor

Wave 4 students receive significant additional COMPASS input from external professionals and agencies such as Social Care and Health Care.

The school's recording and reporting systems help prevent harm by allowing staff to quickly record and share concerns. Teams of significant COMPASS staff are built around each child according to their identified level of need and these team staff then have access to the child's MyConcern file. This means that staff who play a key role in ensuring a child's safety and meeting their pastoral needs can identify concerns at the earliest possible opportunity.

The school has a robust Positive Behaviour for Learning Policy that is based on the latest EDR Framework. Staff receive regular EDR training that helps them to keep children safe. Full details can be found in the EDR Framework and in the school's Positive Behaviour for Learning Policy.

The school also helps prevent harm through its detailed and innovative Preparation for Adulthood (P4A) curriculum that is delivered across the school and to all students. Full details of the P4A curriculum can be found in the P4A Framework.

Finally, the school helps prevent harm through its safer recruitment processes and procedures.

Protection

The school protects children from harm by:

- Regularly updating this and related Safeguarding and Child Protection policies;
- Providing regular staff training;
- Ensuring robust systems are in place to report concerns;
- Following procedures set out in legislation, guidance and this policy for responding to and referring Child Protection concerns.

Support

All students receive a level of COMPASS support appropriate to their level of need as described in the section *Prevention (Above)*.

Staff are supported by their line manager. COMPASS wave 2 staff can access supervision from Willem van Rooyen. All Staff are signposted to external support through the Education Support Partnership.

Working with Parents

At Wave 1 level of need, tutors and tutor teams use a variety of methods for communicating with parents. These include:

- Telephone;
- Home School diaries;
- Class Dojo;
- Email;
- Face to Face meetings.

At Wave 2 and above, HSLWs work more closely with parents and carers to ensure information is shared as appropriate. Home School Link workers provide additional support to parents in the form of:

- Accompanying to health appointments;
- Helping with health and benefit forms;
- Delivering parenting classes;
- Helping to establish routines and strategies for managing behaviour;
- Help with transport to and from school;
- Advocating for parents and carers at annual reviews, case conferences and multi-agency meetings;
- Reporting regularly to parents and carers on attendance, progress and behaviour concerns.

As a school, we communicate with parents through Parent's evenings, via text and email, newsletter, and the school website.

The school also subscribes to the National Online Safety (NOS) e-learning hub which gives parents access to online safety resources and training.

Roles and responsibilities

The governing body

In accordance with the statutory guidance *Keeping children safe in education, September 2018* the governing body must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring that policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

The governing body should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements. The governing body lead for safeguarding arrangements is Roger Ivin.

The governing body should ensure there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare.

This should include:

- having an effective child protection policy. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Board (LSCB). It should be updated annually (as a minimum), and be available publicly either via the school or college website or by other means;
- Having a staff code of conduct which should, amongst other things, include - acceptable use of technologies, staff/pupil relationships and communications including the use of social media;
- Appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future;
- Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum¹⁸ and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

The headteacher

The Headteacher, Jason Brooks, should ensure that all policies and procedures, adopted by the governing body, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by **all** staff.

The headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction;
- Communicating this policy to parents when their child joins the school and via the school website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly;
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate.

The designated safeguarding lead (DSL)

Our DSL is Rob Cooper, Deputy Head (Pastoral). Under the direct supervision of the Headteacher, Jason Brooks, the DSL takes lead responsibility for child protection and wider safeguarding.

During term time, the DSL will be available during school hours for staff to make referrals and discuss any safeguarding concerns.

The DSL can be contacted out of school hours through MyConcern, or by email.

When the DSL is absent, the deputy DSLs are:

- Kirsty North (Head of Care);
- Mel Ison (Assistant Headteacher, Key Stages 4 and 5);
- Phil Leaney (Assistant Headteacher, Key Stage 3);
- Chris Houlton (Deputy Headteacher, Curriculum);
- Kasia Glinka (Assistant Headteacher, Teaching and Learning).

If the DSL is not available, the deputies will act as cover (for example, during out-of-hours/out-of-term activities).

The role of the DSL is set out in the guidance document, *Keeping Children Safe in Education, September 2018*. The DSL is expected to: Manage Referrals; Work with others; Train; and Raise awareness.

