



# **Child Protection and Safeguarding policy**

## **Maplewell Hall School**

<b>Approved by:</b>	Full Governing Body	<b>Date:</b> 24.09.20
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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.

## Responsibilities

Maplewell Hall School fully recognises its responsibilities for Child Protection and Safeguarding, this Policy sets out how the School will deliver these responsibilities.

This policy should be read in conjunction with: 'Working Together to Safeguard Children' (July 2018) which is statutory guidance to be read and followed by all those providing services for children and families, including those in education.

"Keeping Children Safe in Education Sept 2019" which is the statutory guidance for Schools and Colleges.

Furthermore, we will follow the procedures set out by the Leicestershire Safeguarding Children's Board: <https://lrsrb.proceduresonline.com/index.htm> and where relevant with the procedures set out by the local authority responsible for a child or young person's EHCP.

In accordance with the above procedures, the School carries out an annual audit of its Safeguarding provision (which is a requirement of the Education Act 2002 & 2006) a copy of which is sent to the Local Authority Safeguarding Team.

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, 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;
- Allegations of abuse made against other children including 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 school offers COMPASS therapy in the following areas:

- Educational Psychology;
- Occupational Therapy;
- Speech and Language Therapy;
- Art Therapy;
- Drama Therapy;
- Counselling.

Wave 4 students receive significant additional COMPASS input from external professionals and agencies such as Social Care and Health Care. Students who are a Child in Need or subject to a Child Protection Plan are Wave 4. Students with significant health needs are Wave 4.

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;
- WEDUC;
- 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 2019* 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 Iven.

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 minimum<sup>18</sup> 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. 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:

- Chris Hault (Deputy Headteacher);
- Jacqui Tarry (Assistant Headteacher);
- Kasia Glinka (Assistant Headteacher).
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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 2019*. 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 The Key for School Leaders, 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 2019.

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 including Relationships, Health and Sex Education.

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 2019* 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 2019, 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:

- Data 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 MARF (Multi-Agency Referral Form) [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.

When making a referral to the local authority, the local authority is based on the home address of the child. This means that a referral is most commonly made to Leicestershire County Council, but referrals may also be made to Leicester City, Ryland, Nottinghamshire, Derbyshire and Sandwell authorities.

Leicestershire County Council:

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

0116 305 0005

Rutland County Council

<https://www.rutland.gov.uk/my-services/health-and-family/childrens-social-care/report-a-concern-children-and-young-people/>

01572 758 407

Leicester City Council

<https://www.leicester.gov.uk/health-and-social-care/support-for-children-and-young-people/childrens-social-care/>

0116 454 1004

Derbyshire County Council

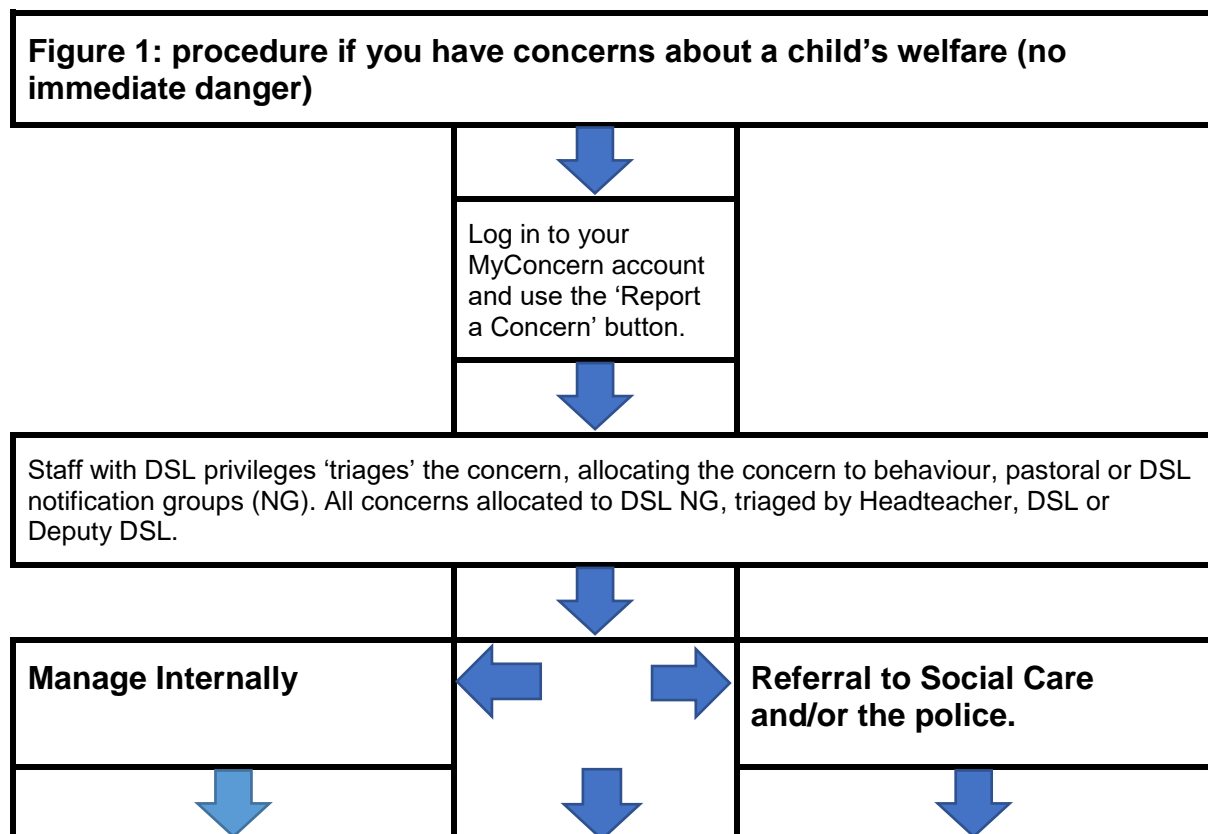
<https://www.derbyshire.gov.uk/social-health/children-and-families/child-protection/child-protection-service.aspx>

