

Safeguarding and Child Protection Policy

September 2020



L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive



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Through outstanding leadership, we, at L.E.A.D Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential. L.E.A.D Academy Trust fully recognises the contribution it makes to protect children and support pupils in our academies. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

It is our policy to listen to our pupils, to not place any value judgement on their concerns or supersede their views with our own cultural or racial profiling that may prevent us from fully listening to what our pupils are saying. We will take our pupils' health and welfare seriously and to act with urgency to prevent harm and keep them safe.

Our principles

To achieve our vision, we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life, the ability to lead is essential. Strong leadership is the key to the success of our academies. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D Academy Trust and our academies, pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual within L.E.A.D Academy Trust. We also know that a strong command of English and mathematics is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our academies and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.



Safeguarding at L.E.A.D Academy Trust

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.' KCSIE 2020

Key Persons Responsible for Safeguarding at L.E.A.D Academy Trust

DSLs – Neil Spencelayh, Jan Connor, Becky Hyder 0115 822 5440

NSPCC dedicated helpline number: 0115 9258602.

The Legal Framework

Academies within L.E.A.D. Academy Trust still have their relevant local authorities that have an overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area. The local safeguarding partnerships, will work with our academies to support us to safeguard our pupils. Whilst local authorities play a lead role, safeguarding pupils and protecting them from harm is everyone's responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together to Safeguard Children 2018) does not identify academy trusts as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014. At L.E.A.D Academy Trust we acknowledge our duty in law to work with other organisations to keep our pupils safe.

In September 2020, the DfE published the latest 'Keeping Children Safe in Education' (KCSIE) – statutory guidance for schools and colleges. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law, individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to cooperate in that local authority's safeguarding partnerships board arrangements. The Education (Independent School Standards) Regulations 2014 place a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At L.E.A.D Academy Trust we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that every child is given the opportunity to thrive through our values of: Lead, Empower, Achieve and Drive.



Our Commitment

L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring there is a designated professional lead and a designated Academy Governing Body (AGB) member for safeguarding in each academy
- ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguard pupils
- having in place safeguarding arrangements which are designed to take account of all possible safeguarding issues
- ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken to keep pupils safe
- adhering to safe recruitment practices throughout the Trust
- having arrangements in place to ensure we work closely with other agencies and share information with other professionals in line with statutory requirements
- taking account of local authority procedures and practices established by safeguarding partnerships and comply with any requests from that body in a timely manner
- having in place effective child protection and staff behaviour policies
- developing a culture in our academies of listening to children and take account of their wishes and feelings
- providing appropriate supervision and support for staff including undertaking safeguarding induction and training
- following clear policies for dealing with allegations against people who work with children, including supply staff.
- having clear procedures in place to handle allegations of abuse against children
- having clear whistleblowing procedures
- considering how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appointing a designated teacher in each academy to promote the educational achievement of children who are looked after, those who are post care and pupils who are adopted to ensure staff have the skills, knowledge and understanding necessary to keep these pupils safe
- putting in place appropriate safeguarding responses to children who go missing from education
- fulfilling all our statutory responsibilities in respect of safeguarding and promoting the welfare of children.

L.E.A.D Academy Trust's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2020. The Trust has a safeguarding Sharepoint site for all academies to access which provides current documents, guidance and resources. In addition, our local safeguarding partnership links are provided through the site.

L.E.A.D Academy Trust Safeguarding and Child Protection Policy is monitored and evaluated by the Trust DSLs to measure the effectiveness of the policy in the academies and Trust. This is carried out through the academy's and the trust's quality assurance cycle.

Safeguarding and Child Protection Policy Statement



Introduction

Safeguarding and Promoting the welfare of children is defined for the purposes of this policy as:

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

L.E.A.D. Academy Trust requires this policy to be implemented by all its staff (those who work in our academies and within the central team), AGB members, parents / carers, pupils, volunteers and visitors. (*trustees, and by all the academies joining its network*). It is everyone’s responsibility to keep each other safe.

L.E.A.D. Academy Trust is committed to:

- creating and maintaining a safe learning environment for all pupils
- identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment unequivocally.

Adults in our Trust and academies take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Employment and Management of Adults Working with Pupils

We will ensure that L.E.A.D Academy Trust has:

- a single point of contact known as the designated senior lead for safeguarding (DSL)
- a single central record of pre-employment checks
- safe recruitment procedures fully in place
- appropriate checking procedures (staff, volunteers and organisations working within the academies)
- a staff / volunteer handbook and induction that makes clear the expectations and directives for working with pupils, including the management of social media and the management of their relationships and associations in line with legislation
- procedures for dealing with allegations against staff and volunteers.

L.E.A.D Academy Trust’s safeguarding policy is available to all as a paper copy or it may be accessed through our website.

At L.E.A.D Academy Trust safeguarding the welfare of pupils permeates all activity and functions.



This policy therefore complements and supports a range of other policies and procedures, such as, but not exclusively;

Health and Safety

Fire Safety

Providing First Aid

Online Safety Including sexting/ youth producing sexual imagery

Safer Recruitment and Selection, including Single Central Record

Managing Allegations Against Staff, Including Volunteers and Incorporating 'Duty to Refer'

Attendance

Disciplinary/Code of Conduct

Communication

Complaints procedure Information sharing Whistleblowing

GDPR Data Protection

Equality

Principles

Safeguarding arrangements in the trust are underpinned by the 2 key principles:

- **Everyone who comes into contact with pupils and their families has a role to play in safeguarding pupils. All AGB members, L.E.A.D staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. All staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.**
- **When concerned about the welfare of a child, staff will always act in the best interests of the child. Our academies operate a child-centred approach taking into account pupils' views and voices. Wishes and feelings of pupils will always be taken into account when determining what action to take and services to provide, to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback.**

Expectations

We expect all staff to have read and be aware of:

- **Keeping Children Safe in Education (2020) [Part One];**
- **Safer Working Practices (Safer Recruitment Consortium May 2020)**
- **Staff Code of Conduct**
- **Online Safety Policy**
- **GDPR and data protection requirements**
- **Requirements of information sharing**