Specifically, the DSL will:

Manage referrals:

- refer cases of suspected abuse to Leicestershire's children's social care as required;
- support staff who make referrals to Leicestershire's children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or has left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

Work with others:

- liaise with the headteacher to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" and the Local Authority Designated Officer (LADO) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially tutor teams, COMPASS staff, and the IT lead and technician) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

Train:

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise awareness:

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

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

The DSL also has a responsibility to manage Child Protection Files and the sharing of information.

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

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

A DSL must be available at all times when Maplewell Hall School pupils are under the supervision of Maplewell Hall School staff, governors and authorised volunteers

The DSL will be given the time, funding, training, resources and support to fulfil these responsibilities.

The full responsibilities of the DSL are set out in their job description.

Any, or all of these responsibilities may be delegated to a Deputy DSL, but ultimate lead responsibility for child protection remains with the designated safeguarding lead: this lead responsibility should not be delegated.

All staff

The role of all school staff is set out in the statutory safeguarding guidance, Keeping Children Safe in Education, September 2018.

All Maplewell Hall school staff including governors and authorised volunteers:

- have a responsibility to provide a safe environment in which children can learn;
- should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years;
- should follow the referral processes set out in this policy;
- should expect to support social workers and other agencies following any referral.

All staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- MyConcern;
- the child protection and safeguarding policy;
- the positive behaviour for learning policy;
- the staff code of conduct;
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies);
- The Preparation for Adulthood Framework.

All school staff should:

- receive appropriate safeguarding and child protection training which is regularly updated;
- all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;
- be aware of their local early help process and understand their role in it;
- be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments;
- know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;

- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

All staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 43-53 of the *Keeping Children Safe in Education, September 2018* guidance.

DfE advice *What to do if you are worried a child is being abused - Advice for practitioners*, provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

Staff are advised to maintain an attitude of '**it could happen here**' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

If staff have **any concerns** about a child's welfare, they should act on them immediately. They should record all concerns on MyConcern and speak to the designated safeguarding lead (or deputy) if appropriate.

Options will then include:

- managing any support for the child internally via the school or college's own pastoral support processes;
- an early help assessment; or
- a referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer harm.

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually. A record of which staff have read and understood this guidance is kept on MyConcern.

All staff will also read and understand the following policies which are included within this policy as appendices:

- Acceptable use policy;
- E-safety policy;

Staff should also read and understand the Staff Code of Conduct, and the school's Positive Behaviour for Learning policy and Preparation for Adulthood framework.

Records of which staff have read and understood these documents is also kept on MyConcern.

Information Sharing and confidentiality

The statutory safeguarding guidance, Keeping Children Safe in Education, September 2018, states that:

Information sharing is vital in identifying and tackling all forms of abuse.

As part of meeting a child's needs, the governing body recognises the importance of information sharing between professionals and local agencies.

Whilst, among other obligations, the Data Protection Act 1998 places duties on schools and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure, this is **not** a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. Fears about sharing information **cannot** be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child. When sharing information with outside agencies, external providers and non-Maplewell staff, the impact of information sharing on third parties and the information subject should be given additional consideration.

Necessary and proportionate

When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk.

Relevant

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

Adequate

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

Timely

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Staff should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

Secure

Wherever possible, information should be shared in an appropriate, secure way.

Emails containing personal information about students, including their names and addresses, may be shared as long as every recipient of the email has an @maplewell.leics.sch.uk address;

Emails containing personal information about students being sent to recipients without an @maplewell.leics.sch.uk address, must be encrypted and sent securely;

Record

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with the school's procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each the school's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

All personal development, behaviour, welfare and safeguarding concerns and information are held on MyConcern.

All information and concerns relating to students' personal development, behaviour, welfare and safeguarding should be recorded at the earliest possible moment on MyConcern.

All staff have a MyConcern account that enables them to record information and concerns about any Maplewell student. Accounts are set at an appropriate level commensurate with each member of staff's role in school: Basic User; Trusted User; and DSL.

Trusted users are allocated to teams around children with whom they work closely. This gives staff access to safeguarding information about students under their direct pastoral care.

All staff must ensure that they use their own log in credentials to access MyConcern; they never share their credentials with anyone else; and they do not allow others without access rights, to access information about students.

All staff should note that:

- Timely information sharing is essential to effective safeguarding;
- Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm;

- they should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests;

For further guidance see the school's:

- Date protection Policy;
- Acceptable Use Policy;
- Staff Code of Conduct;
- Allegations of abuse against staff.