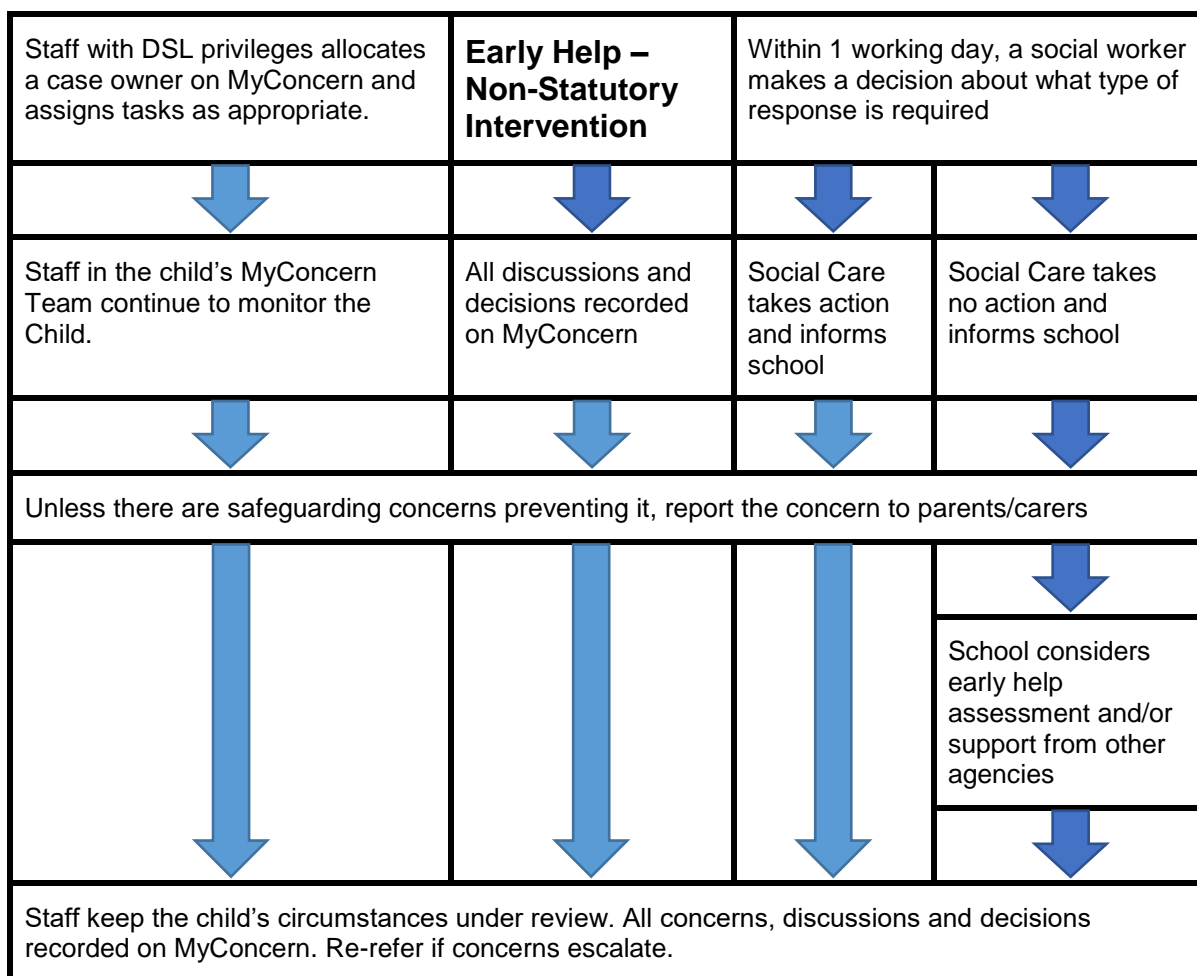
01629 533190

Nottinghamshire County Council

<https://www.nottinghamshire.gov.uk/nscp/report-a-concern>

0300 500 80 80 (Emergency/Out of Hours: 0300 456 4546)





## 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](mailto: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 Abuse

Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

Peer-on-peer abuse can take various forms, including (but not limited to): serious bullying (including cyberbullying), relationship abuse, domestic violence and abuse, child sexual exploitation, youth and serious youth violence, harmful sexual behaviour and/or prejudice-based violence including, but not limited to, gender-based violence.

Online peer-on-peer abuse is any form of peer-on-peer abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, peer-on-peer grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

## **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;
- Upskirting (taking a picture under a person's clothing without them knowing to obtain sexual gratification or cause the victim humiliation, distress or alarm);
- Coercion.

### **Dealing with disclosures of 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.

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 is 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.



The terms 'victim' and/or 'perpetrator' are used with caution. We retain the terms in this policy to maintain consistency with the Keeping Children Safe in Education document that uses these terms. However, our School takes a safeguarding approach to all individuals involved in concerns or allegations about peer-on-peer abuse, including those who are alleged to have been abused, and those who are alleged to have abused their peers, in addition to any sanctioning work that may also be required for the latter.

Research has shown that many children who present with harmful behaviour towards others, in the context of peer-on-peer abuse, are themselves vulnerable and may have been victimised by peers, parents or adults in the community prior to their abuse of peers.

## **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 a made in good faith and falls into to 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 25<sup>th</sup> 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 contact with children and families will have access to additional impartial counselling, coaching and training to 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. 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 Mechanism<sup>12</sup> 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.

### **Serious violence**

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

### **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.<sup>14</sup> 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](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](mailto: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 regard<sup>17</sup> to the need to prevent people from being drawn into terrorism”.<sup>18</sup> 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; upskirting; 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;
- upskirting;
- 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 Hault, Deputy headteacher (Curriculum);
- Kasia Glinka, Assistant Headteacher (Teaching and Learning).

## Nominated Safeguarding Governors:

- Roger Ivens.

## Additional DSL trained staff with DSL privileges on MyConcern:

- Andrew Patterson, Business Manager;
- Mandy Paris, DSL Admin;
- Martine Mears, HSLW;
- Jacqui Tarry, COMPASS Coordinator;
- Georgina Smith, Behaviour Manager.

## Additional DSL trained staff:

- Karen Rafferty, Student support worker;
- Sammi Smith, Care team;
- Stuart Matthews, Care team.