All staff are also required to:



- **Take all concerns seriously, particularly when a disclosure is made**
- **Put the pupil's interests first and act to secure a pupil's safety at all costs**
- **Be vigilant and take responsibility to maintain the ethos of safeguarding at all times**
- **Understand that every pupil is their responsibility with regard to safeguarding**
- **Take responsibility to inform a Trust DSL should there be any changes in personal circumstances that may impact on their ability to work with children**

Links to the Legal Framework

Working Together to Safeguard Pupils 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2019.pdf

Keeping Pupils Safe in Education Sep 2020

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Disqualification Under the Childcare Act 2006 and supplementary guidance 2019

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_s tat-guidance_Feb_15_3_.pdf

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/736758/APPENDICES-Disqualification_under_the_childcare_act_statguidance_2_.pdf

Information Sharing

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

GDPR and Data Protection

<https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/>

Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/uksi/2010/1997/contents/made>

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)



<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

The “Prevent” duty: Section 26 of the Counter-terrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

Statutory guidance on Pupils Missing Education (2016) also applies to academies

<https://www.gov.uk/government/publications/children-missing-education>

‘What to do if you’re worried a child is being abused’: Guidance for all staff, teaching and non-teaching:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

A Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_190614_FINAL.pdf

Contextual Safeguarding

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

Government guidance for schools regarding COVID 19

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>





Scope of the policy

We will safeguard pupils when we believe they are suffering from:

- Abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect
- Child criminal exploitation
- Child sexual exploitation (CSE)
- County lines
- Bullying, including cyber bullying
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage and honour-based abuse
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Homophobic or transphobic abuse
- Mental health
- Online and technology abuse
- Private fostering
- Radicalisation and extremism
- Sexting /youth producing sexual imagery
- Trafficking / modern slavery
- Wider contextual issues
- Challenges faced by pupils experiencing transgender and body dysmorphia issues
- Homelessness

This list is not exhaustive.

We recognise that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding leads (DSL) are aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local Safeguarding Partnership procedures without delay. The DSLs will also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. We consider the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not yet acquired the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. L.E.A.D staff



who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse and unmanaged mental health** then pupils may also be vulnerable and in need of support. We will consider the wider context of the pupil in relation to these issues in order to keep them safe.

Safeguarding Roles and Responsibilities of L.E.A.D Academy Trust Staff

Responsibility to Provide a Safe Environment in Which Pupils Can Learn

The safety of our academies sites is of high importance. It is everyone's responsibility to keep our academies safe. We will regularly undertake site safety walks, maintain our equipment properly and ensure we act upon expert advice during our academies health and safety audits.

We will train our staff to be aware of the risks associated with building safety and ensure we can evacuate our sites should the buildings pose any risk to our pupils. Systems are in place to ensure anyone can report a health and safety issue immediately, through direct emails to the academies office manager and site manager.

Academy Leaders and Training

At L.E.A.D Academy Trust we acknowledge that there are pupils who may be in need of extra help or who are suffering or are likely to suffer significant harm. Leaders will be quick to identify them. All of our staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisational vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the Trust which support safeguarding. This includes the child protection/safeguarding policy, Code of Conduct and the role and names of the academy DSLs.

All staff will:

Read and sign to say that they have read and understood "Keeping Children Safe in Education part one: safeguarding information for all staff (2020)."

Receive regular safeguarding training which is updated so they are equipped with the knowledge and skills to keep pupils safe.

The key training elements are:

Induction Training – this is mandatory and includes;

- the child protection policy;
- the staff behaviour policy (sometimes called a 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). (see KCSIE 2020)



DSLs – attend training every two years; and in addition to formal training, their knowledge and skills will be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

L.E.A.D Academy Trust Central Team staff and Academy Governing Body members will have enhanced DBS and 128 checks.

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities Within the Trust and Individual Academies

The Trust Board

- The board will monitor the academies compliance with statutory requirements and practice and champion child protection issues.
- Ensure that all safeguarding concerns are investigated, and an immediate risk assessment undertaken to ensure the safeguarding of children and young people.
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2020 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas.
- Have a clear understanding of safeguarding across the trust through reports such as Myconcern (the trust's child protection database) and results of the academy's annual safeguarding audits.
- Written recruitment and selection policies and procedures in place.
- Have a board member responsible to the board for monitoring the effectiveness of safeguarding in the trust. **This is David Williams.**

Roles and Responsibilities of the Directorate

- To produce information for the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately.
- Have a clear understanding of safeguarding across the trust through analysis of reports such as Myconcern and results of the academy's annual safeguarding audits and compliance forms.
- Ensure all academies carry out an annual audit.
- Carry out the Trust's Assurance Cycle in line with the outlined cycle and report to the board in committee meetings when required.
- Support academy leaders to carry out their duties fully in relation to both the spirit and letter of statutory guidance for safeguarding.
- Challenge academy leaders where safeguarding is not fully compliant with statutory guidance.



- Undergo appropriate safeguarding training at least yearly and take responsibility to maintain their knowledge and understanding of safeguarding issues.

Roles and Responsibilities of the Trust DSLs

- Liaise with Local Authority Designated Officers (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher.
- Undergo training in line with Trust training schedule.
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement.
- Ensure the Trust's assurance cycle is fully maintained.
- Meet termly to review the Trust's policy in line with practice.
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust.
- Arrange termly DSL network meetings through liaison with the Teaching School Alliance (TSA).
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligation effectively.