Safeguarding concerns and disclosures

If a child is in immediate danger

Report the concern to the DSL or a deputy DSL immediately. If there is no DSL in school, or the concern has come to light out of school hours and a DSL or Deputy DSL cannot be contacted, make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm.

Anyone can make a referral.

Tell the DSL as soon as possible if you make a referral directly.

The telephone number for Leicestershire and Rutland children's social care team is: 0116 305 0005;

The online referral form can be found [here](#).

If a child is Not in immediate danger refer to figure 1 below.

If a child makes a disclosure to you, you should:

- Listen to and believe them;
- Allow them time to talk freely and do not ask leading questions;
- Stay calm and do not show that you are shocked or upset;
- Tell the child they have done the right thing in telling you. **Do not tell them they should have told you sooner;**
- Explain what will happen next and that you will have to pass this information on. **Do not promise to keep it a secret;**
- Make notes if possible;
- Follow figure 1 below.

If MyConcern is unavailable write up your conversation, sign and date the write-up and pass it on to the Headteacher, DSL, or Deputy DSL.

If the Headteacher, a DSL or Deputy DSL is unavailable, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so

Responses

The DSL will need to identify the most appropriate response to any allegation or disclosure. The appropriate response will be one, or a combination of the following

1. Manage Internally;
2. Early Help;
3. Referral to children's social care;
4. Referral to police.

Manage Internally

The DSL will allocate a case owner on MyConcern and assign tasks if appropriate. The case owner will take the lead on ensuring that appropriate support and consequences, including sanctions, are put in place, and where appropriate parents and carers are contacted.

Early help

If early help is appropriate, The Wave 2 COMPASS team, under the DSLs guidance, will complete a request for services form which can be found [here](#).

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

Referrals

If it is appropriate to refer the case to local authority children's social care or the police, The Headteacher, DSL or Deputy DSL, or a member of the Wave 2 COMPASS staff team, under the direction of the Headteacher, DSL, or Deputy DSL, will make the referral.

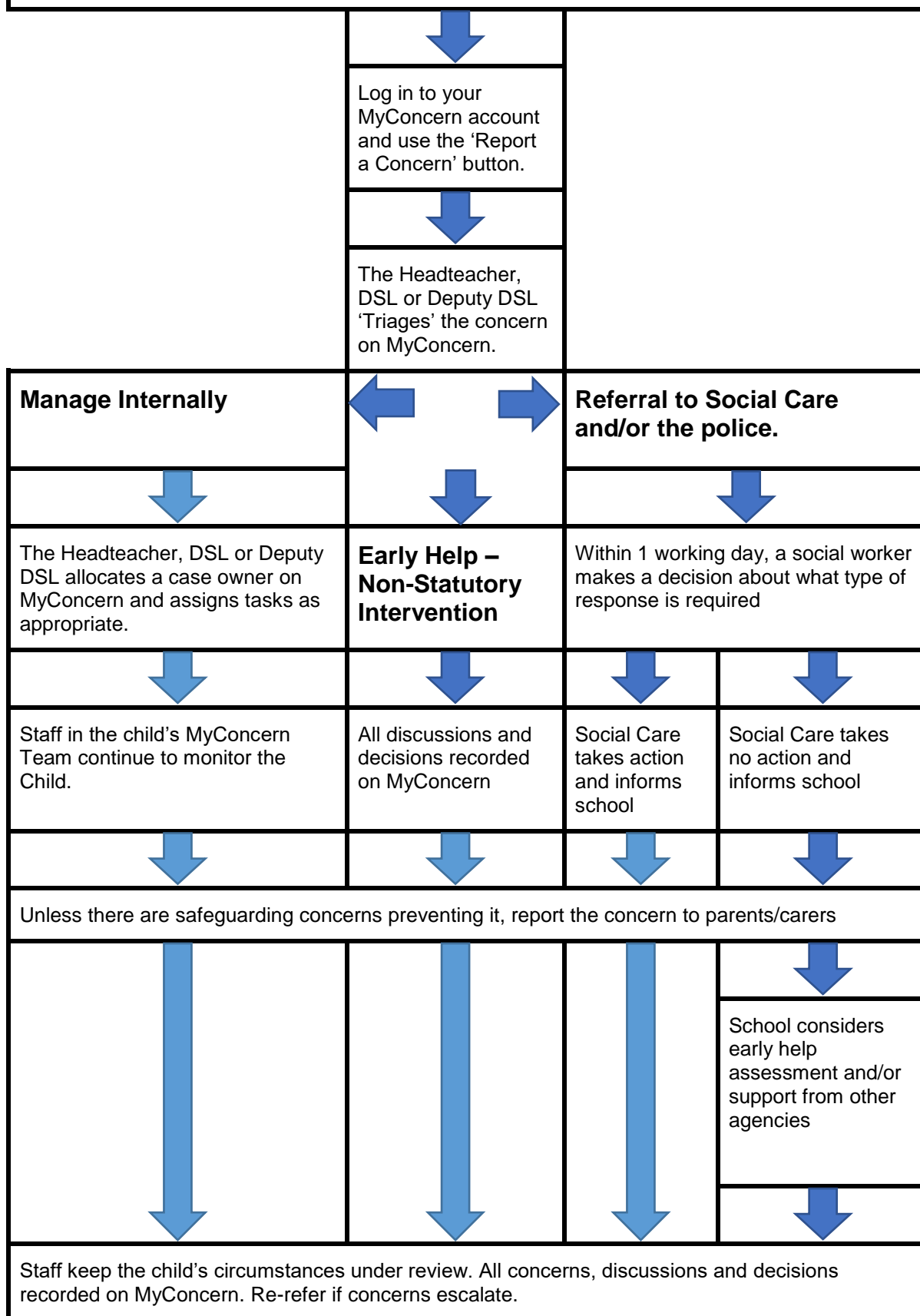
If staff make a referral directly, they must tell the Headteacher, DSL or Deputy DSL, as soon as possible.