## 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](mailto:childrensduty@leics.gov.uk)

## All other referrals:

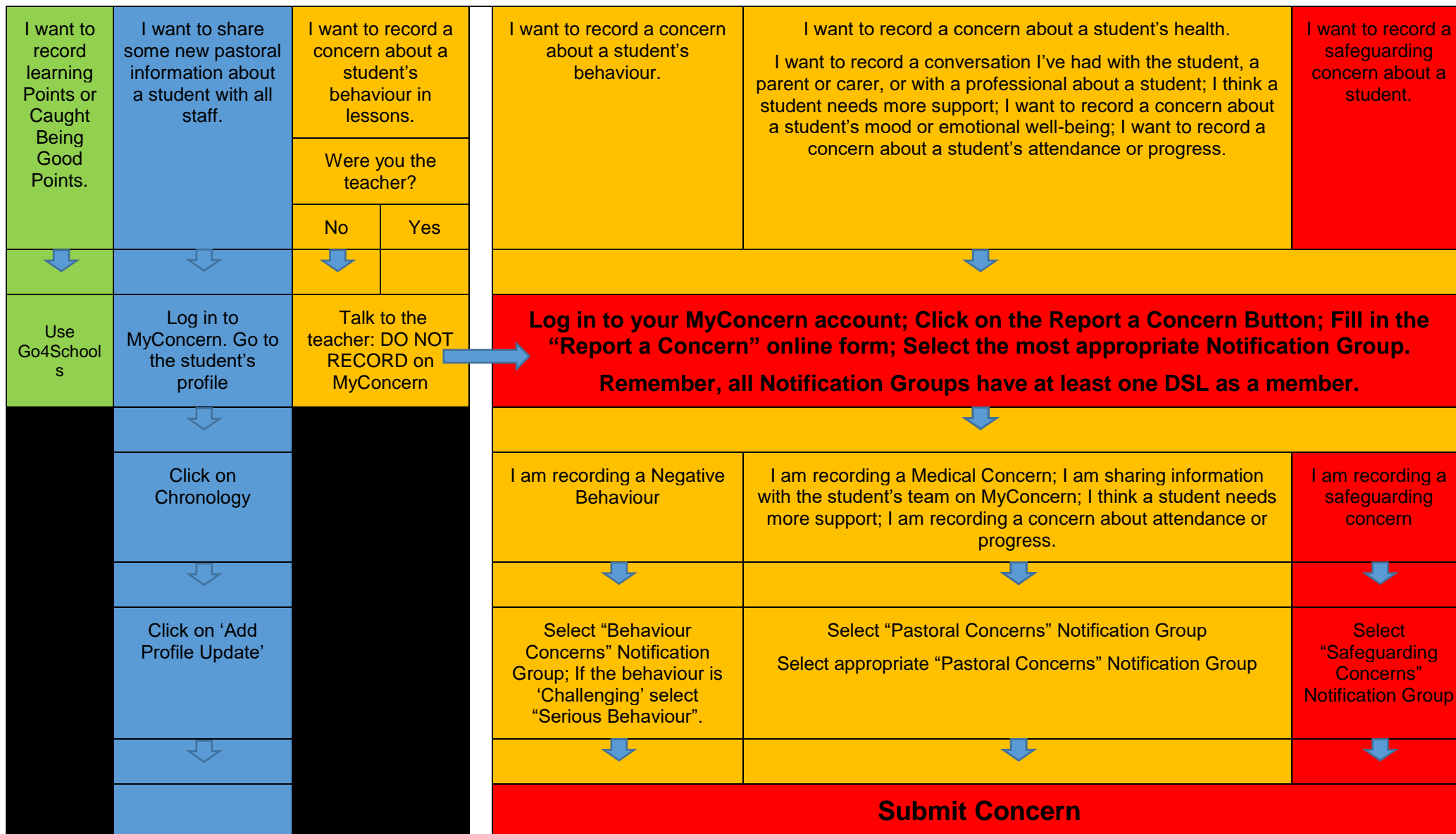
<https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child>

## Early Help – Request for Services:

[http://www.leics.gov.uk/index/children\\_families/early\\_help.htm](http://www.leics.gov.uk/index/children_families/early_help.htm)



# Appendix 6: Recording Concerns on MyConcern



Select the appropriate Update Type from the drop down menu; Update the text; Add to other profiles if appropriate; Click 'Add Update' to save.



**Continue to monitor the concern; Login to MyConcern; Select My Concerns and click on the appropriate "Concern Id"; Select "Updates" to see the outcomes; talk to the Duty DSL if your concern does not appear to have been dealt with; Update the concern if you have new information related to the concern to add.**



## Appendix 7: Triaging Concerns on MyConcern


### Triaging Concerns Flow Chart

Login to My Concern; Go to Dashboards – Concerns – Inbox

Triage according to Notification Group (NG) priority – 1<sup>st</sup>=DSL/Safeguarding; 2<sup>nd</sup> Serious Behaviour; 3<sup>rd</sup> =Pastoral Concerns; 4<sup>th</sup>=Behaviour Concerns