The Role of the Link Safeguarding Members (AGB)

- Support the work of the designated safeguarding leads.
- Meet regularly with the designated safeguarding leads and any other relevant other staff.
- Report back to the Academy Governing Body (AGB) about his/her activities to inform them in order to facilitate scrutiny and impact of safeguarding; and ensure compliance with statutory duties.
- Ensure that safeguarding deficiencies are brought to the AGBs, Governance and Safeguarding Compliance Lead.
- Check that the safeguarding and child protection policy is being followed in practice.
- Check that the training programme for staff reflects the needs of each academy and statutory regulations.
- Check that the AGBs are kept aware of the safeguarding risks to young people in their academies.
- Check that records are kept securely and in one place.
- Check that there is appropriate monitoring and tracking in place for vulnerable pupils.
- Check that there are appropriate safeguards in place for students placed with Alternative Providers.
- Check that there is a consistent approach to safeguarding and child protection across the academies.
- Check that the curriculum for safeguarding reflects the risks for pupils in their area.
- Check that safer recruitment processes are in place.
- Check that the Single Central Record is compliant.



Roles and Responsibilities of Headteachers

Headteachers will ensure that:

- The policies and procedures adopted by their AGB and the Trust are fully implemented and followed by all staff.
- DSLs are trained appropriately for their role and given time to allow them to carry out their role fully.
- People who pose a risk of harm are prevented from working with pupils by adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Sufficient resources are allocated to enable the DSLs and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils, and concerns are addressed sensitively and effectively in a timely manner.
- The safety and welfare of pupils is addressed through the wider curriculum.
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing.
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date.
- Ensure their Safeguarding Audits are returned promptly every year in the autumn term.
- Ensure the DSLs report to their AGB and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure the DSLs/Deputy DSLs puts formal cover in place when a lead DSL is away from site.
- Appoint a member of staff responsible for looked after pupils, pupils leaving care and those recently adopted.

The Roles and Responsibilities of the Designated Safeguarding Leads (DSL)

- The Designated Safeguarding Leads are responsible for safeguarding and child protection along with the headteachers.
- Support staff to see safeguarding in the wider context of a pupils' life, taking into account the family circumstance, the friendship groups and social and community context before making decisions about how to act to safeguard pupils.
- Manage referrals from academy staff or any others from outside the academies.
- Work with external agencies and professionals on matters of safety and safeguarding.
- Ensure they keep up with the latest advice and guidance relating to safeguarding and child protection.
- Take responsibility to raise awareness of safeguarding and child protection amongst the staff, parents and pupils.
- Ensure that child protection information is transferred to the pupil's new school, ideally within five school days should they move.
- Ensure all staff follow each academy's safeguarding policies fully.



- Ensure they act upon Myconcern referrals in a timely manner and always act in the best interests of the pupil.
- Ensure the clarity of decision making in relation to child protection is transparent, the reasons for decisions are precise and recorded clearly in the paperwork.
- Help promote educational outcomes, the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with other staff. Ensure that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Ensure the plans to support pupils with safeguarding issues are rigorous, monitored and clearly shared with all those who are identified to support the pupil.
- Display the academy's safeguarding charts identifying all of the academy's safeguarding team is displayed throughout each academy.
- Complete and return their Safeguarding Audit during the autumn term.
- Ensure all the reports to the AGBs and Trust Board are up-to-date and accurate information in line with requirements.
- Ensure all supply agency staff and volunteers are appropriately briefed according to their academy's safeguarding procedures.
- Provide training and support to parents / carers and pupils.
- Ensure all visitors on site are aware of each academy's safeguarding responsibility and procedure.
- Work alongside the headteachers to provide safeguarding training in a timely manner.
- Ensure formal cover is in place when they leave their academy site.

A deputy DSL will always be appointed to cover when the lead DSL is not available at their site.

Roles and Responsibilities of Other Academy Staff

- It is everyone's responsibility to keep pupils safe and all staff are expected to take this responsibility seriously.
- Staff must abide by each academy's policies to keep pupils safe.
- Any concerns must be discussed with the DSL and no staff member should keep information to themselves or decide they will not act because they use their own ideas of what is safe or unsafe. Academy policy must be followed.
- If staff members are unsure, they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using MyConcern or if no login details then the academy concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support social workers to take decisions about individual pupils.
- All staff, including volunteers and temporary staff must have an understanding of how each academy safeguards and promotes the welfare of pupils, including the academy safeguarding and child protection policy, their role and responsibilities in this (including in relation to early help processes) and how to report any concerns.



- All staff must ensure they are vigilant at all times and ensure any behaviours that may cause even a slight concern are taken seriously. This includes their concerns about fellow practitioners, visitors or volunteers.

Staff Training

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of child abuse and wider safeguarding issues and report any concerns immediately when they arise

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the academies.

Timelines for training:

- Designated Safeguarding Lead training: refreshed **within every two years** (statutory requirement).
- Children in Education – Safeguarding Update training: To be refreshed **within every three years** as agreed.

The above training is available through the Safeguarding Compliance Lead at L.E.A.D Academy Trust or via the academies local safeguarding partnerships

- Whole School Refresher Training at least annually with regular in-school updates
- Three units per year on different contextual themes (three year rolling programme)
- Safer recruitment training: Through the DfE on-line (under review), L.E.A.D Academy Trust accredited trainer or through local training provided by the local safeguarding partnership

All our staff, academies and AGBs are open to new learning and to keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Training covers:

How to identify signs of abuse and when it is appropriate to make a referral;
A working knowledge of how local safeguarding partnerships operate;
The conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
How to keep detailed, accurate, secure written records of referrals/concerns.

We can also source specific safeguarding training through Flick, L.E.A.D Academy Trust TSA training and local safeguarding partnerships.

Review

L.E.A.D Academy Trust will evaluate and demonstrate how well we fulfil our statutory responsibilities and exercise professional judgment in keeping pupils safe as outlined in the statutory framework.



L.E.A.D Academy Trust will use the L.E.A.D. Academy Trust safeguarding audits completed by all academies to ensure we are fully compliant. The audits will be carried out every autumn and returned to L.E.A.D. each year. We will write a safeguarding action plan linked to the findings of the audit. Our plan will clarify how we will address any areas for development within our practice, who will take their actions and a rigorous timeline for completion of the actions needed to improve our practice. The safeguarding audits will be completed by the DSL, Headteacher and safeguarding team. It will look at each academy's compliance with:

- Academy policy and practice
- Keeping Children Safe in Education 2020
- Working Together to Safeguard Children 2019
- Local arrangements

These audits will assist with the annual safeguarding review of our academies, which will be carried out by the directors of schools, safeguarding compliance lead and the director of the MAT.

Designated staff

Apart from our DSLs all academies have a Designated Teacher for 'looked after' pupils. We will ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' and 'previously looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility.

Our AGB's will have a named, trained Governing Body member for child protection whose training will be refreshed every year.

Staff will be given contact details for Local Authority Designated Officers and the Central Duty Teams, including the out-of-hours team.

Safe Environment / Contextual Safeguarding – pupils are safe and feel safe

All of our pupils are taught about safeguarding, including online safety (using non-statutory guidance and information in Annexe C (online safety) of KCSIE 2020), through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

At L.E.A.D Academy Trust we adopt an open and accepting attitude towards pupils as part of our responsibility for pastoral care. We are committed to ensuring we take pupils' contextual circumstances into account. This is because what might appear as 'poor quality behaviour' could be part of wider contextual issues that are linked to abuse at home, peer-on-peer abuse or abuse on line for example. Pupils, parents and staff should be free to talk about any concerns and will see the academies as a safe place when there are difficulties. We will build an ethos of disclosure and listening and believing in order to build our pupils' confidence. Pupils' worries and fears will be taken seriously, and pupils encouraged to seek help from academy staff.

Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence



At L.E.A.D Academy Trust we will therefore ensure that:

- An ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.
- We will regularly seek the views of our pupils in relation to the safety of our academy sites, where abuse may occur and where they do not feel safe.
- Pupils are involved in the decision-making, which affects them.
- Pupils know that there are adults in their academy whom they can approach if they are worried or have difficulties and every academy has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. local safeguarding arrangements and Childline.
- Curriculum activities and opportunities are provided to equip pupils with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.
- Volunteers are appropriately supervised.
- Any groups using academy premises for the provision of services to pupils have their own safeguarding policies, or adopt the academy policy, and have satisfactorily completed all appropriate checks.

Safeguarding as part of the Curriculum

Relationships Education (for all primary pupils), Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils) is compulsory from September 2020.

Through RSHE, ICT and other curriculum opportunities, our pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of their academy and how to make a complaint.

All academies have a safeguarding curriculum map, which details where and when in the curriculum safeguarding is either explicitly taught or teaching opportunities are identified. This is reviewed regularly to take into account national and local developments and context.

The following areas are addressed within RSHE, ICT and in the wider curriculum:

- Bullying, including cyber-bullying
- E safety



- Road, fire and water safety
- Inter-personal relationships and domestic violence
- Child sexual exploitation (CSE), online and offline
- Honour based abuse and forced marriage
- Female genital mutilation (FGM)
- Radicalisation and extremism
- Relationship education (mandatory in primary schools from September 2020)
- Homelessness
- Gangs
- Risk taking behaviours
- Peer-on-peer violence, sexual misconduct and harassment
- British Values

When children use each academy's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Adults in the academies and parents / carers must be vigilant in their awareness of references direct or indirect linked to safeguarding

Academy Safeguarding contact sheets

These are on a set format and include all necessary emergency contact details. This includes the NSCPCC Whistleblowing Helpline number.

Business cards with all key information relevant to the Local Safeguarding Partnership will be handed out to all staff, volunteers, supply staff and visitors.

Vulnerable Pupils

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

Some children can be potentially at greater risk of harm, in particular children who need a social worker (Child in Need and Child Protection Plans)

Some children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Our LA will inform us when a child has a social worker, and the designated safeguarding lead will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This will be considered as a matter of routine.

Where children need a social worker, this will help us make informed decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of



pastoral and/or academic support, alongside action by statutory services).

To ensure that all of our pupils receive equal protection, we will give special consideration and attention to other pupils who are:

- disabled or have special educational needs or living in a known domestic abuse situation
- affected by known parental substance (drugs and/or alcohol) misuse
- asylum seekers/refugees
- new communities
- living away from home, including private fostering arrangements
- vulnerable to being bullied, or engaging in bullying
- go missing from school, particularly on repeat occasions
- living in temporary accommodation
- at risk of peer-on-peer abuse
- living transient lifestyles
- living in chaotic, neglectful and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality
- at risk of sexual exploitation
- young carers
- ‘looked after’ pupils, pupils leaving care and those post adoption
- do not have English as a first language
- pupils vulnerable from CCE/CSE
- pupils vulnerable for County Lines
- living with family members in prison
- the wider context of a pupil’s wider needs

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

Mental Health

At L.E.A.D Academy Trust we take our responsibility for supporting and promoting the mental health and wellbeing of our pupils very seriously. We recognise that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Each academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

At L.E.A.D Academy Trust we have access to a range of advice to help us identify children in need of extra mental health support, this includes adhering to government guidance and working with external agencies such as:

- Mental Health and Behaviour in Schools Guidance
- Public Health England resources
- Rise Above for links to all materials and lesson plans.

Multi-agency working

We recognise that we have a pivotal role to play in multi-agency safeguarding arrangements and



will ensure that we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children. Local authority safeguarding partners and child death review partner arrangements are now in place. Locally, the three safeguarding partners (the local authority; a clinical commissioning group within the local authority; and the chief officer of police within the local authority area) have published arrangements to allow us to work together with appropriate relevant agencies to safeguard and promote the welfare of our children, including identifying and responding to their needs.

All senior leaders and DSLs are aware of and follow the local arrangements.

Working with parents and carers

We recognise the importance of working with together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

At L.E.A.D Academy Trust we will ensure that:

- Parents and carers understand how we work to keep pupils safe through training and support via their academy website.
- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep pupils safe within their academy, locally and nationally.
- Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility and emergency contact details. If different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child. The academies will ensure that if possible, it has three emergency contact details.
- Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential unless safeguarding means wider agencies need to be informed.
- Staff will be given relevant information on a 'need to know' basis in order to support the child.
- We will ensure parents know that any data we hold on their children can and will be shared with wider agencies in line with the GDPR requirements should there be 'Special Category Personal Data'. It will be made clear to parents and carers that each academy has a duty to share information when there are any safeguarding concerns.
- Parents understand we have a duty to keep records which relate to safeguarding work by the academy, or partner agencies as a requirement of 'Child Sexual Abuse 2014'. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.
- Where we have reason to be concerned about the welfare of a child, we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.



Taking Action on Concerns

Key points to remember for taking action are:

FGM - The Serious Crime Act 2015 sets out a mandatory duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 19. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

The designated safeguarding lead will liaise with the three safeguarding partners and work with other agencies in line with 'Working Together to Safeguard Children' and NPCC(National Police Chiefs' Council)- 'When to call the police'. When there is an emergency take the action necessary to help the child, for example, call 999. Report the concern to the DSL or the deputy as soon as you can and by the end of the day at the latest.

If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the academy that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care. Do not start your own investigation. Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

Reporting Concerns (see Flowchart page 12)

When adults in any academy have a concern about a child or young person they should:

For pupils at risk of immediate danger or at risk of harm

- Promptly complete a concern form in writing or if you have access to 'Myconcern' complete the referral online. No concern is too small.
- If there is no access to Myconcern because the adult has no log in access then a concern forms for written concerns can be found with the DSL if . Any paper copies of concerns **must be handed into the DSL immediately.**
- If you are using 'Myconcern' the DSL will receive it electronically. The DSL should be contacted to ensure they have received the referral.
- A body map can also be used when using 'Myconcern'. Or if using a paper version it will need to be scanned in by the DSL.
- If it is an FGM referral staff must personally report to the police where they discover **an act of FGM has taken place.** A written concern form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases.** For these cases continue with a concern form or by logging it on MyConcern.

For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns



on a 'concern form', if not using 'Myconcern'. For staff with access to 'Myconcern' they should select the appropriate category and record their concerns.

All staff will follow Local Safeguarding Partnership and Safeguarding Pupils Procedures. These can be found on the academies system under "Safeguarding" and are also located on the local safeguarding policies and guidance page of the local safeguarding partnership website.

The Local Safeguarding Partnership thresholds document supports DSLs and academy staff in their decision making about the pupil's needs and the appropriate assessment and interventions.

It is not the responsibility of academy staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

There will be occasions when adults suspect that a child may be at risk but have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or they may have noticed other physical but inconclusive signs. In these circumstances, the adult will try to give the child the opportunity to talk. The signs they have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if they can help in any way.

We will record these early concerns using safeguarding concerns sheets or by logging it on MyConcern. If a child or adult does begin to reveal that a child is being harmed, they will follow the advice in the section 'If information is disclosed to our staff'.

If Information is Disclosed to Our Staff

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to a member of staff about any risks to a pupil's safety or wellbeing they will need to let them know that they must pass the information on – they are not allowed to keep secrets. The point at which they do this is a matter of professional judgement.

During a conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.



Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘this isn’t your fault’, ‘You are doing the right thing in talking to me’.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time, tell the child or adult that in order to help them you must pass the information on.

Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

Avoid admonishing the child or adult for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

Report verbally to the DSL.

Follow the reporting concerns information for the academy.

Seek support if you feel distressed.

If you are unsure, you should always have a discussion with a DSL to agree the best way forward.

Staff must immediately inform a DSL (Child Concern Form or ‘Myconcern’) if there is:

- Any suspicion that a child is injured, marked, or bruised in a way, which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviour, which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a pupil’s presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child/young person.
- Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupils present.
- Information, which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of forced marriage, so called honour-based violence or female genital mutilation (FGM).
- Homelessness concerns.
-

Notifying parents

We will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of academy staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the academy believes that notifying



parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care. (Please see above reference to GDPR and disclosure).

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration will be made to what support the child and family need. Each academy will consider what support could be offered within the academy, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services. We will ensure a clear system for recording the decisions made. Regular review of the pupils' needs may indicate that the concerns need to be escalated and a referral to an external agency must be made. However, if the DSL and safeguarding team have assessed that the pupil's needs can be met from within the academy, regular recorded updates of decisions will be placed on the Myconcern record. **Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.**

Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or academy staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where an academy and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Special Educational Needs and Disability

L.E.A.D Academy Trust recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers.



In our academies, we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our academy's systems are put in place to support communication.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see the Local Safeguarding Partnerships websites.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

Referral to Children's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Children's Social Care. See the Local Safeguarding Partnerships threshold documents and safeguarding pupils' procedures.

Action following referral

A DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker or the duty team if a worker has not yet been allocated.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and review child protection conference.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.

Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.

Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from an academy or goes missing, immediately inform the key worker in Social Care.

Press for re-consideration if the pupil's situation does not appear to be improving.

See the Local Safeguarding Partnerships Escalation policies.



Confidentiality, sharing information and record keeping

Information will be shared in line with GDPR.

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of AGB (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible, consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

The Trust's policy on confidentiality and information-sharing is available to parents and pupils on request.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will always be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Disclosure

L.E.A.D Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The L.E.A.D. Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights
- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion



- f) Providing a confidential service where the individual's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individual users to provide consent signatures.

L.E.A.D Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

L.E.A.D Academy Trust will ensure that personal information is treated lawfully and correctly.

To this end, L.E.A.D Academy Trust will adhere to the Principles of Data Protection, as detailed in the GDPR Data Protection Act 2019.

Cross Reference: Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level) Information Sharing 2019.

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.

Nominating a link person who will keep all parties informed and be the central point of contact.

Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.

Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.

Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.

Storing records securely.

Offering details of helplines, counselling or other avenues of external support.

Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.

Co-operating fully with relevant statutory agencies.

Safer Recruitment and Selection of Academy Staff at L.E.A.D Academy Trust (please read alongside the Safer Recruitment Policy)

We have adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils or are otherwise unsuitable to work with them. We complete a full range of checks, which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in an academy, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection



and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work checks.

Everyone who works in L.E.A.D Academy Trust, including volunteers will have appropriate Disclosure and Barring Service (DBS) checks. See DBS policy statement. (See Safer Recruitment Policy)

Concerns about safeguarding / Whistleblowing

All staff should feel able to raise concerns about poor or unsafe practice and potential failures in the academies or Trusts safeguarding regime and we encourage all staff to raise any such issues with their headteacher or line manager at the earliest possible opportunity. In addition, the academy's Whistle-Blowing Policy is available to staff who have concerns in this area.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- a legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is

0800 0280285

'Extended School' and Off-site Arrangements

Where extended school activities are provided by and managed by an academy in the Trust, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our academies site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place. This includes where pupils are educated off-site in alternative provision as a regular activity. In the case of alternative provision, it is the duty of the academies to check that all the required safeguarding checks have been carried out by the alternative provision. The academies will ensure regular safeguarding checks are carried out at the alternative provision and these checks will be recorded and reviewed by the safeguarding team at the academy. Pupil's views of the provision will be sought as a matter of course.



We are committed to keeping children safe whilst on educational visits and residential trips. Our own safeguarding policy and procedures apply at all times. Please refer to the school Educational Visit Policy for further information regarding safeguarding during educational visits.

Allegations Against Staff

At L.E.A.D Academy Trust, we recognise the possibility that adults (including supply staff and volunteers) working within the Trust may harm children or behave in a way that might indicate they would pose a risk of harm to children. Any concerns about the conduct of other adults in one of our academies should be taken to the headteacher without delay. (Or where that is not possible, to the Designated Safeguarding L.E.A.D).

Any concerns about the headteacher should go to the Director of school for that academy. If the concern relates to the Director of schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

Safe recruitment practices are vital whenever someone is recruited to work with pupils however, this is not the end of the matter. Academies are safe environments for the majority of pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in L.E.A.D Academy Trust is mindful that some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff (including supply staff), or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including supply staff and volunteers) it might indicate that they have:

- 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;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

We will take the allegation seriously and act in accordance with KCSIE 2020. The Trust will follow the Managing Allegations Against Staff / Volunteers procedure.



If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues should be reported.

If you have concerns about a supply member of staff

Supply teachers are not directly employed by our academies but are under the supervision, direction and control of the individual academy. These members of staff are generally provided by an employment agency or business. Although we are not the employer, we will ensure any allegations are dealt with properly and in line with our managing allegations against staff procedures. In regards to an allegation, we will always seek out the facts and liaise with the local authority designated officer (LADO) and our L.E.A.D Academy Trust Director of School to determine a suitable outcome. We will also ensure we discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst we carry out our investigation. We will always expect the supply agency to be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services. We understand that we will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Initial actions following an allegation

The person who has received an allegation or witnessed an event will immediately inform the Headteacher (or the Trust DSLs if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 6).

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and any urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or Police.

The Headteacher or Trust DSLs should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.

The Headteacher will inform the Trust DSLs of any allegation.

Consideration will be given throughout to the support and information needs of pupils, parents and staff. If consideration needs to be given to the individual's employment, advice will be sought



from HR department.

Each academy and the Trust have a legal duty to refer to the DBS anyone who has harmed or poses a risk of harm, to a child.

At the conclusion of a case in which an allegation is substantiated, the designated officer(s) should review the circumstances of the case with a Trust DSL or Director of School to determine whether there are any improvements to be made to the academies procedures or practice to help prevent similar events in the future. This should include issues arising from the decision to suspend the member of staff, the duration of the suspension and whether or not suspension was justified. Lessons should also be learnt from the use of suspension when the individual is subsequently reinstated. The designated officer(s) and case manager should consider how future investigations of a similar nature could be carried out without suspending the individual.

Visitors

- All visitors to any academy will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list as set out below).
- Once on and academy site, all visitors must report to reception first. No visitor is permitted to enter an academy via any other entrance under any circumstances.
- At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request.
- All visitors will be asked to sign using the electronic system, which is kept in reception at all times making note of their name, organisation, who they are visiting and car registration.
- All visitors will be required to wear an identification badge – the badge must remain visible throughout their visit.
- Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the academy's central record. They must then follow the procedures above e.g. sign into the visitor's book and enter the premises via reception).

Volunteer Risk Assessments

At L.E.A.D Academy Trust, we will complete a risk assessment for any volunteer to decide whether an enhanced DBS check is required or not. (Remember, even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then you're not legally allowed to do a barred list check.)

Monitoring and Evaluation of this policy

L.E.A.D Academy Trust are responsible for monitoring and evaluating the impact of this policy.



The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.



Appendix 1

Indicators of abuse and neglect

1. All school and college 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.
2. **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.
3. **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.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones;
Children with unexplained -
Bruises or cuts; Burns
or scalds; Bite marks.

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.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
Parents or carers blaming their problems on their child; and
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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. Adult males do not solely perpetrate sexual abuse. Women can also commit acts of sexual abuse, as can other children.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
Children who ask others to behave sexually or play sexual games; and
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

The definition is:



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 19 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 using technology.

Indicators of child sexual exploitation may include:

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

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;



- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

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.

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe; Children who are left hungry or dirty;
Children who are left without adequate clothing, e.g. not having a winter coat;
Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence; Children who are often angry, aggressive or self-harm;
Children who fail to receive basic health care⁴; and
Parents who fail to seek medical treatment when their children are ill or are injured.



Appendix 2

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 could 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.

Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock
Denial
Depression
Guilt
Anxiety
Anger
Growing Acceptance



As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your pupils to share thoughts and feelings;
- let them know if you are grieving too;
- help your pupils to realise that their grief is natural and normal;
- be alert to pupil's behaviour;
- be aware of specific problems relating to school work;
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for pupils to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action.

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

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



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

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, could 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.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance immediately.

We will always follow up with parents/carers when pupils are not at school. This means we need to have a least two up to date contacts numbers for parents/carers and Trust 'best practice' of three. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2019), the school has:

Staff who understand what to do when children do not attend regularly

Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).

Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.

Procedures to inform the local authority when we plan to take pupils off-roll when they:

- leave school to be home educated
- move away from the school's location
- remain medically unfit beyond compulsory school age
- are in custody for four months or more (and will not return to school afterwards);
or
- are permanently excluded
- We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.
- When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.



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 (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. 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. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse 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. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online

Child criminal exploitation: county lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (from both home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral



Mechanism103 should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 19 years;
- can affect any vulnerable adult over the age of 19 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.

Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur with technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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



Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) because of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
 - going missing for periods of time or regularly coming home late;
 - regularly missing school or education or not taking part in education;
 - appearing with unexplained gifts or new possessions;
 - associating with other young people involved in exploitation;
 - having older boyfriends or girlfriends;
 - suffering from sexually transmitted infections;
 - mood swings or changes in emotional wellbeing;
 - drug and alcohol misuse; and
 - displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend-Girlfriend / Boyfriend-Boyfriend / Girlfriend-Girlfriend

Abuser grooms the victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.



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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members.

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.

All staff must be aware and alert to indications or allegations of domestic violence:

- Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being.
- It will affect social relationships and ability to function at school.
- Pupils may be subject to physical violence themselves.
- Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.
- The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Pupils may be pressurised into concealing parental conflict or domestic violence. Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.



Operation Encompass

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding L.E.A.D) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding L.E.A.D.



The Designated Safeguarding L.E.A.D has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Terrorism

This is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding L.E.A.D (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 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.

Honour Based Abuse

Honour Based Abuse (HBA) 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 HBA 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 HBA, or already having suffered HBA.

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 teachers⁹⁹ that requires a different approach (see following section).

Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

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 19. 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.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out.¹⁰⁰ 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 19 or over. In these cases, teachers should follow local safeguarding procedures.

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.



Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider. If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see www.ukba.homeoffice.gov.uk/asylum for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.



Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children. UK Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris. FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk



The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 19. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

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 fmf@fco.gov.uk.

Gang activity and youth violence

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

In this case, all information needs recording on a concern form and referring to the DSL.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be



groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many pupils and young people don't understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Preventing radicalisation

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

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



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

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

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

The Prevent duty

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

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

Additional support

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

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

Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with



information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

Channel

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

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

Peer on peer abuse

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

Staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not 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;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.



- Upskirting - is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

Schools in the Trust should believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by these studies

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability;
- Race;
- Religion;
- Gender identity;



- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'.

This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

Schools we will respond by:

- clearly identifying prejudice-based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice-based incidents and hate crimes;
- dealing with perpetrators of prejudice-based abuse effectively;
- supporting victims of prejudice-based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.



Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 19, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Pupils Who Go Missing From Home/School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2020) the school has:



- Staff who understand what to do when children do not attend regularly
- Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
- Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - leave school to be home educated
 - move away from the school's location
 - remain medically unfit beyond compulsory school age
 - are in custody for four months or more (and will not return to school afterwards); or
 - are permanently excluded

We will ensure that pupils who are expected to attend the school but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

- Changes in behaviour;
- Lateness;
- Missing from home;
- Non school attendance;
- Unusual or excessive amounts of money or gifts/clothes;
- Signs of physical abuse;
- Lack of concern or care about self;
- Drugs;
- Alcohol;
- Rejection of usual friendship groups and withdrawal;
- Attitude to school rules and discipline.



The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely 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 and Sexual Harassment

The school follows the guidance set out in ‘Sexual violence and sexual harassment between children in schools and colleges’ (DfE, 2019).

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



We believe that sexual violence and sexual harassment is never acceptable and all such incidents will be taken seriously.

Reports of sexual violence, including rape, assault by penetration and indecent assault will always be reported to the police.

The school will take seriously any incidents of sexual harassment, including sexual comments, 'jokes' or taunting, physical behaviour, displaying pictures, photos or drawings of a sexual nature; and online sexual harassment.

The school recognises that some pupils are at greater risk of sexual violence and sexual harassment, including girls, pupils who are LGBT and those with SEN and disabilities, and may need greater support.

Reports of sexual violence and sexual harassment will be dealt with by the Designated Safeguarding L.E.A.D, in partnership with the headteacher. Some incidents must be reported to the police or social services, others may be dealt with in school. Our curriculum will help young people develop healthy, respectful relationships with each other, and with staff. The curriculum includes opportunities to discuss gender roles, stereotyping, prejudice and equality.

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 2003/105 as described below:

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

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

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



to the touching and A does not reasonably believe that B consents.

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

Sexual harassment

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

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

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

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or



sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance. 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).

Sexting (also known as youth producing sexual imagery)

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be 'spiritually' different.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.



Appendix 3

Further Guidance

Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Pupils who may have been trafficked

<https://www.gov.uk/government/publications/safeguarding-pupils-who-may-have-been-trafficked-practice-guidance>

Gang and Knife Crime DCSF – 00064-2010

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Partnership website for Pupils with Looked After Status and Pupils Missing from Home and Care

Private fostering arrangements- www.privatefostering.org.uk

Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

Information holding and sharing

GDPR and Withholding Information

We at L.E.A.D Academy Trust will ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR.

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows academies to share special category personal data. This includes allowing people to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt we will always seek independent legal advice.



Seven Golden Rules to Sharing Information

Remember that the GDPR Data Protection Act 2019 Information Sharing 2019 and human rights law are not barriers to justified information sharing but provide a framework to ensure that personal information about living persons is shared appropriately.