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

The DSL will seek advice from police to safeguard witnesses. Any reporting to parents should be done in conjunction with police and social care.

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

Figure 1: procedure if you have concerns about a child's welfare (no immediate danger)



Female Genital Mutilation (FGM)

Figure 1 above illustrates the procedure to follow if you have FGM concerns about a child's welfare and the child is not in immediate danger.

Where possible, record your concern on MyConcern. Alternatively, make a referral to local authority children's social care directly.

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

If you discover that FGM has taken place

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

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

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

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

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

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

Any member of staff who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures.

The appropriate response to FGM is to follow usual safeguarding procedures to ensure:

- Immediate protection and support for the girl;
- That the practice is not perpetuated.

Extremism and Radicalisation

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

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

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

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

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

Peer on Peer Sexual Violence or Harassment

Sexual Violence and Harassment refers to offenses under Sexual Offenses Act 2003.

Sexual Violence is:

- Rape;
- Assault by penetration; and
- Sexual Assault.

Sexual Harassment is:

- Unwanted conduct of a sexual nature;
- Online or offline.

Examples might include:

- Sexual comments;
- Jokes; Physical Behaviour;
- Displaying pictures/drawings;
- Online harassment;
- Coercion.

Dealing with disclosures of Peer on Peer Sexual Violence or Harassment:

The DSL must make a professional judgement on a case by case – this is not a prescriptive approach. The DSL must refer to social care or police if required.

Peer on peer sexual violence or harassment disclosures should be reported, recorded and managed like any other disclosure;

Sexual violence and harassment are not acceptable and will not be tolerated. It is not 'banter' or 'part of growing up'.

Staff should be aware that disclosures may come out piecemeal and that dialogue must remain open.

All staff should note:

DO NOT SHARE, VIEW OR DOWNLOAD ANY IMAGES OR CONTENT THAT IS POTENTIALLY EXPLICIT, PORNOGRAPHIC OR ILLEGAL – INFORM THE POLICE AND/OR SOCIAL CARE!

This means that if a student alleges that such images exist, on a mobile phone for example, staff must not look at the images to determine if the allegation is true. If the allegation is true, then a member of staff viewing those images will have broken the law.

Immediate Responses

- The alleged perpetrator should be removed from any class they share with the victim;
- The School will consider how to keep the students apart at a reasonable distance;
- Separate transport will be arranged where appropriate.

These steps should be taken immediately once it has been alleged and whilst it is being investigated. It is important to safeguard the victim and the perpetrator.

Referrals and reports

The DSL should consider:

- The wishes of the victim;
- The nature of incident;
- The relative ages of children;
- The students' developmental stages;
- If there is any power imbalance;
- If the behaviour is a one-off or part of pattern;
- If there are any ongoing risks;
- Contextual safeguarding.