<b>Urgent Safeguarding</b>	<b>Non-Urgent Safeguarding</b>	<b>Not Safeguarding: Serious Behaviour</b>	<b>Not Safeguarding: Medical</b>	<b>Not Safeguarding: Pastoral</b>	<b>Not Safeguarding: Inappropriate Behaviour</b>	<b>Not Safeguarding: Disruptive Behaviour</b>
Assign yourself as Concern Owner and deal with the concern immediately	Assign an appropriate DSL as Case Owner	Assign an appropriate Case Owner: Deputy Headteacher; or Headteacher	Assign an appropriate Case Owner: Kirsty North	Assign an appropriate Case Owner: usually the tutor	Assign an appropriate Case Owner: tutor or subject teacher	Assign an appropriate Case Owner: Georgina Smith or Assistant Head by Key Stage

**Allocate at least one Category of Concern**

<p><b>Possible actions:</b> Call first response; Call CAMHS; Contact Police; Contact Parents; Discuss with LADO.</p>	<p><b>Possible actions:</b> Online referral; Early Help; Contact Parents.</p>	<p><b>Set Tasks where appropriate being mindful not to undermine the work of the Case Owner</b></p>
		
<p><b>Record actions taken and Concern updates; upload files as necessary</b></p>		

**The main task for the Duty DSL is to assign new concern to a Case Owner.** If you are assigned to the role of Case Owner by the Duty DSL, the Duty DSL has ‘triaged’ the concern and identified you as the most appropriate member of staff to act as Case Owner based on your position, experience, relationship with the child, and the nature of the concern.

**All staff can be assigned the role of Case Owner by the Duty DSL and MUST have the email notifications on MyConcern set to receive emails when, “I am assigned as the Case Owner for a Concern by anyone except me”.**

As Case Owner, it is your responsibility to use your professional judgement to put in place strategies that will support the student’s pastoral needs, and Mark as Filed when the strategies have been implemented and any tasks completed.

# Appendix 8: Online safety policy

## The Purpose and Scope of this Policy

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation. Technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

At Maplewell Hall School we aim:

- To educate pupils so that they are able to keep themselves safe and legal online;
- Train all staff so that they have the knowledge, skills and understanding to help, educate and support students in online safety;
- Have robust processes in place to ensure the online safety of pupils, staff, volunteers and governors; and
- Establish clear mechanisms to identify, intervene and refer concerns, where appropriate.

## Legislation and statutory guidance

This policy is based on the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education \(September 2018\)](#), and its advice for schools on [preventing and tackling bullying](#) and searching, screening and confiscation. It also refers to the Department's guidance on [protecting children from radicalisation](#) and the Revised Prevent Duty Guidance for England and Wales. It reflects existing legislation, including but not limited to the [Education Act 1996](#) (as amended), the [Education and Inspections Act 2006](#) and the [Equality Act 2010](#). In addition, it reflects the [Education Act 2011](#), which has given teachers stronger powers to tackle cyber-bullying by, if necessary, searching for and deleting inappropriate images or files on pupils' electronic devices where they believe there is a 'good reason' to do so.

The policy also takes into account the [National Curriculum computing programmes of study](#).

# Definitions

## Internet enabled Devices

Internet-enabled devices include: Desktop computers; Laptops; Tablets; Smart Phones; Smart TVs; Games' Consoles and any other electronic device capable of accessing the Internet, either via a mobile network provider, wi-fi, or Ethernet cable.

# Roles and responsibilities

## The governing board

The governing board has overall responsibility for monitoring this policy and holding the headteacher to account for its implementation.

The governing board will co-ordinate regular meetings with appropriate staff to discuss online safety and monitor online safety logs as provided by the designated safeguarding lead (DSL).

The governor who oversees online safety is Sue Patterson.

All governors will:

- Ensure that they have read and understand this policy;
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet (appendix 2).

## The headteacher

The headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

## The designated safeguarding lead (DSL)

The school's designated safeguarding lead (DSL) is Rob Cooper, Deputy Headteacher (Pastoral.) The Deputy DSLs are:

- Chris Houlst;
- Phil Leaney;
- Mel Ison;
- Kasia Glinka; and
- Kirsty North.

