

SAFEGUARDING CHILD PROTECTION POLICY

2020 – 2021

Designated Safeguarding Leads (Child Protection Officers) at September 2021

BBG Academy:

- Mrs M Ashby (Lead)
- Mrs S Luffman (Dep Lead)
- Miss T Binns
- Mr C McDonald
- Mr S Wootton
- Ms S Brazier
- Miss E Hayes
- Miss R Jones
- Miss C Sanderson
- Mrs M Sullivan

Brayton Academy:

- Miss J Pirie (Lead)
- Mr A Moon (Dep Lead)
- Miss S Davis

Rodillian Academy:

- Miss D Williams (Lead)
- Ms S Grant (Dep Lead)

- Mr J Grayston (Dep Lead)
- Mr D Fowler
- Mr J Naylor
- Miss C Needham
- Mr D Paul
- Mrs S Peat
- Ms V Rowntree
- Mr M Sandford
- Mr D Thomas
- Mrs F Doubell
- Mr A Amoss
- Mrs N Wright
- Miss R Dean

Southway:

- Mr A Percival (Lead)
- Mr C Miller (Dep Lead)
- Mrs D Millar (Dep Lead)
- Mrs C Bradney
- Mrs C Boardman
- Mr A Collins

- Miss L Jones-Cohen

The Featherstone Academy:

- Mr J Levick (Lead)
- Mrs A Ballance
- Mr C McColl
- Mrs A Bjelic
- Miss M Robinson
- Mr B Eaton
- Miss E Hayward
- Miss L Macauley

The Rodillian Multi Academy Trust:

- Mrs D Kriens (Lead)
- Miss K Chadwick
- Mrs A Farmery
- Ms A Hunter (Trustee)

The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will comply at all times with the requirements of the Equalities Act 2010 and associated guidance produced by the Department for Education.



Summary	The purpose of the policy is to ensure all stakeholders understand their responsibilities regarding safeguarding and child protection and that all reporting and necessary action is taken in the appropriate methods and timescales to ensure children's welfare.		
Responsible Person/Author:	D Kriens, Director of HR		
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Document control

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This Safeguarding & Child Protection Policy is available on the Trust website, and is reviewed and ratified annually by the governing body/board of trustees or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

1 Introduction

The Rodillian Multi Academy Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

- 1.1 **All staff** refers to all paid adults, volunteers or students on placement, working in any capacity in the Trust or in activities organised by the Trust which brings them in to contact with students of the Trust.
- 1.2 **Child Protection** refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.
- 1.3 **Safeguarding** refers to the protection, safety and promotion of the welfare of all students including when in offsite provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.
- 1.4 **Child** is any student under the age of 18.
- 1.5 **Glossary**
- DSL Designated Safeguarding Lead
 - SENDCo Special Education Needs and Disabilities Coordinator
 - PSHE Personal, social health and economic
 - SRE Sex and relationships education
 - CSWS Childrens' Social Work Services
- 1.6 **Visitors**
- All visitors must sign in on arrival and collect a visitor's badge and a Academy Information Leaflet which outlines Child Protection and Safeguarding procedures and how to report and concerns regarding a child/young person or another adult in the establishment. This badge must be worn at all times. Staff must remain with their visitors at all times unless they have had the required statutory checks to allow them to be unaccompanied.
- 1.7 **COVID-19**
- This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period.
- RMAT Safeguarding & Child Protection Policy Addendum - COVID19 academy closure arrangements for Safeguarding and Child Protection, and:
 - RMAT Safer Working Practice Policy
- 1.8 This policy was adopted from the Leeds City Council Safeguarding and Child Protection model policy 20 – 21 to reflect the RMAT.

2 Policy Statement

2.1 The Rodillian Multi Academy Trust aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

2.2 The Board and staff of The Rodillian Multi Academy Trust (hereinafter referred to as "the Trust") take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our Trust to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

2.3 The responsibilities set out in this policy apply (as appropriate) to all members of the Trust community including students, staff, members, trustees, governors, visitors/contractors, volunteers, supply staff and trainees working within the Trust. It is fully incorporated into the whole Trust ethos and is underpinned throughout the teaching of the curriculum, within PSHE and within the safety of the physical environment provided for the students.

3 Scope

3.1 This policy applies to all stakeholders of the Rodillian Multi Academy Trust. Safeguarding and Child Protection is everyone's responsibility.

4 Dissemination and Implementation

4.1 The policy will be held on the Trust and academy websites where it will be accessible to all staff. Following any review of the policy resulting in an updated version being adopted by the Trust Board, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document.

4.2 Appropriate training and guidance will be provided by HR regarding the implementation of the policy for the relevant managers in relation to any new or revised procedures and guidelines within an appropriate timescale.

5 Definitions Used in this policy

5.1 **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment

- Preventing impairment of children's mental or 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

5.2 **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer significant harm.

5.3 Appendix 1 explains the different types and indicators of abuse.

5.4 **Children** includes everyone under the age of 18.

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

We give special consideration to children who:

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

6 **Role and Responsibilities**

6.1 Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the Trust), volunteers, members, trustees and governors in the Trust. Our policy and procedures also apply to extended school and off-site activities.

6.2 To improve recording, support and multi-agency working around Safeguarding, the Trust has implemented the CPOMS electronic system for our pupils across all academies to ensure that information is shared and stored appropriately. Cause for Concerns where referrals to external agencies are necessary are made through CPOMS, which are then closely monitored to support our pupils. All staff have been trained to access and use CPOMS to support students.

6.3 All staff

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

6.3.2 All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in the RMAF Safer Working Practice Policy, understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social work service (CSWS) and for statutory assessments that may follow a referral, including the role they might be expected to play.

7 Procedure

7.1 Figure 1 gives a summary of in-school procedures to follow where there are concerns about a child. This illustrates the procedure to follow if you have concerns about a child's welfare. Wherever possible, speak to the DSL, deputy DSL or Principal (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or Principal being available, staff must not delay in directly contacting children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

7.2 Our work in partnership with other agencies in the best interests of the children. Requests for service to CSWS will (wherever possible) be made by the Safeguarding Designated Staff, to the CSWS advice and duty team (or equivalent team in LA area). Where a child already has a child protection social worker, the academy will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

7.3 What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.

- 7.4 In-academy procedures for recording any cause for concerns and passing information on to DSLs in accordance with the academy's recording systems.
- 7.5 The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or be associated with outside factors 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.
- 7.6 Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.
- 7.7 Appendix 1 details different kinds of abuse.
Appendix 2 provides guidance to staff on how to respond to children who report abuse.
- 7.8 The designated safeguarding lead (DSL) and deputy designated staff.**
- 7.8.1 Our DSLs across the Trust are listed on the front page of this policy. The DSL takes lead responsibility for child protection and wider safeguarding.
- 7.8.2 During term time, the DSLs will be available during academy hours for staff to discuss any safeguarding concerns.
- 7.8.3 Out of Academy hours please use the DSL/DDSLs works mobile number or if not urgent email address.
- 7.8.4 When the DSL is absent, the deputy DSLs will act as cover.
- 7.8.5 If the DSL and deputy are not available, other Deputy DSLs will act as cover (for example, during out-of-hours/out-of-term activities).
- 7.8.6 The DSL will be given the time, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.

- Director of HR who is also the RMA Central Services DSL, will ensure with the academy Principal, that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.
- The DSL in each academy will also keep the Principal informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The Trust will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If a representative from the academy is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in the Trust is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Within the Trust there are many more trained DSLs as indicated on the front of this policy. They will take an active role in supporting the DSL and Deputy DSLs in the individual academies to safeguard children and young people.
- Promote the educational outcomes of children with a social worker and other students deemed vulnerable.

7.8.7 The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. The DSLs, Deputy DSLs and other trained DSLs have their duties in this area outlined in a Trust Roles and Responsibilities document. All designated safeguarding leads, deputy safeguarding leads and other trained DSLs must read and comply with this.

7.3 The Trust Board

7.3.1 The Trust Board will approve this policy at each review, and hold the CEO and academy Principals to account for its implementation.

7.3.2 The Trust Board will appoint a lead Trustee to monitor the effectiveness of this policy in conjunction with the Trust Board. The DSL cannot also be the lead Trustee with responsibility for safeguarding and child protection.

7.3.3 In the event that safeguarding concerns or an allegation of abuse is made against the CEO, the chair of the Trust will act as the 'case manager' with the support of the Director of HR (RMAT DSL).

7.3.4 The Trust board, along with the individual academies' senior leadership teams, are responsible for satisfying themselves and obtaining written assurances from any relevant academy lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Individual academies hold records of the alternative or off-site providers used and have written evidence of safeguarding arrangements.

7.3.5 The Trust board will supply information as requested by their Local Safeguarding Boards and the Local Authority Education Safeguarding Teams in the different Local Authority areas across the Trust.

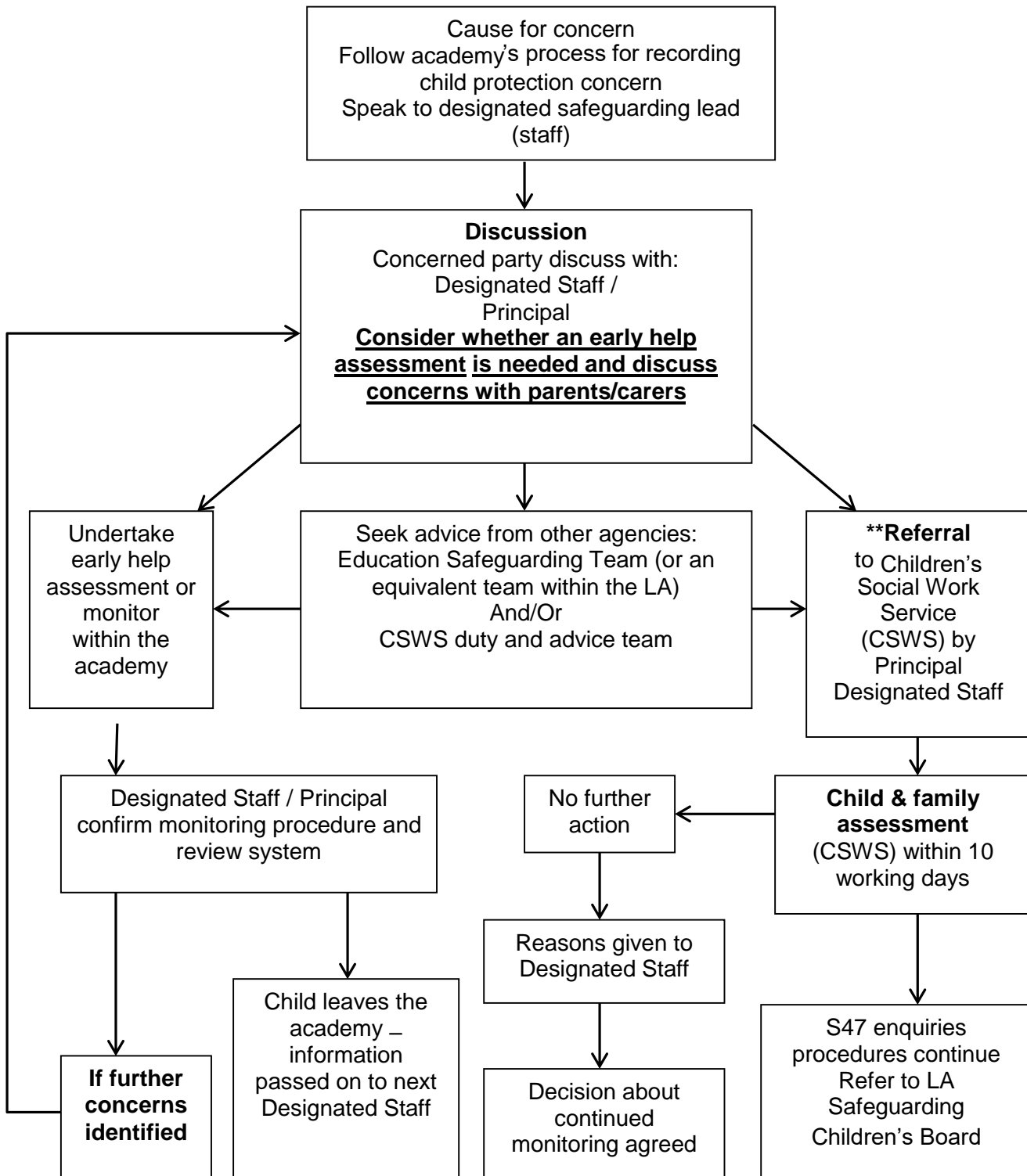
7.3.6 The full responsibilities of the Trust board are set out in Part Two of KCSIE – The management of safeguarding. The Trust board will ensure that the Trust is fully compliant with their statutory safeguarding responsibilities.

7.4 The Principal

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

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

Figure 1 - Summary of in-school procedures to follow where there are concerns about a child



** If unhappy about the outcome of the referral to Children's Services Social Care, please refer to: LA Safeguarding Board procedures and protocols.

7.5 Confidentiality and Information Sharing

- 7.5.1 **Confidentiality** is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.
- 7.5.2 The Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to the Trust should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.
- 7.5.3 Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse and allegations of abuse against staff (see RMA procedure for managing allegations against staff). Appendix 12 holds an example of a Local Authority LADO notification form. Each LA will have a different form / reporting process which must be followed as required. The Director of HR will liaise with LADOs across the Trust as necessary.
- 7.5.4 The Trust recognises that when sharing information they must always take into account the responsibility to safeguard the individual pupil and promote their welfare.
- 7.5.6 **Information sharing** - Timely information sharing is essential for effective safeguarding. This Trust will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, [Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(DfE 2018\)](#). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.
- 7.5.7 All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR. Any questions regarding GDPR should be referred to the Trust Data Protection Officer or Director of HR (RMA DSL).

7.6 Working with parents and other agencies to protect children

- 7.6.1 Parents/carers will be made aware of our academy procedures in respect to taking any reasonable action to safeguard the welfare of its students. In cases where the academy has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow

the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team in the relevant LA to discuss their concerns.

7.6.2 In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in each academy in case of emergencies, and in case there are welfare concerns at the home.

7.6.3 In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

7.6.4 Parents/carers are informed about our Safeguarding & Child Protection policy through: academy prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the academy foyer/reception area.

7.7 Multi-agency work

7.7.1 We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

7.7.2 In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

7.8 Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and wellbeing.

7.8.1 Opportunities to teach safeguarding

- i) As part of providing a broad and balanced curriculum relevant issues will be addressed through PSHE within the curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Academies can seek advice on the PSHE curriculum within the relevant LA area.

- ii) Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, History, Drama, PSHE, Art and assemblies.

7.8.2 Other areas of work

- i) All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, Positive Handling, Behaviour, On-line Safety will be linked to ensure a Trust-wide approach.
- ii) Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the Trust which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.
- iii) The Trust's ICT and E-Safety Policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole Trust community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

7.9 Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

7.9.1 In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the student (victim, perpetrator, of other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the student's child protection record (see appendix 5 for a template)

7.10 Children with additional needs

7.10.1 We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.

7.10.2 When the Trust is considering excluding, either for a fixed term period or permanently, a vulnerable student and/or a student who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, the DSL in the individual academy will make a professional judgement around preserving the safeguarding of the child, prior to making the decision to

exclude. This could include recommending that the child be educated at an offsite alternative provision. In the event of a one-off serious incident resulting in an immediate decision to exclude, a risk assessment would be completed by the DSL prior to the exclusion and the necessary agencies informed. A multi-agency meeting may be called if appropriate.

7.11 Children in Specific Circumstances

7.11.1 This academy follows their LA online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

7.12 Female Genital Mutilation: The Mandatory Reporting Duty

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

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

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

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

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

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

7.13 Radicalisation and Terrorism

7.13.1 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the

government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

7.13.2 If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact their LA Education Safeguarding Team or the Prevent Education Officer for further advice

7.13.3 Academies are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Local Authority Safeguarding Teams and the Prevent team can advise and identify local referral pathways.

7.13.4 Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our Trust will ensure that as far as possible all staff will undertake Prevent awareness training upon induction.

7.13.5 **Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the academy may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

7.14 Peer on peer abuse/ child on child

7.14.1 We recognise that children are capable of abusing their peers and that peer on peer abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, up-skirting and youth produced imagery (sexting) and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCP protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators.

- 7.14.2 Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist can be completed to help to analyse a child's behaviour and contact must then be made with Children's Social Work Service if appropriate.
- 7.14.3 There must be a co-ordinated multi-agency approach through a risk assessment management plan (RAMP) to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social work service and health. Further support and advice on AIM Checklists and/or undertaking a RAMP can be obtained from LA Education Safeguarding Teams.
- 7.14.4 We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 7.14.5 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the community through a multi-agency risk assessment.
- 7.14.6 Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc.), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.
- 7.14.7 The DSL should use the child exploitation risk identification tool for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. If completed, a copy must be kept in the child's child protection records for future reference. The DSL can also refer a student to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to LA allocated support team. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.
- 7.14.8 If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation
- 7.14.9 A copy of the child exploitation risk identification tool for partners for partners can be obtained from the LA Website.

7.14.10 We will ensure the academy works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

7.15 Children missing from education

7.15.1 A child going missing from education is a potential indicator of abuse or neglect. Trust staff members must follow the Children's Services LA procedure.

7.15.2 Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. Academy staff members must follow the academy's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (See appendix 8).

7.15.3 We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

7.16 A Safer School Culture

The Trust board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Academy's procedures for managing children who are missing education
- Safer Working Practice Policy
- Safeguarding and Child Protection policy (including online safety).
- The names, roles and responsibilities of the designated safeguarding lead, deputies and other trained DSL (Child Protection Officers).
- Personal and Professional Code of Conduct
- ICT and E-Safety Policy
- Positive Discipline Policy
- Policy for Managing Allegations Against Staff (and other adults)

7.17 Safer Recruitment, selection and pre-employment vetting

7.17.1 The Trust pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). Each academy will maintain a single central

record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see Part 3 of KCSiE 2020).

7.17.2 All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of students.

7.17.3 The Trust will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the DfE

7.17.4 The Trust will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity.

7.18 Managing allegations or safeguarding concerns against a member of staff or person

7.18.1 In the event of an allegation against a member of staff or person in the Trust the **Procedure for dealing with Allegations Against Staff** (and other adults) should be followed. A copy of this procedure is on the Trust website. Any advice please contact the Director of HR.

7.18.2 Where a staff member feels unable to raise an issue with their employer they may choose to use the Whistleblowing Policy.

7.18.3 The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

7.19 Child Protection Records

7.19.1 The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, Principal and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see [Early Help](#). The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology (summary of significant events and the actions and involvement of the academy)
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment

- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or educationbased services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc
- A copy of any support plan for the student concerned (appendix 5)

7.19.2 Where a student leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main student file to the receiving school/educational establishment (where this is known) as soon as possible and within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

7.19.3 Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

7.19.4 Where a child leaves the Trust before statutory school leaving age, the child protection file must be transferred to the new school or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where a vulnerable young person is moving to a Further Education establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the academy. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

- Where the destination school is not known (*the original records will be retained by the academy*)
- Where the child has not attended the nominated school (*the original records will be retained by the academy*)
- There is any on-going legal action (*the original file will be retained by the academy and a copy sent*)

7.19.5 Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the school/college they are being transferred to must be made and a signature obtained from the receiving school/college as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt of the must be retained for audit purposes.

7.19.6 If a student moves from our Trust, child protection records will be forwarded onto the named DSL at the new establishment, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering school.

7.19.7 If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

7.19.8 For audit purposes a note of all student records transferred or received will be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

7.19.9 If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.

7.19.10 If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to the Local Authority allocated team following the above procedure for delivery of the records.

7.19.11 When a DSL member of staff resigns their post or no longer has child protection responsibility, there will be a full face to face handover/exchange of information with the new post holder.

7.19.12 In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.

7.19.13 All DSLs receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

7.19.14 All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

7.20 Children's and parents' access to child protection files

7.20.1 Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have a number of legal right in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. Therefore, all information will be accurately recorded, objective in nature and expressed in a professional manner.

7.20.2 Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority.

7.20.3 It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

7.20.4 The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent at least two days before the conference.

7.21 Archiving

7.21.1 The academy that the student attended until statutory school leaving age (or the academy where the student completed sixth form studies) is responsible for retaining any child protection records they may hold. The

recommended retention periods is 35 years from closure when there has been a referral to LA CSWS. If no referral has been made to the LA CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from our electronic system. The decision of how and where to store child protection files will be made by the academy via the Data Protection Officer. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or Principal. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. Records on the electronic system, CPOMS, will be held securing in line with this guidance. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each student.

7.22 Safe Destruction of the student record

7.22.1 Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to academy or the Local Education Authority. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the academy will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

7.23 Safeguarding responsibilities for students in transition

7.23.1 In the event that a student transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the academy must place a student on their admissions register on the first day that the student attends and submit a new starter form to the local authority admissions team. Once the student is registered at the new academy, the previous school can remove the student from their register. All safeguarding responsibilities, including attendance management, for the student will transfer to the Principal and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in this policy.

7.19.2 Where a vulnerable student transitions from an academy setting to a post16 provision the academy must complete the FE Safeguarding Information Sharing Form only (Appendix 11). All existing child protection records must be archived in keeping with the guidance outlined in this policy – Archiving.

8 Training and Support

- 8.1 All staff members will be made aware of systems within the Trust that support safeguarding and these will be explained to them as part of our staff induction. This includes: the Trust's safeguarding/child protection policy; the Trust's Safer Working Practice Policy, the Trust's whistleblowing procedures, the Trust's ICT and E-Safety Policy and Personal and Professional Code of Conduct, the Trust's Positive Discipline Policy, the Trust's Attendance Policy and many more.
- 8.2 We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff who is a trained DSL to regularly and timely supervision is an essential form of support for all designated safeguarding staff. LA Children's Services Education Safeguarding teams are also potentially available for advice and support (see individual LA websites).
- 8.3 Designated Safeguarding staff must have attended a 3-day Children's Services Education child protection training course, and the LA multiagency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- 8.4 The Trust will ensure all staff including temporary and volunteers receive induction appropriate to their roles and responsibilities, especially staff new to the academy. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Children's Services Education Safeguarding Team and their Local Safeguarding Board.
- 8.5 The Principal will attend appropriate 1 day safeguarding training at least every three years.
- 8.6 Trustees, including the nominated Trustee will attend specific training for their role, updated at least every three years.
- 8.7 Any training accessed through third party/independent providers must reflect the Local Safeguarding protocols and the minimum standards checklist. This training will be recorded by the academy on a separate database.
- 8.8 One member of the Trust Board and The Principal of each academy must complete the National Safer Recruitment Training and refresh this training every five years.

9 Monitoring

9.1 HR will monitor the implementation and effectiveness of the policy by liaising with the lead manager/s in each academy on a termly basis. Issues arising from regular reporting/audits from HR will also help inform this process as will any ad hoc concerns raised by staff, students or the community. HR will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory bodies for any recommendation or changes. Where a gap, potential inequality or shortfall in performance is identified within the policy HR will advise the responsible Director of any changes that are needed and a proposal will be submitted to the Trust Board within an appropriate timescale. There will be a full review of the policy by HR prior to the stated review date where recommendations will be made for consideration by the Trust Board.

10 References

10.1 This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education (KCSIE) 2020 and Working Together to Safeguard Children (WTTSC 2018) and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children Partnership (LSCP) within each LA area across the Trust.

10.2 This policy should be read in conjunction with individual LA area Safeguarding procedures and requirements as they differ depending upon LA area.

10.3 This policy is also based on the following legislation and guidance:

- Section 175 of the Education Act 2002, which places a duty on schools and local authorities to safeguard and promote the welfare of students
- The School Staffing (England) Regulations 2009, which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques
- Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of students at the school
- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2019) A Trust Policy
- Children Missing Education – Statutory guidance for local authorities (DfE September 2016)
- When to call the police – Guidance for schools and colleges (NPCC – 2020)
- Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It must be read in conjunction with other relevant policies and procedures and KCSiE.

This policy also complies with our funding agreement and articles of association.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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)
- Ensure access to appropriate medical care or treatment

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse 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.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds

- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning □ Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness □ Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

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

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed

- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LA LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries □
Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in Section

Fig 1: Summary of in-school procedures to follow where there are concerns about a child

Appendix 4 Cause for Concern Form

EXAMPLE TEMPLATE (this information can be retained on CPOMS in a different format but must include all the details)

1 of 2

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts. After completing the form, pass it immediately to the Designated Safeguarding Lead/Deputy Lead

Name of child..... Class / Tutor group.....

Name of staff member completing form.....

Day..... Date..... Time..... Place.....
(of observed behaviour / discussion / report of abuse)

<p>Nature of incident / concern including relevant background (Record child's word verbatim and any wishes and feelings expressed)</p>

Signed: _____

Action/passed to _____

Appendix 4 contd.

Page 2 of 2

For: Designated Safeguarding Lead / Deputy Lead Officer Use

Name: _____ Date: _____ Time _____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact parents Please tick Telephone Call ____ Meeting: ____ Email : ____		
Refer as appropriate (i.e CSWS, cluster, family support etc..)		
Other (Please specify)		

Appendix 5 SMART Plan

EXAMPLE TEMPLATE (this information can be retained on CPOMS in a different format)

Child Protection Student Support Plan Information	Name of Student:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone

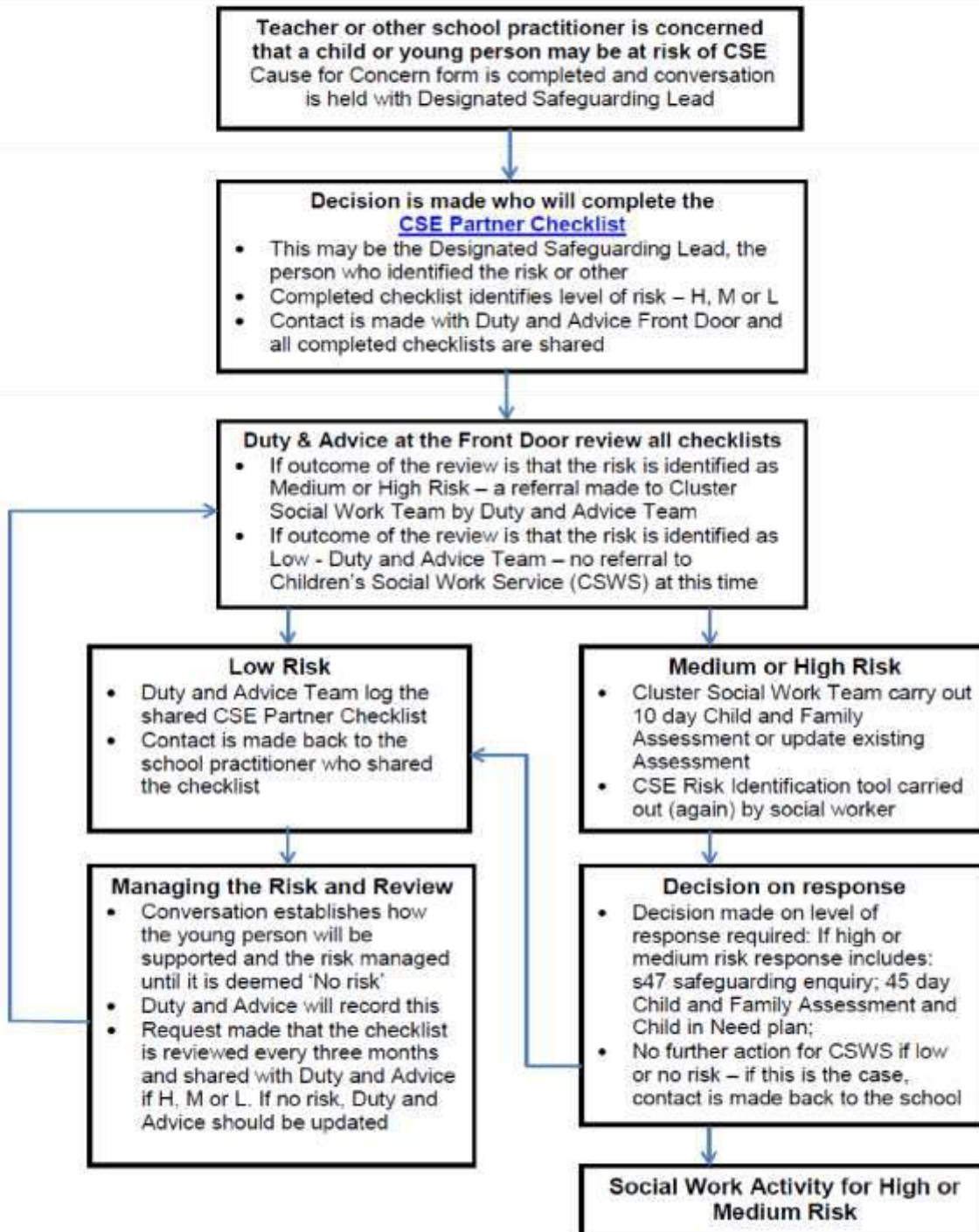
Appendix 6 Example Recruitment and Selection Checklist (HR)

	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References. Sought directly from referee on short-listed candidates. This should be the Principal (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for nonteaching posts, a probationary period		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 Letter- For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit		
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them		
Copy of the Safeguarding and Child Protection Policy		
Copy of the Positive Discipline Policy		
Copy of Safer Working practice Policy		
Copy of organisation's whistleblowing procedures		
Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A		
Copy of the ICT and E-Safety Policy		
Child Protection training and induction		
Information of the Trust's CME processes		

Appendix 7 Child Exploitation Response Checklist

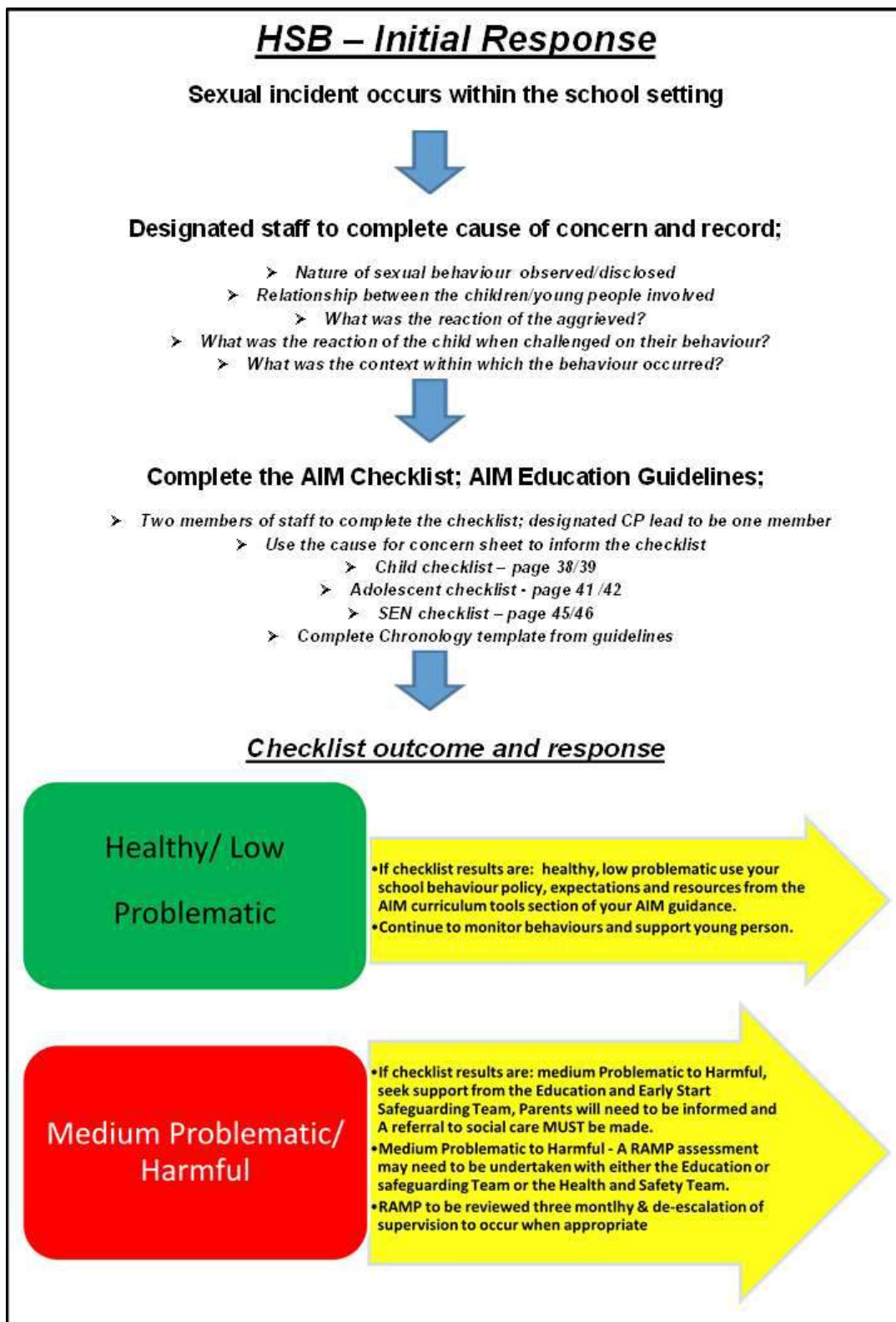
Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

Education professionals can also use the [WY Police CSE information report form](#) on the Leeds LSCB website to share any information which could help identify possible perpetrators of CSE, or children at risk of CSE.



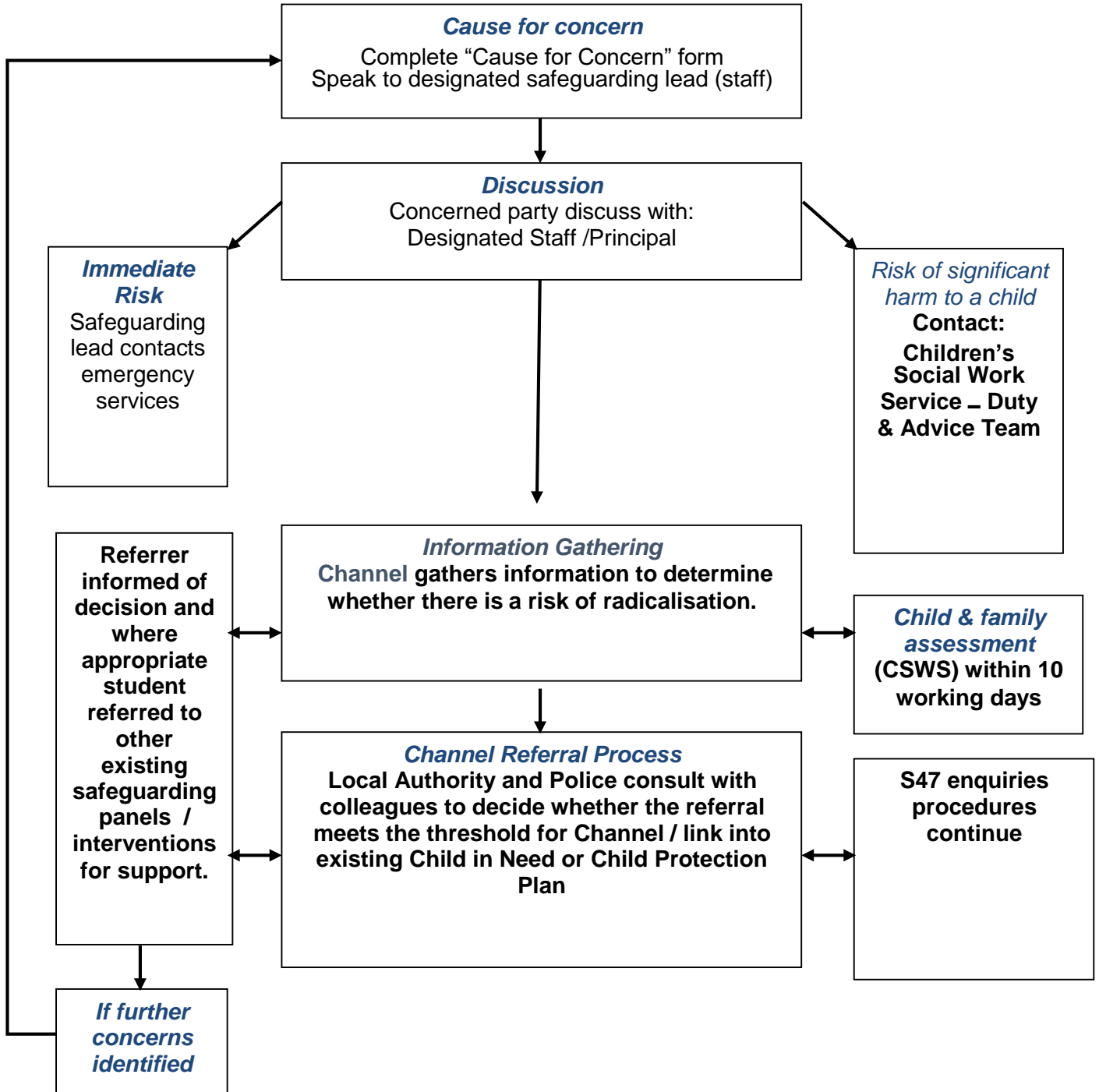
Appendix 8 Harmful Sexual Behaviour Response Checklist

Further information and relevant guidance documents referred to, are available electronically from Leeds Education Hub – Safeguarding Page and directly upon request from education.training@leeds.gov.uk.



Appendix 9 Radicalisation Response Checklist

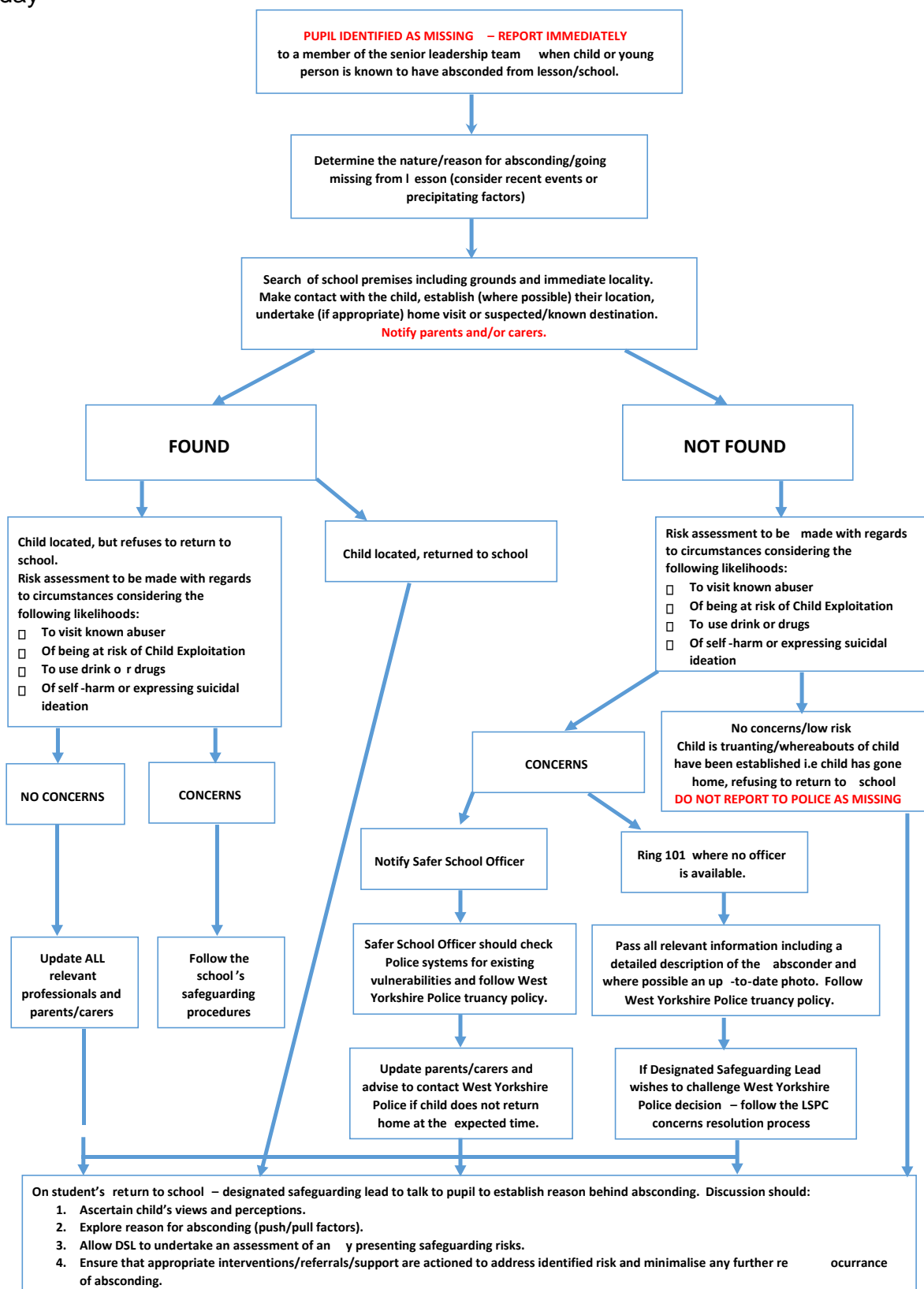
Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Further information and relevant guidance documents are available from the Prevent Team within your Local Authority areas

Appendix 10 Missing from School Response Checklist

Referral pathway for reporting children and young people missing /absconded during the school day



Appendix 11 FE Safeguarding Information Sharing Form

Name						
Date of Birth						
Gender Identity	Male	<input type="checkbox"/>	Female	<input type="checkbox"/>	Transgender	<input type="checkbox"/>
	Non-Binary	<input type="checkbox"/>	Gender queer	<input type="checkbox"/>	Gender-fluid	<input type="checkbox"/>

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?

Physical Abuse	<input type="checkbox"/>	Sexual Abuse	<input type="checkbox"/>	Emotional Abuse	<input type="checkbox"/>
Neglect	<input type="checkbox"/>	Mental ill Health	<input type="checkbox"/>	Suicidal intent	<input type="checkbox"/>
Self-Harm	<input type="checkbox"/>	Forced Marriage	<input type="checkbox"/>	Risk to others	<input type="checkbox"/>
Prevent	<input type="checkbox"/>	CSE	<input type="checkbox"/>	Faith Abuse	<input type="checkbox"/>
Financial Abuse	<input type="checkbox"/>	Domestic Violence	<input type="checkbox"/>	Female Genital Mutilation	<input type="checkbox"/>
Fabricated/Induced Illness	<input type="checkbox"/>	Gangs and Youth Violence	<input type="checkbox"/>	Harmful Sexual Behaviour	<input type="checkbox"/>
Institutional abuse	<input type="checkbox"/>	Missing from home	<input type="checkbox"/>	Sexting	<input type="checkbox"/>
Trafficking	<input type="checkbox"/>	Missing in education	<input type="checkbox"/>	Substance abuse	<input type="checkbox"/>
*Child Looked After	<input type="checkbox"/>				

Other(Please State):

Are there any current or relevant historical safeguarding concerns?		
<p><i>Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children’s social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.</i></p>		
Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?			
Children’s Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan <i>Please give further details about the support they are currently receiving.</i>

What areas of support would you recommend the student will need at College?							
Additional Learning Support	<input type="checkbox"/>	Life Skills	<input type="checkbox"/>	Family support	<input type="checkbox"/>	Substance Misuse	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Health Advice	<input type="checkbox"/>		<input type="checkbox"/>

Risk of offending or reoffending	<input type="checkbox"/>	Financial <i>*CLA are entitled to bursaries and discretionary funding.</i>	<input type="checkbox"/>		<input type="checkbox"/>	Emotional Wellbeing	<input type="checkbox"/>
Basic Skills	<input type="checkbox"/>	Housing	<input type="checkbox"/>	Counselling	<input type="checkbox"/>	Other, please state below	<input type="checkbox"/>
Risk Management Plan	<input type="checkbox"/>	<i>(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)</i>					
Please can you provide further information concerning any recommendations for support?							

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I Insert Name **give consent for the above information to be shared with** Insert name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this student, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

Appendix 12 LADO Sample Notification Form

This is a sample used by Leeds LA - Each Local Authority has a different format which should be used. These are completed by the Director of HR for the Trust.



**Children's Services
Integrated Safeguarding Unit
Notification to Local Authority Designated Officer
(Managing Allegations)**

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN

This form has been designed to help all agencies working with children record and refer information when it has been alleged that a person who works with children has:

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

PLEASE PROVIDE AS MUCH INFORMATION AS YOU CAN AND SEND TO LADO@leeds.gov.uk WITHIN ONE WORKING DAY

Date of Notification:	
Date of Alleged Incident:	
Name of Referrer:	
Agency:	
Contact Details:	

Professional's Details :

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:

Home Address :

Child/ren's Details (if applicable):

Name :	D.O.B :	Legal Status i.e. Looked after child (S.31,S.20,LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

Address :

Detail of Allegation

Referral Details (to include name of referrer, date, time, detail of allegation and professional (s) involved)

Child or young person's view

Has the young person's views been sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason and date when young person will be seen)

Parent or carer's view

Has the parent/carer been notified and their views sought: Yes/No (to include: when, by whom and detail of interview) If not please specify reason)

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?

What is their view

Does the professional have children of their own? if known please give names & ages

--

Previous concerns of a safeguarding nature:	<i>Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.</i>
--	--

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern? Please consult with HR if advice is required about talking to the member of staff What is their view

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?
<i>Please explain your rationale for both a Yes or No response.</i>

In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your organisation (i.e. an agency worker). Have you discussed this concern with the appropriate Line Manager for the organisation concerned? (If not, please contact the employer and complete the section below, prior to submitting this notification)

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES

NO

Appendix 13 Prevent Referral Form – This is a sample form used by Leeds LA

REFERRAL PROCESS	
<p>Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and nectu.fimu@westyorkshire.pnn.police.uk</p> <p>All public sector organisations (including schools) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector.</p> <p>If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).</p>	
INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.
DESCRIBE CONCERNS	
Please Describe	
<ul style="list-style-type: none"> • FOR EXAMPLE: How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them. • Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How? • Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact? • Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information? • Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly? • Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider <i>any</i> extremist ideology, group or cause, as well as support for "school-shooters" or public-massacres, or murders of public figures. • Please describe any other concerns you may have that are not mentioned here. 	