Specific responses

The alleged victim will need a safety plan with safe space and mentor to be identified. These arrangements may need to be in place for a long time.

The DSL will take the lead in writing a risk assessment to ensure the victim and perpetrator continue in their normal routines as much as possible; both victim and perpetrator (and witnesses) are safeguarded whilst an investigation is ongoing; and the victim, perpetrator and witnesses can access an education.

If the alleged perpetrator is convicted or issued with a warning, the DSL will update the risk assessment further risk assessment and identify any restrictions that need to be put in place.

If the police take no further action or the perpetrator is found not guilty, support should continue. No further action or not guilty does not mean the allegation was unfounded.

Any referral to the police is likely to be done in parallel with Social Care. A referral to the police CANNOT be made if the victim doesn't want to. The DSL will seek advice from police to safeguard witnesses. Any reporting to parents should be done in conjunction with police and social care.

Concerns about a staff member or volunteer

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

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

The headteacher/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary timescale (see appendix 3 for more detail).

See the Process for Dealing with Allegations of Abuse Against Staff.

Notifying Parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL may delegate this to a member of the child's MyConcern team.

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

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

Complaints and concerns about school safeguarding practices

Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff policy.

Other complaints

Employees should normally raise concerns with their Line Manager in the first instance. However, this will depend on the nature of the concern, the seriousness and sensitivity of the issue, and who is allegedly involved. Employees who feel unable to approach their Line Manager the employee may contact the Head teacher.

Where the concerns being raised relate to the Head Teacher, employees may contact a member of the Governing Body. Trade Union members may wish to contact their union representative for assistance or advice on raising an issue. Where an employee is concerned that the Governing Body is acting or proposing to act unreasonably or has failed to discharge its duties, this can be raised with the Secretary of State for Education. Alternatively, where concerns are of a serious nature and criminal activity is suspected, employees have the right to raise issues directly with the Police or other relevant agency as they see fit. Employees who raise an issue in good faith under this policy are protected by the Public Interest Disclosure Act 1998 from any repercussions on their present position or future career. The Act does not protect anyone who is acting maliciously, making false allegations or who is seeking personal gain. The School does not tolerate any form of harassment or victimisation against an individual raising a concern.

Whistle-blowing

Where an employee has a concern, it may be about something that is either already happening, has taken place, or is likely to happen in the future and is:

- A criminal offence or is potentially unlawful;
- A miscarriage of justice;
- Regarding the application of the Schools policies or operating procedures;
- An act of fraud or corruption;
- Seems likely to cause damage or harm to a member of the public, the School, employees or the pupils;
- an act creating a risk to health and safety;
- an act causing damage to the environment;
- a breach of any other legal obligation; Or
- a deliberate attempt by an individual or group of people to conceal the any of the above.

Where a complaint is made in good faith and falls into one (or more) of the above categories, the employee will be afforded protection under the Public Interest Disclosure Act 1998 from any repercussions on their present position or future career. A full list of disclosures qualifying for protection can be found in the Public Interest Disclosure Act 1998.

See the school's Whistleblowing Policy for further details.

Record-keeping

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

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

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

The school's safeguarding records are stored electronically on MyConcern. All staff are issued an account for reporting concerns. According to their role in school, staff are given access to records for students for whom they have pastoral care.

Where children leave school BEFORE the last Friday of June in the academic year in which they turn 18, Child Protection records should be transferred to the child's next educational establishment.

Where a child completes their compulsory education at Maplewell Hall School, the Child Protection file will be retained until the child's 25th birthday.

In addition:

Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks

Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

Training

All staff

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

All staff will undertake staff e-safety training on the National Online Safety e-learning hub.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

The DSL and deputies

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

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

All DSLs will undertake DSL e-safety training on the National Online Safety e-learning hub.

They will also undertake Prevent awareness training.

Governors

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

All governors will undertake governor e-safety training on the National Online Safety e-learning hub.

Recruitment – interview/appointment panels

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

Supervision of staff

All staff who have Wave 2, 3 or 4 contact with children and families will have access supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

Monitoring arrangements

This policy will be reviewed **annually** Rob Cooper, Deputy Headteacher (Pastoral). At every review, it will be approved by the full governing board.