The DSL takes lead responsibility for online safety in school. In his absence, the Deputy DSLs will take on all of his responsibilities which are:

- Supporting the headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school;
- Working with the headteacher, ICT manager and other staff, as necessary, to address any online safety issues or incidents;
- Ensuring that any online safety incidents are recorded on MyConcern, appropriately categorised and dealt with in line with this policy;

- Ensuring that any incidents of cyber-bullying are recorded on MyConcern, appropriately categorised and dealt with in line with this policy;
- Ensure staff and governors have access to online safety training through National Online Safety e-learning hub and that staff and governors complete relevant training;
- Liaising with other agencies and/or external services if necessary;
- Providing regular reports on online safety in school to the headteacher and/or governing board.

## **The duty DSL**

Jason Brooks, the DSL and the deputy DSLs are timetabled to ensure that all safeguarding concerns are seen and dealt with as quickly as possible.

All Reported Concerns are 'triaged by a Duty DSL. The Duty DSL is on duty for half a day at a time and carries a dedicated, Duty DSL iPad at all times. For each half day, a reserve Duty DSL is also named to cover meetings and absence. DSLs are not assigned to act as Duty DSL or Reserve when they are timetabled to teach.

## **Deputy Headteacher (Curriculum)**

As line manager for the ICT subject lead, Chris Hoult, the Deputy Headteacher (Curriculum), is responsible for ensuring:

- All students are taught how to keep themselves safe online;
- All students are taught how to report online abuse in school and out of school;
- Students have appropriate opportunities to gain nationally recognised qualifications in online safety;
- The quality of the e-safety curriculum.

## **The ICT subject lead**

Craig Palmer, the ICT subject lead is responsible for line managing the ICT Technician and ensuring that:

- Appropriate filtering and monitoring systems are in place which are updated on a regular basis and keep pupils safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material;
- the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly;
- a full security check and monitoring the school's ICT systems is conducted on a monthly basis;
- systems are in place to block access to potentially dangerous sites and, where possible, prevent the downloading of potentially dangerous files;

- planning and delivering an ICT curriculum that ensures all students understand how they can keep themselves safe online.

## All staff and volunteers

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy;
- Implementing this policy consistently;
- Agreeing and adhering to the terms on acceptable use of the school's ICT systems and the internet (appendix 2), and ensuring that pupils follow the school's terms on acceptable use (appendix 1);
- Working with the DSL to ensure that any online safety incidents are recorded and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are recorded and dealt with appropriately in line with the school behaviour policy.

## Parents

Parents are expected to:

- Notify a member of staff or the headteacher of any concerns or queries regarding this policy;
- Ensure their child has read, understood and agreed to the terms on acceptable use of the school's ICT systems and internet (appendix 1);
- Complete e-safety training for Parents on the National Online Safety e-learning hub.

Parents can seek further guidance on keeping children safe online from the following organisations and websites:

- What are the issues?, UK Safer Internet Centre: <https://www.saferinternet.org.uk/advice-centre/parents-and-carers/what-are-issues>
- Hot topics, Childnet International: <http://www.childnet.com/parents-and-carers/hot-topics>
- Parent factsheet, Childnet International: <http://www.childnet.com/ufiles/parents-factsheet-09-17.pdf>

## Visitors and members of the community

Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it. If appropriate, they will be expected to agree to the terms on acceptable use (appendix 2).

## Educating pupils about online safety

Pupils will be taught about online safety as part of the curriculum.

In **Key Stage 3**, pupils will be taught to:

- Understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy
- Recognise inappropriate content, contact and conduct, and know how to report concerns

Pupils in **Key Stage 4** have the opportunity to revisit the key Stage 3 bullet points above. They will also be taught:

- To understand how changes in technology affect safety, including new ways to protect their online privacy and identity
- How to report a range of concerns

The safe use of social media and the internet will also be covered in other subjects where relevant.

The school will use assemblies to raise pupils' awareness of the dangers that can be encountered online and may also invite speakers to talk to pupils about this.

## Educating parents about online safety

The school subscribes to the National Online Safety e-learning hub which gives parents access to a wide range of resources and training. The school will signpost parents to these resources via the school website, letters and the school newsletter.

Where e-safety is a specific concern, school staff may talk directly with parents and carers and signpost them to the e-learning hub.

This policy will also be shared with parents via the school website.

National Online Safety e-learning hub resources will be made available to parents at parents' evenings and other events attended by parents and carers.

If parents have any queries or concerns in relation to online safety, these should be raised in the first instance with student's tutors.

Concerns or queries about this policy can be raised with the deputy Headteacher (pastoral), Rob Cooper.