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

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

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

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

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

Further details on information sharing can be found:

- Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
- The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department
- Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR



Appendix 4

Child Protection Form – Immediate danger or at risk of harm

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Date

Time

Name of individual cause for concern is about Class Age (if known)
Address (if known)

Known Agency Involvement

Previous concern known Yes No

Describe your concern

Observations to support cause for concern



EHA in place Yes No

Reported to Safeguarding Team: (Louise Yarnell)

Name of person completing this form:
Signature of person completing the form:

Position:

Date:

Time:



Appendix 5

Child Protection Concern Form

Pupil's Name : _____

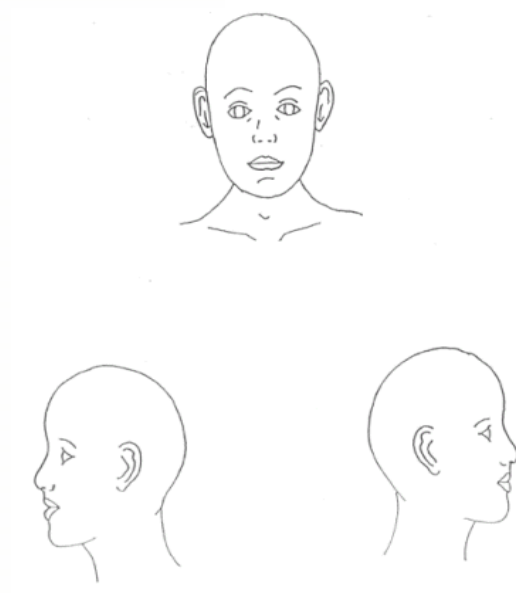
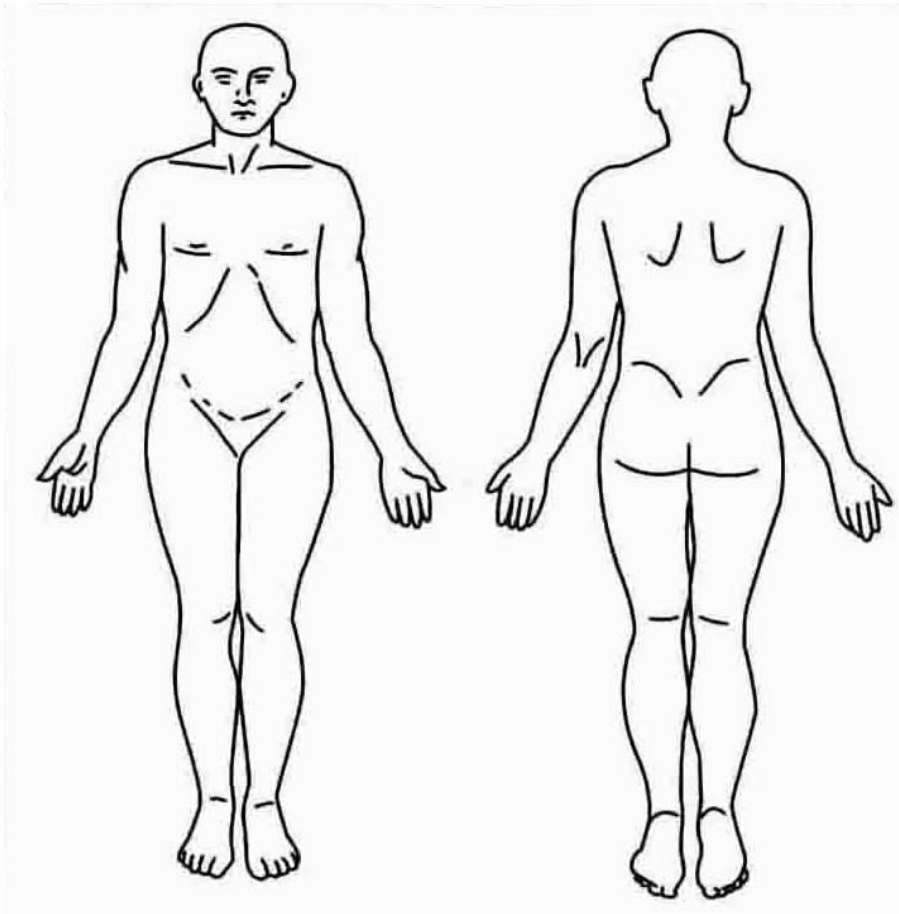
Class : _____

Date : _____

Your Name : _____

Concerns

Actions



Please record the location and nature of any injury

Name:

Signature:

Date:



Appendix 7 - Categories for recording a concern on 'Myconcern'

Accidents
Alcohol
Attendance
Behaviour
Bereavement/Death
Bullying
Child Missing From Education
Child Missing From Home/Care
Child Protection - Emotional Abuse
Child Protection - Neglect
Child Protection - Physical Abuse
Child Protection - Sexual Abuse
Child Sexual Exploitation
Classroom Disruption
Culture/Diversity
Cyberbullying
Disability
Domestic Violence
Drugs
Eating/Food
Emotional Health
E-safety
Extremism/Radicalisation



Fabricated/Induced Illness
Faith Abuse
Female Genital Mutilation
Forced Marriage
Gang Activity
Gender-Based Violence
Grooming
Harassment
Home Issues
Homelessness
Homophobia
Sexualised Behaviour/Language
Injury
Medical Condition
Mental Health
Near Miss
Physical Health
Private Fostering
Progress/Attainment
Racism
Relationships
School Security
School Trips/Visits
Self-Harm
Sexting
Significant Incident
Smoking



Stalking
Suicidal Thoughts
Teenage Relationship Abuse
Trafficking
Transport
Underage Sexual Activity
Physical Intervention by Staff
Violence
Welfare



Appendix 8

Links to

Guidance to Safer Working Practices

<https://www.saferrecruitmentconsortium.org/GSWP%20Oct%202015.pdf>

Regulated Activity in Relation to Children: Scope

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf

Putting Pupils First – good recruitment practice

https://www.rec.uk.com/_data/assets/pdf_file/0011/346592/Putting-Pupils-First-28.02.17.pdf

DBS Advice

<https://www.gov.uk/dbs-check-applicant-criminal-record>

<https://www.gov.uk/government/publications/dbs-identity-checking-guidelines/id-checking-guidelines-for-dbs-check-applications-from-3-september-2019>

Overseas Criminal Records Check



https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/607755/Criminal_Record_Checks_Apr_17.pdf

Right to Work in the UK

<https://www.gov.uk/legal-right-work-uk>

Review frequency: Annual – latest revision – September 2020

Approval: Trust Board

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.