Links with other policies

This policy links to the following policies and procedures:

- Positive Behaviour for Learning Policy;
- Staff Code of Conduct;
- Process for Dealing with Allegations of Abuse Against Staff;
- Health and Safety Policy;
- Attendance Policy;

- Relationships and Sex Education Policy
- Supporting Students with Long-Term Medical Conditions Policy;
- The Preparation for Adulthood Policy;
- The Whistleblowing Policy;
- The Data Protection Policy;
- The Acceptable Use Policy.

Appendix 1: indicators of abuse and neglect based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

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

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also

commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Appendix 2: safer recruitment and DBS checks

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

Appointing new staff

When appointing new staff, we will:

Verify their identity

Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months

Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available

Verify their mental and physical fitness to carry out their work responsibilities

Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards

Verify their professional qualifications, as appropriate

Ensure they are not subject to a prohibition order if they are employed to be a teacher

Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent

Regulated activity means a person who will be:

Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children

Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children

Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

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

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

Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)

Where the individual has received a caution or conviction for a relevant offence

If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)

If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

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

Contractors

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

An enhanced DBS check with barred list information for contractors engaging in regulated activity

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

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

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

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

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

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

Volunteers

We will:

Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity

Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity

Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers

Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

Governors

All governors will have an enhanced DBS check without barred list information and section 128 check [section 128 checks are only required for local governors if they have been delegated any management responsibilities]

. They will have an enhanced DBS check with barred list information if working in regulated activity.

Adults who supervise pupils on work experience

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

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

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 3: allegations of abuse made against staff

Process for dealing with allegations against staff (including headteachers) and volunteers

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

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

Relevant documents:

DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2018 (part 4: Allegations of abuse made against teachers and other staff).

Individual Staff/Volunteers/Other Adults who receive the allegation:

- Write a dated and timed note of what has been disclosed or noticed, said or done.
- Report immediately to the Headteacher.
- Pass on the written record.
- If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

Headteacher (or Chair of Governors)

If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.

Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.

You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.

Report to First Response Children’s Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.

Ongoing involvement in cases:

Liaison with the Allegations Manager;

Co-operation with the investigating agency’s enquiries as appropriate;

Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action;

Possible referral to the DBS or NCTL, depending on the outcome.

Appendix 4: Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

All staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (or deputy) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: <https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

If staff have any concerns about a child's welfare, they should act on them immediately. They should follow the schools' child protection policy and report their concern to the designated safeguarding lead (or deputy) via MyConcern or in person. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Children and the court system

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

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

can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

can still be abuse even if the sexual activity appears consensual;

can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;

can take place in person or via technology, or a combination of both;

can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;

may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);

can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and

is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due

to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹² should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

Domestic abuse

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

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

- psychological;
- physical;

- sexual;
- financial; and
- emotional

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

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

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<http://www.refuge.org.uk/get-help-now/what-is-domestic-violence/effects-of-domestic-violence-on-children/>

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

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

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>.

So-called ‘honour-based’ violence

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

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

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. FGM mandatory reporting duty for teachers Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at:

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁴ Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college’s designated safeguarding lead (or deputy) and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases

where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

Preventing radicalisation

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

Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

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

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have “due regard¹⁷ to the need to prevent people from being drawn into terrorism”.¹⁸ This duty is known as the Prevent duty.

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

Additional support

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

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

Channel

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

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

Peer on peer abuse

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

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

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003/19 as described below:

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

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

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

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we

do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

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

As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Appendix 5: Named Staff and Local Contacts

Headteacher:

- Jason Brooks.

Designated Safeguarding Lead:

- Rob Cooper, Deputy Headteacher (Pastoral)

Deputy Safeguarding Leads:

- Kirsty North, Head of Care;
- Phil Leaney, Assistant Headteacher (Key Stage 3);
- Mel Ison, Assistant headteacher (Key Stage 4 and 5);
- Chris Houlton, Deputy headteacher (Curriculum);
- Kasia Glinka, Assistant Headteacher (Teaching and Learning).

Nominated Safeguarding Governors:

- Roger Ivens

Additional DSL support within school:

- Martine Mears, HSLW;
- Karen Rafferty, Student support worker;
- Sammi Smith, Care team;
- Stuart Matthews, Care team;
- Georgina Smith, Behaviour Manager.

Local Authority Safeguarding contacts:

- Safeguarding Service Manager: Judith Jones 0116 3057411;
- LADO/Allegations: Mark Goddard and Karen Browne 0116 305 7597;
- Safeguarding Development Officers: Simon Genders and Ann Prideaux 0116 305 7750.