## Specific e-safety issues

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

1. **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
2. **contact:** being subjected to harmful online interaction with other users; for example commercial advertising; phishing; and online grooming;

3. **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sexting, sending and receiving explicit images, or online bullying (cyber-bullying).

To help prevent harm caused by online content, contact or conduct, we will ensure that pupils understand what they are and what to do if they become aware of any of them happening to themselves or others. We will ensure that pupils know how they can report any incidents both in and out of school, and are encouraged to do so, including where they are a witness rather than the victim.

### **Education:**

All students will be taught about online dangers associated with content, contact and conduct, and how to keep themselves safe, as part of their ICT curriculum.

Tutors and other teaching staff are also encouraged to find opportunities to use aspects of the curriculum to cover cyber-bullying.

All staff, governors and volunteers (where appropriate) receive training on e-safety, its impact and ways to support pupils, via the National Online Safety (NOS) e-learning hub.

### **Engaging Parents**

The school subscribes to the NOS e-learning hub. This gives parents access to information and training specifically designed for parents. All parents will be signposted towards these resources via the school website, newsletters, letters and phone calls.

In relation to a specific incident of cyber-bullying; online grooming; sexting; and indecent images, the school will follow the processes set out in the Positive Behaviour for learning and Safeguarding and Child Protection policies.

### **Examining internet-enabled devices**

School staff have the specific power under the Education and Inspections Act 2006 (which has been increased by the Education Act 2011) to search for and, if necessary, delete inappropriate images or files on pupils' devices, including mobile phones, iPads and other tablet devices, where they believe there is a 'good reason' to do so.

When deciding whether there is a good reason to examine or erase data or files on an electronic device, staff must reasonably suspect that the data or file in question has been, or could be, used to:

- Cause harm, and/or
- Disrupt teaching, and/or
- Break any of the school rules

If inappropriate material is found on the device, it is up to the staff member in conjunction with the DSL or other member of the senior leadership team to decide whether they should:

- Delete that material, or



- Retain it as evidence (of a criminal offence or a breach of school discipline), and/or
- Report it to the police

Any searching of pupils will be carried out in line with the DfE's latest guidance on [screening, searching and confiscation](#).

Any complaints about searching for or deleting inappropriate images or files on pupils' electronic devices will be dealt with through the school complaints procedure.

## **Acceptable use of the internet in school**

All pupils, parents, staff, volunteers and governors are expected to sign an agreement regarding the acceptable use of the school's ICT systems and the internet (appendices 1 and 2). Visitors will be expected to read and agree to the school's terms on acceptable use if relevant.

Use of the school's internet must be for educational purposes only, or for the purpose of fulfilling the duties of an individual's role.

We will monitor the websites visited by pupils, staff, volunteers, governors and visitors (where relevant) to ensure they comply with the above.

More information is set out in the acceptable use agreements in appendices 1 and 2.

## **Pupils using internet enabled devices in school**

All pupils may bring internet enabled devices into school.

Students in key stages 3 and 4 are not permitted to use them during the school day and must hand them in to their tutor at morning register. Staff may confiscate any devices that are not handed in to their tutor.

Students in key stage 5 may have their internet enabled devices during the school day and are not required to hand them in. Students may not use them in lessons or around the main school site without express permission from a member of staff. Students may use them in their social times in the K5 building.

Any use of mobile devices in school by pupils must be in line with the acceptable use agreement (see appendix 1).

Any breach of the acceptable use agreement by a pupil may trigger disciplinary action in line with the school's Positive Behaviour for Learning policy, which may result in the confiscation of their device.

## **Staff using work devices outside school**

Staff members using a work device outside school must not install any unauthorised software on the device and must not use the device in any way which would violate the school's terms of acceptable use, as set out in appendix 2.

Staff must ensure that their work device is secure and password-protected, and that they do not share their password with others. They must take all reasonable steps to ensure the security of their work device when using it outside school. Any USB devices containing data relating to the school must be encrypted.

If staff have any concerns over the security of their device, they must seek advice from the ICT manager.

Work devices must be used solely for work activities.

## **How the school will respond to issues of misuse**

Where a pupil misuses the school's ICT systems or internet, we will follow the procedures set out in the behaviour policy. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident, and will be proportionate.

Where a staff member misuses the school's ICT systems or the internet or misuses a personal device where the action constitutes misconduct, the matter will be dealt with in accordance with the staff disciplinary procedures. The action taken will depend on the individual circumstances, nature and seriousness of the specific incident.