First Response Children's Duty (Priority 1 referrals)

- Telephone 0116 3050005:
- Email childrensduty@leics.gov.uk

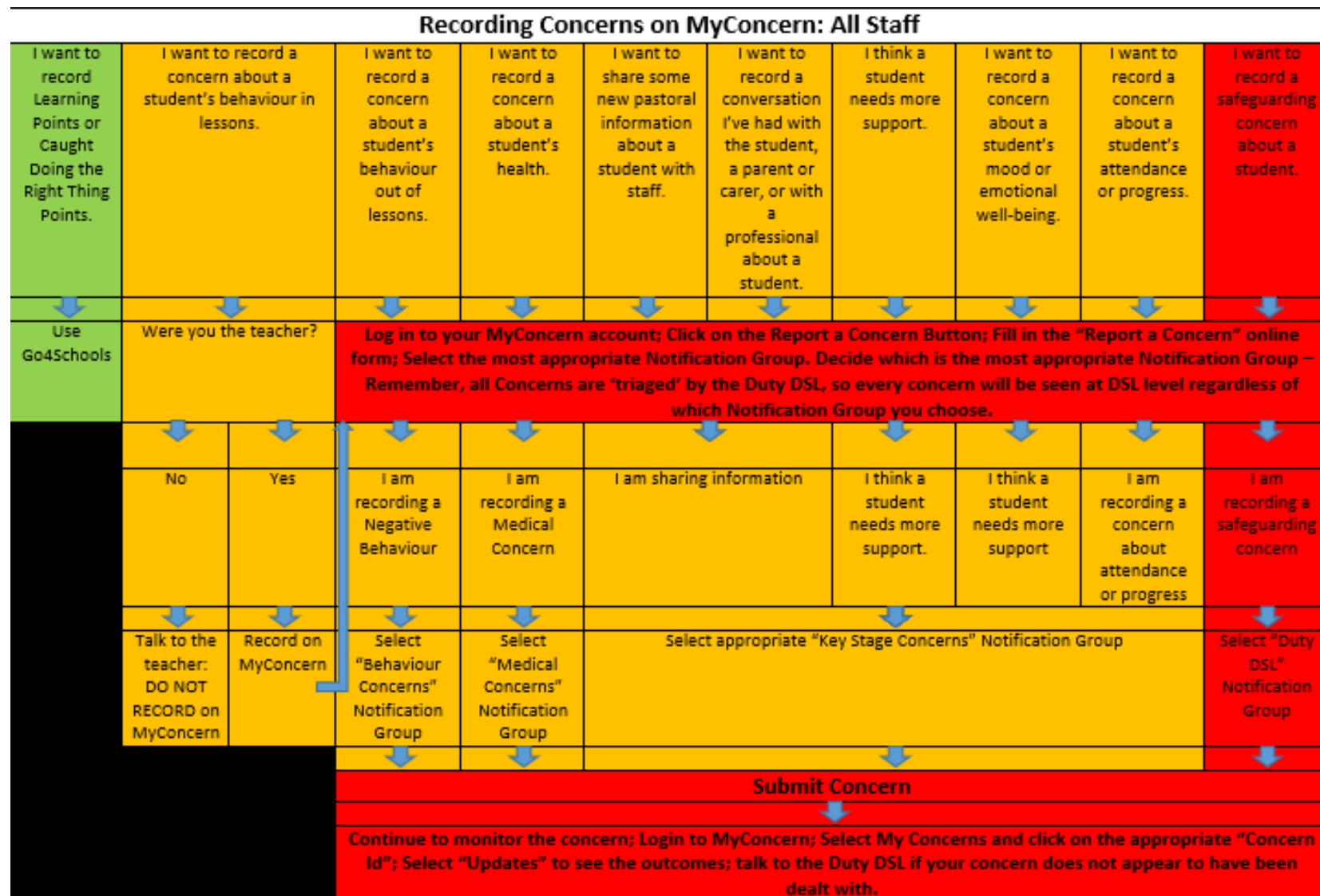
All other referrals:

<https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child>

Early Help – Request for Services:

http://www.leics.gov.uk/index/children_families/early_help.htm

Appendix 6: Recording Concerns on MyConcern



Appendix 7: Duty DSL Response to Concerns on MyConcern