The school will consider whether incidents which involve illegal activity or content, or otherwise serious incidents, should be reported to the police.

## **Training**

All new staff members will receive training, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying and the risks of online radicalisation.

All staff members will receive refresher training at least once each academic year as part of safeguarding training, as well as relevant updates as required (for example through emails, e-bulletins and staff meetings).

The DSL [and deputies] will undertake child protection and safeguarding training, which will include online safety, at least every 2 years. They will also update their knowledge and skills on the subject of online safety at regular intervals, and at least annually.

Governors will receive training on safe internet use and online safeguarding issues as part of their safeguarding training.

Volunteers will receive appropriate training and updates, if applicable.

More information about safeguarding training is set out in our child protection and safeguarding policy.

All staff and governors have access to training and resources on the NOS e-learning hub.

## **Monitoring arrangements**

This policy will be reviewed annually by the Deputy Headteacher (Pastoral). At every review, the policy will be shared with the governing board.

## **Links with other policies**

This online safety policy is linked to our:

- The Safeguarding and Child protection policy;
- The Positive Behaviour for Learning policy;
- The Staff Code of Conduct;
- The Preparation for Adulthood framework.

# Appendix 9: acceptable use agreement (pupils and parents/carers)

## Acceptable use of the school's ICT systems and internet: agreement for pupils and parents/carers

Name of pupil:

**When using the school's ICT systems and accessing the internet in school, I will not:**

- Use them for a non-educational purpose;
- Use them without a teacher being present, or without a teacher's permission;
- Access any inappropriate websites;
- Access social networking sites (unless my teacher has expressly allowed this as part of a learning activity);
- Use chat rooms;
- Open any attachments in emails, or follow any links in emails, without first checking with a teacher;
- Use any inappropriate language when communicating online, including in emails;
- Share my password with others or log in to the school's network using someone else's details;
- Give my personal information (including my name, address or telephone number) to anyone without the permission of my teacher or parent/carer;
- Arrange to meet anyone offline without first consulting my parent/carer, or without adult supervision.

If I bring a personal mobile phone or other Internet enabled electronic device into school:

- If I am in Key Stages 3 or 4, I will hand it in to my tutor on arrival;
- If I am in Key Stage 5, I will not use it during lessons, tutor group time, clubs or other activities organised by the school, without a teacher's permission;
- I will use it responsibly, and will not access any inappropriate websites or other inappropriate material or use inappropriate language when communicating online.

I agree that the school will monitor the websites I visit.

I will immediately let a teacher or other member of staff know if I find any material which might upset, distress or harm me or others.

I will always use the school's ICT systems and internet responsibly.

**Signed (pupil):**

**Date:**

**Parent/carer agreement:** I agree that my child can use the school's ICT systems and internet when appropriately supervised by a member of school staff. I agree to the conditions set out above for pupils using the school's ICT systems and internet, and for using personal electronic devices in school, and will make sure my child understands these.

**Signed (parent/carer):**

**Date:**



# Appendix 10: acceptable use agreement (staff, governors, volunteers and visitors)

## Acceptable use of the school's ICT systems and the internet: agreement for staff, governors, volunteers and visitors

Name of staff member/governor/volunteer/visitor:

When using the school's ICT systems and accessing the internet in school, or outside school on a work device, I will not:

- Access, or attempt to access inappropriate material, including but not limited to material of a violent, criminal or pornographic nature;
- Use them in any way which could harm the school's reputation;
- Access social networking sites or chat rooms except for Class Dojo and Edmodo;
- Use any improper language when communicating online, including in emails or other messaging services;
- Install any unauthorised software;
- Share my password with others or log in to the school's network using someone else's details.

I will only use the school's ICT systems and access the internet in school, or outside school on a work device, for educational purposes or for the purpose of fulfilling the duties of my role.

I agree that the school will monitor the websites I visit.

I will take all reasonable steps to ensure that work devices are secure and password-protected when using them outside school, and keep all data securely stored in accordance with this policy and the school's data protection policy.

I will let the designated safeguarding lead (DSL) and ICT manager know if a pupil informs me they have found any material which might upset, distress or harm them or others, and will also do so if I encounter any such material.

I will always use the school's ICT systems and internet responsibly and ensure that pupils in my care do so too.

Signed (staff member/governor/volunteer/visitor):

Date:

