



Exeter – a learning community

Child Protection and Safeguarding Policy

September 2020 to 2021

Exeter a learning community is part of the Inspiring Futures Through Learning Trust:

Our IFtL Family

At IFtL, we are committed to developing a family of schools who inspire all of our futures through learning. Schools within our Trust share the same values and ethos; our teams are constantly in the pursuit of development and excellence everyday. We open doors to opportunity and unlock the potential of both our children and our adults so that we all develop the confidence to achieve both our independent and collective ambitions. At IFtL, we are never alone. We know we are stronger together – one united family striving for excellence for all, in everything we do.



Our vision:

To inspire the futures of us all through learning together

Scope: Exeter – a learning community	
Version: V4 - 01/01/20	Filename: Exeter - a learning community – Child Protection and Safeguarding Policy
Approval: Child Protection and Safeguarding Requirements and Procedures 2020 This policy was ratified by the AIB	Next Review on or before: 1st September 2021 <i>This policy will be reviewed annually by the AIB/ Local Governing Body.</i> <i>Recent changes in Legislation will need to be read and used to review this Policy.</i>
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1. INTRODUCTION

1.1 KEY CONTACTS

Role	Name	Contact details
Chief Executive Officer of the Inspiring Futures Through Learning Trust	Sarah Bennett	sbennett@iftl.co.uk
Designated safeguarding Lead of Inspiring Futures Through Learning Trust	Kimberley Kemp	kkemp@iftl.co.uk
Exeter a learning community - Principals	Melanie Saunders Matthew Shotton	Msaundersshort@heronshawschool.co.uk mshotton@fairfieldsprimary.co.uk
Exeter a learning community - Designated Safeguarding Lead	Sue Martin	smartin@iftl.co.uk
Deputy Safeguarding Lead	Jennifer Doherty	jenniferdoherty@exeteralc.com
Other Persons Trained to Carry out the Safeguarding Lead Role	Karen Lloyd	karenlloyd@exeteralc.com
Chair of Academy Improvement Board	Sarah Bennett	Sbennett@iftl.co.uk
Exeter a learning community - Prevent Specific Point of Contact	Sue Martin	smartin@iftl.co.uk
Exeter a learning community – CSE Point of Contact	Sue Martin	smartin@iftl.co.uk
Designated AIB member for Safeguarding (including CSE & LAC) and Safer Recruitment:	John Hughes	johnhughes@exeteralc.com
Designated Looked After Children Lead	Jennifer Doherty	jenniferdoherty@exeteralc.com

Inspiring Futures Through Learning Human Resource Contact	Amelia Perrin	aperrin@iftl.co.uk
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Northamptonshire Multi Agency Safeguarding Hub (MASH) Team	Multi-Agency Safeguarding Hub (MASH) and Child Protection Team: Multi-Agency Safeguarding Hub (MASH) and Child Protection Team Children, Families and Education Criminal Justice Centre 700 Pavilion Drive Brackmills Northampton NN4 7YL	0300 126 7000 Out of hours service can be contacted on 01604 626938. Email: MASH@northamptonshire.gcsx.gov.uk
Adults at Risk	If you are worried about a vulnerable adult:	Northamptonshire Adult Social Service (NASS) Northamptonshire County Council, One Angel Square, Angel Street, Northampton, Northamptonshire NN1 1ED Or contact the MASH team as above
Designated Officer (DO) (formerly LADO)	For allegations about people who work with children:	DOReferral@northamptonshire.gcsx.gov.uk Designated Officer Administrator - 01604 364031 Designated Officer Andy Smith - 01604 367862 Designated Officer Christine Lamb - 01604 362633
Northamptonshire Safeguarding Children Partnership (NSCP)	Website:	http://www.northamptonshirescb.org.uk/
Police	NORTHAMPTONSHIRE Police Emergency	101 999
Northamptonshire Safeguarding Children Partnership - Agency Protocol On Children Who Go Missing From Home or Care	http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/missing-children-protocol/	
Children First Northamptonshire Procedure for First Day Response	https://www3.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/children.aspx	
Whistleblowing	CEO of IFtL, Sarah Bennett: sbennett@iftl.co.uk Designated safeguarding Lead of IFtL: Kimberley Kemp kkemp@iftl.co.uk	

	<p>Chair of Trustees, Marilyn Hubbard mhubbard@iftl.co.uk</p> <p>NSPCC - Whistleblowing Advice Line on 0800 028 0285 or help@nspcc.org</p> <p>Public Concern at Work on 0207 404 6609 or helpline@pcaw.co.uk</p>
<p><u>GENERAL DATA PROTECTION REGULATION (GDPR)</u></p>	<p>If there are any concerns with regards to data breaches (for example where data is lost, accidentally deleted or stolen), the Data Protection Officer – Jason Smith – should be informed.</p> <p>jsmith@iftl.co.uk</p>

1.2 SAFEGUARDING STATEMENT

Safeguarding is everybody’s business. Exeter a learning community is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the Exeter community is a non-negotiable and paramount. Safeguarding and child protection is crucial, and we are fully committed to ensuring the welfare and safety of all our children and staff. All members of the community fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances.

1.3 ACTING UPON CONCERNS

For staff who have concerns about the safety of a child:

Contact the Safeguarding Lead immediately, or in their absence, the Deputy Safeguarding Lead (their names and contact details are listed at the front this document. They can also be identified in posters around school). Then log the concern on ‘My Concern’, recording the details of the concern clearly and factually.

If in doubt – consult.

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral to the Northamptonshire Multi Agency Safeguarding Hub (MASH):

0300 126 7000
 Out of hours service can be contacted on 01604 626938.

Email: MASH@northamptonshire.gcsx.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

For allegations about people who work with children:

Contact the Designated Officer (formally LADO):

Designated Officer Administrator - 01604 364031
Designated Officer Andy Smith - 01604 367862
Designated Officer Christine Lamb - 01604 362633

For general queries regarding safeguarding, please feel free to contact the NSCP at:
Telephone: 01604 364036
Email: nscp@Northamptonshire.gov.uk

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **Northamptonshire Safeguarding Children Partnership website:** <http://www.northamptonshirescb.org.uk/>

1.4 CORE VALUES AND VISION

Vision

Exeter a learning community recognises the moral and statutory responsibility to safeguard and promote the welfare of all students and endeavours to provide a safe and welcoming environment where children are respected and valued. All staff are alert to the signs of abuse and neglect and will follow the set procedures to ensure that children receive effective support, protection and justice.

Aims:

The purpose of the Exeter – a learning community Child Protection and Safeguarding Policy is to ensure every child is safe and protected from harm. This document applies to all pupils, staff, parents, governors, volunteers and visitors.

This document aims to:

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A. (This is a statutory requirement).
- To ensure all staff know the name of the the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2021.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns.
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.

- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.
- To take account of and inform policies related to the protection of children from specific forms of risk and abuse (including those within KSCiE 2021): for example, anti-bullying, the risk of radicalisation, modern slavery, trafficking or exploitation, child sexual exploitation, female genital mutilation (FGM), homelessness, domestic abuse and children missing from education.
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

Aspirations

We strive to promote and create with our school:

- A highly vigilant and proactive culture towards safeguarding and child protection ensuring a safe and vigilant environment is in place.
- Safeguarding and child protection is always a key priority with early identification and prevention measures being in place.
- Confidence to challenge and pursue concerns to the best interests of the child being at the core at all times.
- Timely and effective interventions to any child protection concerns.
- High quality prevention, provision and support for staff, families and the children.
- Children are fully aware of how to keep themselves safe and actions to take if they have concerns.
- Children and adults will be able to talk freely and comfortably to any member of staff at our academies if they are worried or concerned about something.

Core Values

We believe that every member of Exeter a learning community, whether this is as a member of staff, a pupil, a trustee, a governor, a parent/carer, has the right to be safe and respected. **Safeguarding and the welfare of children and adults is the responsibility of all school staff and visitors working with our children.** Safeguarding and child protection of the pupil will always be given a priority although this will be sensitively handled to nurture relationships with the parents/ carers and the wider community wherever possible. **All staff must maintain an attitude of 'it could happen here' where safeguarding is concerned and maintain a culture of vigilance at all times.**

All staff have a moral and statutory responsibility to safeguard and promote the welfare of **all pupils** and are well placed to observe outward signs of abuse, changes in behaviour and failure to develop as they have regular contact with children. To enable all staff to be confident and act appropriately in a timely and supportive way, we believe suitable and regularly updated training is essential and an entitlement.

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- **The welfare of the child is paramount and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.**
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to. Promoting and supporting the welfare of all pupils including their mental health.
- Providing children and young people with opportunities to discuss issues and report problems, including Mental Health concerns, affecting their safety and welfare.
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure children are taught about safeguarding and this includes how to keep themselves on-line.
- Ensuring safe recruitment practices.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns.
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe.
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan.
- Promoting partnership working with parents and professionals.
- Ensuring that staff are aware of their responsibilities in relation to the Code of Conduct and Staff Handbook.

We promote the safeguarding and protection of Adults at Risk.

Adults may be at risk if:

- They have a need for care and support
- Is experiencing, or at risk of, abuse or neglect
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect

We fully adhere to the requirements of safeguarding adults and recognise we have a statutory duty to safeguard adults at risk. Additionally, we recognise the importance of Mental Health and the need to protect and support adults if they require care due to Mental Health issues.

Success Indicators

We will be successful if:

- Compliancy is a non-negotiable. We must be compliant and adhere to all legal and child protection/ safeguarding procedures.
- Thorough and robust procedures, policies and documentation in place that are consistently adhered to.
- A vigilant, proactive, supportive and safe environment is created across all schools.

- Safeguarding and child protection is paramount and a high priority at all times.
- Early and quality preventative measures are in place to minimize the need for child protection wherever possible. Early Help is actively promoted.
- Bespoke and highly tailored provision of support for children on Child Protection Plans or who have experienced abuse.
- High quality provision and support is in place for all stakeholders within all the schools.
- Highly effective and collaborative working relationships with parents, carers and colleagues from other agencies as outlined in statutory guidance.
- All staff will be knowledgeable and confident recognizing indicators of concern and how to respond appropriately to concerns, including recording and reporting.
- A vibrant and creative curriculum that enables all children to be skilled at identifying risks and taking measures to keep themselves and others safe for now and future life including online safety.
- Advice and expertise will be readily available as required to support staff raising safeguarding concerns.

1.5 Definitions

Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

(Keeping Children Safe in Education, 2021)

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm (*Working Together to Safeguard Children 2018*).

Staff: The term staff covers all individuals working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Designated Safeguarding Lead (DSL): Refers to the designated safeguarding lead at the school.

Adult: Refers to everyone over the age of 18.

Child: Child refers to all young people under the age of 18. It applies to pupils in the school and extends to visiting children and students from other establishments.

Parent: The term parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in *Working Together to Safeguard Children, 2018* and *Keeping Children Safe in Education, 2021*.

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. (Statutory definition)

See Appendix 15 for further details.

2. Statutory Framework and Legislation

Exeter – a learning community adheres to all the guidance on standards and expectations for safeguarding children published by Ofsted and all the legislative requirements for schools; all schools must comply with these requirements and recommendations.

In order to safeguard and promote the welfare of children and young people all schools will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to:
“ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.
- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, January 2021)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26
- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under Section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2018)
- Serious Crime Act 2015

Exeter – a learning community adopts the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in April 2014, revised July 2015, September 2016, September 2018, September 2019 and September 2020, January 2021, Keeping children safe in education - Publications - GOV.UK and any subsequently published supplementary advice, including ***Child care qualification requirements – supplementary advice***: Disqualification under the Childcare Act 2006 - Publications - GOV.UK

All staff should as a minimum read the separate ***Keeping Children Safe in Education: Information for All School and College Staff (Jan 2021)*** (which reproduces and summarises Part One of the main guidance) and Guidance for Keeping Children Safe in Education- updated information. The information all staff must read includes Annex A. **See Appendix One for key information from Part one.**

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE July 2018)***:

Working together to safeguard children - Publications - GOV.UK

Exeter – a learning community adheres and complies with the GENERAL DATA PROTECTION REGULATION (GDPR) May 2018 requirements:

If there are any concerns with regards to data breaches (for example where data is lost, accidentally deleted or stolen), the Data Protection Officer (**Jason Smith**) must be informed immediately. All data breaches will be reported to the Information Commissioner Office within 72 hours in line with requirements. Personal data of others, including work email addresses, must be kept secure and not shared with others without their permission. It is strongly advisable to avoid the use of memory sticks for personal data and downloading personal data onto laptops. If paper copies including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use.

It is recommended school staff sign confirmation they have read and understood key documentation and legislation and they are revisited within training, staff briefings etc. **See Appendix Two for an example staff declaration signing form.**

3. Roles and Responsibilities

Exeter a learning community aims to develop strong links with partner agencies, particularly Children’s Social Care, via the MASH.

All adults (staff, volunteer and regular visitors), working with, or on behalf of children have a responsibility to protect and safeguard them at all times and ensure the requirements of this policy are adhered to. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2021 - Annex C.

In summary, responsibilities placed on Governing Bodies, the Principal, Designated Safeguarding Leads and staff are detailed in **Appendix three**. The role specifically for the DSL is included within **Appendix Twelve** and an example job description is in **Appendix Thirteen**.

4. Concerns

4.1 When to be concerned

At Exeter a learning community, we believe that the rights and the needs of the children must be at the core of their approach to safeguarding and it needs to be coordinated.

Safeguarding and promoting the welfare of children and adults is **everyone's responsibility**. 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.

All staff form part of the wider safeguarding system for children and adults. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times.

All staff must be fully aware of the main categories of maltreatment: **Physical abuse, emotional abuse, sexual abuse and neglect**. They must also be aware of the indicators of maltreatment and **specific safeguarding issues**, so they are able to identify cases of children who may be in need of help or protection. **Definitions of abuse are included within Appendix One.**

See Appendix Four – What to do if you're worried a child is being abused: advice for practitioners' flowchart (DfE 2015) and **Appendix Five** for indicators of abuse.

4.2 Early Help

All staff need to be aware of the **early help process** and understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers need to be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

4.3 Children with Special Educational Needs

Additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration.
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs.
- Communication barriers and difficulties.
- A reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child).
- Disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.

- Lack of choice/participation
- Isolation

4.4 Peer on Peer Abuse

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery or upskirting.

Peer on peer abuse is when a child might have been abused by another child. Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. Examples of peer-on-peer abuse: bullying including cyberbullying, physical abuse, sexual violence, sexual harassment, sexting and initiation/hazing type violence and rituals.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL.

When considering whether behaviour is abusive, it is important to consider:

- Whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- Whether the perpetrator has repeatedly tried to harm one or more other children; or
- Whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/sexual assaults, sexting, teenage relationship abuse and peer-on-peer exploitation.

The school will action to ensure that the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Parents and carers will be informed at the earliest opportunity. All schools must ensure they are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

Sexual violence

All staff need to be 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 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.

Consent? Consent is about having the freedom and capacity to choose.

Sexual harassment

‘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.

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

Sexual Harassment 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

Procedures:

1. When an allegation is made by a pupil against another student, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed.
2. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.
3. The DSL would contact the MASH to discuss the concern. The DSL will follow through the outcomes of the discussion and make a referral where appropriate.

Please refer to the ‘Managing Allegations Against Pupils’ Policy for further guidance.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead must be informed. Advice will be sought from the Northamptonshire Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Allegations of peer-on-peer abuse will be recorded on 'My Concern'.

4.5 Specific Safeguarding Issues

All schools must ensure they are cognisant of and compliant with Specific Safeguarding Issues: Keeping Children Safe in Education, 2021 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation and exploitation
- Child sexual exploitation
- Sexual violence and harassment
- Female Genital Mutilation
- Honour Based Violence
- Homelessness
- Domestic abuse
- Children missing in education
- Private fostering

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead must be informed. Advice will be sought from the Northamptonshire Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Allegations of peer-on-peer abuse will be recorded through 'My Concern'

Additional information is also included within [Appendix One and Twelve](#) for Indicators of Vulnerability (Extremism).

5. Dealing with a disclosure

If a child discloses that he or she has been abused in some way, the member of staff / volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in
- the best interests of the child.

- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Inform the Designated Safeguarding Lead in person or on the phone
- Make a written record – use ‘My Concern’ or the Log of Concern (visitors only)
- Support

If a child has made a disclosure, the member of staff/volunteer should:

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child’s own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use ‘My Concern’ to record the concern. Visitors to use a Paper Log of Concern (appendix 14).
- Inform a DSL immediately of the concern.
- Not destroy the original notes in case they are needed by a court.

Record factual statements and observations rather than interpretations or assumptions.

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see section 12 of this policy– *Allegations involving school staff/volunteers*.

6. Children Missing In Education

The Exeter a learning community Attendance Policy should be read in conjunction with this section to give further details on the school’s procedures in relation to First Day Response, Children Missing in Education and the action that is taken if a child’s attendance is of concern.

Children who go missing whilst in the care of the school:

If a child goes missing whilst in school care the member of staff in charge may take the following action:

- Gather all the children safely together and take the register/ head count to ensure that no other child is missing
- Conduct an initial sweep of the immediate area without causing panic amongst the other children, and/or leaving the children alone at any time

- When it is confirmed that a child is missing, the person in charge at that time should call for additional help from one of the following members of staff: The Principal and/or the DSL
- Maintain all staff ratios
- Instigate a more thorough search of the premises and immediate surrounding area
- Advise Reception of a missing child so that all staff in the school can check their immediate area and that a wider search of the grounds can be carried out (buildings included)
- Contact should be maintained at all times with a senior member of staff
- If after 10 minutes the child is still not found, telephone contact should be made with a member of the Senior Leadership team who will then make contact with the child's parents/guardians and the police. A full search should then be carried out.
- If it known the child has left the school site (e.g. a member of staff has witnessed this) then SLT to be notified immediately and a call to be made to the police via 999. The child's parents to be contacted. Staff must follow the child from afar, so as not to encourage the child to run, increasing the risk of a road traffic accident (RTA).

Procedure once the child is located:

- When a missing child has been located, all those previously notified (parents, police, SLT, Governors) must be notified immediately.
- Once the child has been found, a full written report of the incident is recorded in the child's file by the member of staff who was responsible for the child at the time that they disappeared and an investigation into the incident will be carried out by the Principal/member of the Senior Leadership Team. The incident report will detail:
 - The date and time of the incident
 - Which staff/children were in the group to which the missing child belonged
 - When the missing child was last seen
 - The estimated time that the child went missing
 - Circumstances surrounding the child's disappearance – what was the child doing/saying prior to going missing
- If the incident warrants police investigation, all staff are required to co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Care may be involved if it seems likely that there is a child protection issue to address.
- A risk assessment to be considered.

Procedures for a missing child when they are no longer attending school:

Children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Procedures for a missing child due to possible abuse:

If a child goes missing from an education setting as a potential indicator of abuse or neglect, staff should follow safeguarding procedures where there is a concern, particularly when children go missing on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Procedures for collecting a child and removing them from school premises

Those wishing, with the recorded permission of the child's legal guardians, to remove a child from the school premises must be able to provide identification if necessary in order to confirm they are who they claim and their relationship to the child in question.

Procedures for a child not collected from school:

Should this situation arise, the staff member in charge should take the following action:

- Check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone.
- Where appropriate, a member of staff will sensitively ask the child whether there is a reason that could account for their parent/carer being late.
- Where appropriate, a member of staff will ask the child if they have any additional contact information.
- School will continue to try and contact the parent/carer and the emergency contact/s.
- If contact cannot be made with the parent/carer or the emergency contact/s by 5 p.m., school will contact the children's social care service of Northampton County Council.
- In an emergency – when the child has not been collected and multiple attempts to contact parents/carer have failed - school will contact the police.

Further information on Children Missing in Education can be found in [Appendix Eight](#).

7. Communication with Parent/ Carers

This Child Protection Policy will be made available publicly via the school website and a copy available in the main reception office. Parents will be directed to this policy upon their child's induction to school.

Exeter – a learning community recognises the importance of working with parents and carers to ensure the safeguarding of children:

We will:

- Make parents aware of the school/setting's statutory role in safeguarding and promoting the welfare of children and young people, including the duty to refer children and young people on where necessary, by making all school/setting policies available on the school/setting web-site or on request
- Provide opportunities for parents and carers to discuss any problems with class teachers and other relevant staff
- Consult with and involve parents and carers in the development of school/setting policies to ensure their views are taken into account
- Ensure a robust complaints system is in place to deal with issues raised by parents and carers
- Provide advice and signpost parents and carers to other services and resources where children and young people need extra support
- Advise parents on the availability of early help and support them through the referral and support process

Parents will be informed prior to referral, unless it has not been possible to make contact with them and delaying the referral will put the child at risk, or it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where it would place a member of staff at risk).

8. Training

At Exeter – a learning community we consider it essential that all staff undertake the relevant training to comply with requirements. We also believe all staff should have the relevant skills and knowledge, remaining up to date with current changes, at a level appropriate to their role.

Key requirements are as follows:

- All staff members (*that are not designated leads*) will undertake child protection training which is updated annually, in line with current advice Keeping Children Safe in Education 2021 requirements. Further updates will be provided through staff briefings and email updates as required.
- In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must then undertake further refresher/specialist safeguarding training as appropriate.
- The deputy safeguarding lead will be supported to fulfil their role through access to the same training opportunities as the safeguarding lead. This is to ensure they are able to act as the Safeguarding Lead in the absence of the Safeguarding Lead.
- The Chair of Governors, the designated Governor for Safeguarding will undertake safeguarding training at least annually and undertake additional actions to ensure they remain up-to-date for example refresher training, briefings, on-line training etc.
- All new members of staff will receive safeguarding training as part of their induction.
- All other staff who work with children, will undertake safeguarding training in-house to equip them to carry out their responsibilities for safeguarding effectively. This must be kept up to date by refresher training at least annually.
- Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures and including information about the Prevent initiative) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school's policy as they occur.

9. Safer Recruitment

The Local Governing Body and school leadership team in each school are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements. They must also ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2021 - Part 3 and in local procedures for managing safer recruitment processes.

- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training, which needs to be updated at least every five years. The academy will ensure that there are always sufficient numbers of suitably trained staff or governors in post.
- At least one member of staff will be trained in Prevent. All other staff will have training on how to identify the signs of radicalization and what they can do to help via online training.

More details for safer recruitment requirements, DBS and vetting checks and obtaining disclosures are stated within **Appendix Nine**.

10. Information Sharing and Confidentiality.

- All staff are aware that they must not promise to keep ‘secrets’ with children and that if children disclose abuse, this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a ‘need to know basis’ only. All staff/volunteers in the academy have a responsibility to share relevant information about the protection of children with other professionals.
- Staff/volunteers who receive information about children and their families in the course of their work shall only share that information within appropriate contexts.
- **All** staff must act immediately, informing the Designated Safeguarding Lead, if a child tells them they are being neglected or abused.
- Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.
- Staff should maintain an appropriate level of confidentiality whilst liaising with the DSL and other relevant professionals.

11. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing.

- **These must be recorded via ‘My Concern’ or via Log of Concern form (visitors only) which can be found on the school portal, in central locations (PPA room, Staff rooms and the school office) and at the end of this policy. See Appendix Fourteen.**

To ensure the security and confidentiality of information:

- Child protection records are stored centrally and securely by the Designated Safeguarding Lead.
 - electronic records are ‘protected’ and are accessible only by nominated individuals
 - written records are stored in a locked cabinet.
- Child protection records are not kept with a child’s academic record.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The completed forms/records will be kept for the duration of the child's time at Exeter, and where a child changes school/academy the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school/academy. The academy will retain a receipt for the records signed by the receiving school/academy. Any data must be shared or stored in line with GDPR 2018 requirements.

The information contained will be regarded as confidential. Any request for access to the information by non-designated Safeguarding Children Board agencies (e.g. Solicitor, investigating agent) will be referred to the Principal/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

12. Allegations against members of staff, supply teachers and volunteers (Designated Officer)

Exeter a learning community recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. Concerns about the behaviour or conduct of a member of staff should, in the first instance, be escalated to the line manager or Principal. When appropriate, they will make contact with the Designated Officers (DO) and contact details can be found at the start of this document. Where it is felt that it is not appropriate to discuss concerns with the Principal, or there are concerns about the behaviour or conduct of the Principal, the concerned member of staff should contact the Chair of Governors and CEO, Sarah Bennett, or IFTL Safeguarding Lead, Kimberly Kemp. Concerns can be escalated to the NSPCC Whistleblowing helpline (details are at the start of this document).

Keeping Children Safe in Education 2021 Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the Designated Officer**:

Allegations against a member of staff will be managed in line with the, 'Managing Allegations Against Staff' policy. This policy will be invoked when it is alleged that a member of staff or volunteer has:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

13. Whistleblowing

Exeter a learning community follows the IFtL Academy Trust Whistleblowing Policy. This is available on the staff portal and the school website.

14. The use of school premises by other organisations

Where services or activities are provided separately by another body using the school premises, the local governing body will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. It is the governing body responsibility to ensure this for each of the schools.

15. Mental health concerns

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.

16. Cross reference to other policies

A number of other policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the following IFtL Trust and school policies. These include:

- Anti-bullying policy (Exeter)
- Behaviour for Learning policy (Exeter)
- Positive handling policy (Exeter)

- Attendance policy (Exeter)
- Online safety policy (Exeter)
- Health and safety policy (Exeter)
- Medical needs policy (Exeter)
- Procedures for assessing risk e.g. school trips
- Safer recruitment policies and practice (IFtL Trust)
- Induction and Code of Conduct for staff (Trust)
- Equality Policy (IFtL Trust)
- Allegations against staff (IFtL Trust)
- Complaints policy (Exeter)
- Whistleblowing policy (IFtL Trust)
- Managing Allegations Against Pupils (Exeter)

17. Policy Review

The Governing Body is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation, good practice and oversight for ensuring that each school maintains an up to date list of key contacts and related policy and procedures are kept up to date. The Local Governing Bodies of each of the schools are responsible to ensure this policy is adhered to within their school and are compliant with legislation and requirements.

18. Additional Guidance

Northamptonshire Thresholds and Pathways (2014)

This [document](#) is to be referred to when a referral is made to Northamptonshire Multi Agency Safeguarding Hub (MASH) when you have a concern about a child.

Early Help Assessment

Early Help Assessment paper work can be found [here](#).

Safer Recruitment Guidance

This NCSP on Safer Recruitment can be found [here](#).

APPENDIX 1:

Part One of *Keeping Children Safe in Education* (DfE, 2021)

Summary

This information has been taken from the main statutory guidance, *Keep Children Safe in Education (2021)* which staff have to read.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance [Working Together to Safeguard Children](#).
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
 - protecting children from maltreatment
 - preventing impairment of children's 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. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.
7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early

help.¹ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

10. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.²

What school and college staff need to know

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

- the child protection policy;
- the behaviour policy;³
- 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).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help⁴ process and understand their role in it.

15. **All** staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.⁵

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

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

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice [What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners](#) provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The [NSPCC](#) website also provides useful additional information on abuse and neglect and what to look out for.

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

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

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;⁶ or

- a referral for statutory services,⁷ for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

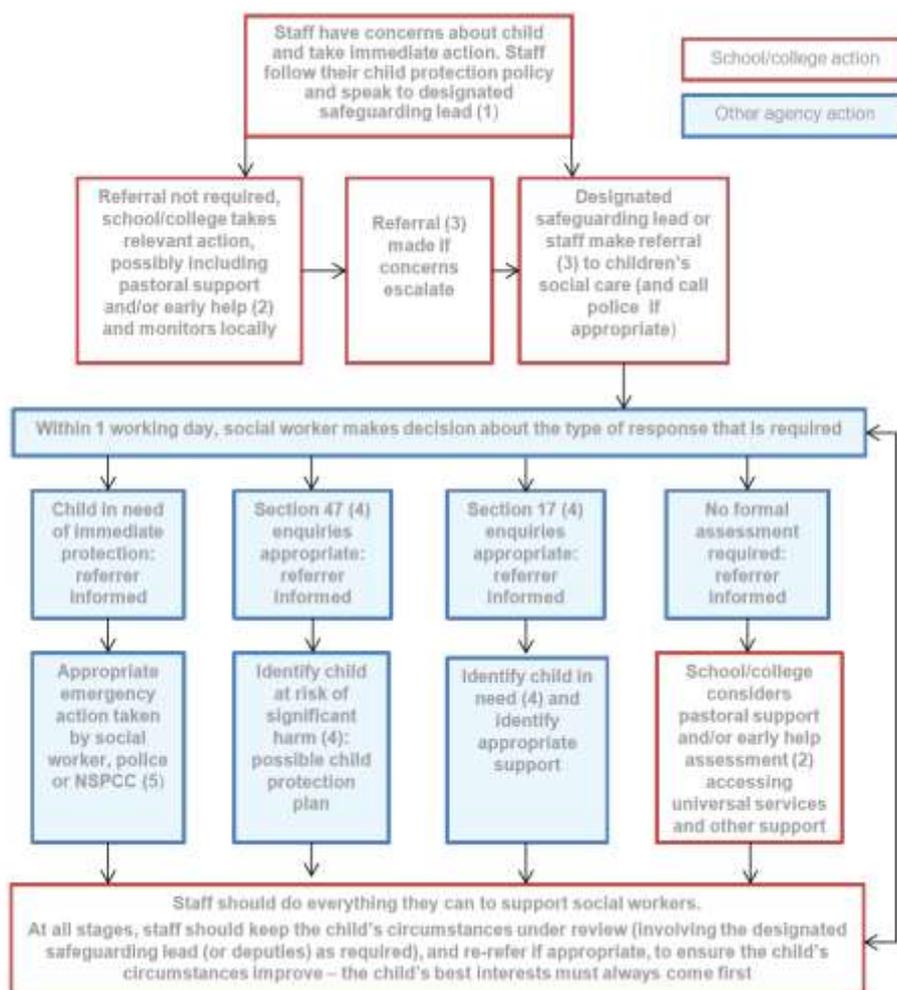
37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

What school or college staff should do if they have concerns about safeguarding practices within the school or college

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.
40. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#).
 - The [NSPCC whistleblowing helpline](#) is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk¹⁰

Actions where there are concerns about a child



Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

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

21. **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. 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.

Indicators of abuse and neglect

22. **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. Children may be abused by an adult or adults or by another child or children.

23. **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.

24. **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.

25. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

26. **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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools/academies and colleges on the TES website <http://www.tes.co.uk/> and also on its own website www.nspcc.org.uk Schools/academies and colleges can also access broad government guidance on the issues listed below via the GOV.UK website and within Annex A of KCSiE 2021:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence / serious youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- homelessness
- domestic abuse
- children missing from education
- child criminal exploitation
- private fostering

All staff must ensure they read Annex A of KCSiE 2021 and schools must ensure they are provided with training on specific safeguarding issues.

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](#)¹⁴ is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. [Radicalisation](#)¹⁵ 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 regard¹⁶ to the need to prevent people from being drawn into terrorism".¹⁷ 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's 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.

Additional Prevent Duty Guidance

Exeter complies with annex A in 2021 statutory guidance provided in KCSiE. The Prevent strategy, published by the Government in 2011, is part of the Government's overall counter-terrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

The 2015 Prevent strategy has three specific strategic objectives:

1. respond to the ideological challenge of terrorism and the threat we face from those who promote it
2. prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
3. work with sectors and institutions where there are risks of radicalisation that need to be addressed

Since July 2015, there is duty to have due regard to the need to prevent people from being drawn into terrorism. The duty relates to provisions in the Counter-Terrorism and Security Act 2015. The guidance states that schools/academies should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas.

As required by law, we teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities,

responsibilities and experiences of life. They must also promote community cohesion. The Prevent duty is not intended to limit discussion of these issues. However, everyone must be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Sue Martin (DSL) is the Prevent Single Point of Contact (SPOC) is the lead within Exeter for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism.

Definitions:

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

Extremism is defined by the Government in the Prevent Strategy as:

Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism, calls for the death of members of our armed forces, whether in this country or overseas.

Extremism is defined by the Crown Prosecution Service as:

The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
- Seek to provoke others to terrorist acts
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
- Foster hatred which might lead to inter-community violence in the UK.

Risk assessment

A risk assessment is in place to ensure that we protecting children and young people from being drawn into terrorism. This is supported by our safeguarding procedures and other elements of the school's practice; for example, the R.E. curriculum, the SEND policy, assemblies and the Anti-Bullying Policy.

Training

All staff must make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. Prevent awareness training will be a key part of this.

IT and Safe Use policies

Young people can be exposed to extremist influences or prejudiced views, particular those via the internet and other social media. Filtering is in place to ensure children are safe from terrorist and extremist material when accessing the internet in the school, including by establishing appropriate levels of filtering.

Reporting concerns

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the DSL/SPOC. [Appendix 12](#) outlines some of the indicators of vulnerability.

Responsibilities

The DSL/SPOC is responsible for:

- Ensuring that staff are aware that you are the DSL/SPOC in relation to protecting pupils from radicalisation and involvement in terrorism
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism
- Raising awareness about the role and responsibilities of the academy in relation to protecting pupils from radicalisation and involvement in terrorism
- Monitoring the effect in practice of the academy's RE curriculum and assemblies to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs
- Raising awareness within the academy about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism
- Acting as the first point of contact within the academy for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism
- Collating relevant information in relation to referrals of vulnerable pupils into the LA Multi Agency Safeguarding Hub (MASH) Team or Channel process
- Reporting progress on actions to the LA Multi Agency Safeguarding Hub (MASH) Team or Channel Co-coordinator; and
- Sharing any relevant additional information in a timely manner.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**¹² that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation procedural information](#).

Child Sexual Exploitation and Child Criminal Exploitation

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 10 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 sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

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

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

Child Criminal Exploitation (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 through the use of 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 20 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.

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 (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism¹⁵ 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](#).

Private Fostering:

A child under the age of 16 (or under 18 if disabled) being placed for more than 28 days in the care of someone who is not their parent, guardian, step parent, grand parent, immediate aunt/uncle, brother or sister (whether half- or full-blood). The arrangement is made by private arrangement between the parent and carer.

You must notify your Designated Safeguarding Lead of suspected private fostering arrangements who must, in turn, notify the local authority.

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2021)



Exeter a learning community - signing agreement:

Role: _____

Start date: _____

Please sign and return to Sue Martin (DSL) or Jennifer Doherty (Deputy):

I, _____ have been given a copy of, read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) The IFtL Academy Trust Safeguarding and Child Protection Policy and Exeter Safeguarding and Child Protection Policy
- (2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2021
- (3) Staff Handbook
- (4) Staff Code of Conduct
- (5) Complaints Policy
- (6) Grievance Policy
- (7) Staff Discipline Policy
- (8) Health and Safety Policy
- (9) The Exeter Behaviour Policy
- (10) The IFtL Academy Trust Whistleblowing Policy
- (11) The Exeter Managing Allegations against Staff Policy
- (12) Working together to safeguard children, July 2018
- (13) 'What to do if you're worried a child is being abused' Advice for practitioners March 2015

I know that further guidance, together with copies of the policies mentioned above, are available on the IFtL Academy Trust website, the staff portal, in the main reception office and with the DSLs. I understand that if I do not understand any information in the Policy or in the above documents, I can see any of the Safeguarding Designated Leads for further clarification.

I am aware that the Safeguarding Designated Leads are:

Sue Martin (Safeguarding Lead)

Jennifer Doherty (Deputy Safeguarding Lead)

Karen Lloyd (Trained to under-taken the role of Safeguarding Lead)

Should changes to these arrangements be made, I am aware that I will be notified of these changes via email, however posters around school will show who the DSLs are should I need to report a safeguarding concern.

I understand it is my legal duty of care to speak to one of the above people and complete a Child Protection form if I have any concerns with regards to Safeguarding or Child Protection. These can

be found on the home page, the staff rooms and main reception. I understand that it is important to share any concerns and if I am unsure if it is child protection or not, I will always discuss to clarify this. We operate 'it is better to check than be sorry later' approach.

I am aware that if it is a Child Protection Issue I must inform one of the above people IMMEDIATELY so appropriate actions can be taken as soon as possible, the same day.

PREVENT:

I have been provided with training on Prevent and understand that if I have any concerns to possible extremism or radicalisation, whether it be a pupil, parent/ carer, member of staff or any member of the community including visitors, I must report this using the Child Protection red form and to one of the Designated Safeguarding Teachers (as recorded above) immediately.

POSITIVE HANDLING:

I understand I must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

I understand the use of positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, I would not need to positively hand the child. For any positively handling conducted, I will always ensure I inform a member of the Senior Leadership Team and complete the Bound and Numbered Book.

GENERAL DATA PROTECTION REGULATION (GDPR):

I am aware GDPR came into enforcement on 25th May 2018 and if there are any concerns with regards to data breaches (for example where data is lost, accidentally deleted or stolen), I must inform the Data Protection Officer, Joanne James, (Exeter – a learning community) immediately (we only have 72 hours to report data breaches to the Information Commissioner Office – ICO). I understand the importance of keeping personal data of others, including email addresses, secure and it is advisable to avoid use of memory sticks for personal data and downloading personal data onto laptops. If paper copies including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use. The Data Protection Officer for IFtL is Jason Smith who schools will ensure they make aware of any potential data breaches or for support/ advice as required.

USE OF TECHNOLOGY:

I understand that I can only take appropriate and purposeful photographs of pupils on school equipment and that they must not be taken off site with photographs stored on them. I am aware I need to check that we have parental;/ carer permission to take their photographs and they must not be stored in 'clouds' nor on memory sticks. I must not take photos using any personal device, including mobile phones.

Use of Social Media, including Instagram, Facebook etc.:

I understand that under no circumstances will I communicate with a pupil via any form of social media, messaging via emails or texting and the like. I understand I will not share my email address, mobile number, Instagram, Facebook details etc. with any pupil, including when they leave the school.

Additionally, I am aware and understand that I must not talk about or mention Exeter and or the Trust within social media, including Facebook, nor comment in any way that might show them in a negative light. I understand the importance of confidentiality in all areas of school and Trust life and that any comments cannot be made about the school or the Trust under any circumstances. Additionally, I understand that I must take care that any photos or information shared on Facebook is appropriate and will not reflect myself and the school or the Trust in a negative light. I understand that breach of this can result in disciplinary action.

Appropriate and suitable behaviour for working with children:

I am aware that I must ensure my behaviour towards and with children is appropriate at all times both during and outside of working hours. I understand an allegations of abuse against staff or volunteers can be made if I have:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

Inappropriate behaviour would be including contacting any pupil via social media, texting and the like and taking photographs on personal devices as stated above.

I can confirm I am aware of and understand what I need to do in an event of a disclosure and my legal responsibility to share any concerns and behave in an appropriate way towards children at all times.

Signed _____ Date _____

APPENDIX 3: Roles and Responsibilities

Governing Body roles and responsibilities include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the Principal that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct. Ensure the policy included procedures to minimise the risk of peer-on-peer abuse and how allegations of peer on peer abuse will be recorded, investigated and dealt with.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2021 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensure online safety is included when children are taught about safeguarding.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

NB. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

The Local Governing Body, as delegated by the Board of Trustees, of each individual academy is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Local Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within each of the schools. Part 2 of *Keeping Children Safe in Education (DfE, 2021)* (KCSiE) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will ensure that:

- Through the Principal remedy without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the attention of the academy management or Governing Body. All schools must report to the Local Governing Body each meeting and half termly to the Board of Trustees.
- A Designated Leads for Safeguarding is in place who is a senior leader within the school and their role is as defined in Keeping Children Safe in Education and their job description is as stated within APPENDIX A. All schools must have a second member of staff, the Deputy Designated Safeguarding Lead who can fulfil this role when the DSL is unavailable. They must comply with their duties as outlined in the legislation, having regard to the 2021 edition of the Keeping Children Safe in Education statutory guidance.
- The DSL and DDSL must receive the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They will be given time to effectively fulfil the duties that their role demands.
- Every local governing body must have a nominated governor responsible for safeguarding, to take lead responsibility in the Governing Body for Safeguarding, and to provide support and challenge to the Designated Safeguarding Lead (DSL) to ensure that the work conforms to this policy.
- On arrival at each school, all visitors (including contractors) are provided with information making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) or his/her Deputy (DDSL), and the names of the Designated Safeguarding Leads (DSL) and his/her Deputy (DDSL).
- This policy is available to parents and carers via the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the academy prospectus.
- Children are taught about keeping themselves safe and know how to act to keep themselves and others are safe.
- All schools must effectively contribute to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2018). This includes providing a coordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans. This covers a range of work such as:
 - Working with the named Early Help Assessment (EHA)
 - Working to help identify children and young people who are privately fostered
 - Working to help protect children from extremist and violent views through multi-agency work.
- Highly effective links are occurring with relevant agencies and co-operates as required with their enquiries regarding safeguarding matters, including:
 - Attendance at Child Protection conferences
 - Notifying Children’s Social Care (via MASH – see Appendix 7) immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contacting the child’s social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the *‘Joint Police and Children’s Social Care Protocol for Dealing with Children Missing from Care’*.
- Ensure that all safeguarding procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board (LSCB).

¹ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- Ensure there is a Staff Code of Conduct, which links to this Safeguarding Policy, and the Safer Working Practices document and which is shared with all current staff and forms part of the induction training for new staff.
- Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer³. The Children's Barred List (formerly List 99) Check allows educational establishments to check against a database to see if there is a possible match for a person included in the children's barred list. If a person is included in the children's barred list, employment by the educational establishment is prohibited.
- Review this Policy, and its effectiveness, annually (no later than the date of next review given on the front cover).
- The Governing Body should ensure there are procedures in place to handle allegations against teachers, the Principal, volunteers and other staff. Such allegations should be referred to the Designated Officer(s) at the local authority by the appropriate person as set out in Part 4 of the KCSiE 2021 guidance.
- The Governing Body must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.
- The Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Principal is responsible for:

- Identifying a Senior Designated Safeguarding Lead who is a member of the Senior Leadership Team and an additional member of staff to act in the DSL absence. There must always be a member of the DSL contactable at all times during school hours.
- Ensuring that the Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.
- All other staff (teaching and non-teaching) must be offered an appropriate level of training and must keep their knowledge and skills up to date in line with Keeping Children Safe in Education 2021 recommendations.
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the Designated Officer (DO) in the event of an allegation of abuse being made against a member of staff
- The Principal, supported by the Designated Safeguarding Lead (DSL), must ensure that this policy and associated procedures are followed by all staff
- Ensuring that the schools are alert to possible private fostering arrangements, and that in the admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

² Following guidance from the Designated Officer (DO)

³ Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

- Ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSiE 2021.
- Ensure there is more than one emergency contact number for each pupil where reasonably possible.

The Designated Safeguarding Lead is responsible for:

The responsibilities of the Designated Safeguarding Lead need to be clearly defined in a job description that is in line with Keeping Children Safe in Education, 2021. **See Appendix 13.**

The job description needs to cover all aspects of the role including: access to training, supervision, time, expectation of support from other staff, acknowledgement of the responsibility of the role and the requirement to provide a clear lead to all staff (including deputy safeguarding lead) and details of arrangements for cover outside term time.

The post-holder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The school's child protection policy should include the name of the person that the Governing Board has designated to take the role of Designated Safeguarding Lead.

During term time, the Designated Safeguarding Lead and/ or a Deputy Designated Safeguarding Lead will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns.

In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Multi-Agency Safeguarding Hub (MASH).
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2021
- ; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.
- The Principal, in conjunction with the Designated Leads for Safeguarding, will ensure regular reporting about safeguarding and child protection for the local governing body and Trustees detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues.
- Ensure when children leave the school they ensure any child protection files are transferred securely to the new school separately from the main school files and obtain a confirmation receipt. They must share information with the new school in advance of a child leaving to ensure appropriate support is in place when the child arrives.

In detail the Designated Safeguarding Lead is responsible for:

Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Multi-Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.
- Liaising with the Principal to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

Full details of the Designated Safeguarding Lead's responsibilities can be found in *Keeping Children Safe in Education, 2021*.

All staff responsibilities

- Induction training: All staff members, including the Principal (if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
 - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
 - Staff code of conduct and safe working practices
 - [Keeping Children Safe in Education \(2021\)](#)
 - [What to Do If You Are Concerned About a Child: Advice for Practitioners \(DfE, 2015\)](#)
 - Information about the signs and indicators of abuse and neglect
 - Information regarding child sexual exploitation, female genital mutilation and Prevent
 - Information on what to do if they have concerns about a child or young person.
- To read and understand Part 1 of *Keeping Children Safe in Education, 2021*. Staff and leaders working directly with children and young people must also read Annex A.
- To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.
- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.
- All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure they are aware of their responsibilities for safeguarding in being alert to the signs of abuse and of their responsibility to report and record any concerns, disclosures or instances where a child is in immediate danger or at risk of harm.
- All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 3 for details). Procedures for reporting concerns are given in section 4 and procedures for dealing with a disclosure are given in section 5 of this document.

- If there are concerns or allegations regarding a member of staff or the Principal, then the processes outlined in section 12 of this document must be followed.
- All staff must receive regular safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- **Dealing with concerns or disclosures regarding a child or young person**
- All staff and volunteers must be aware that the main categories of abuse are:
 - Physical abuse
 - Emotional abuse
 - Sexual abuse including child sexual exploitation
 - Neglect
- These categories are described in more detail in Appendix 1 and signs indicating the possibility of abuse are described in Appendix 3. The abuse may be instigated by one or more adults, and/or other children and young people.
- If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) immediately so that the Multi Agency Safeguarding Hub (MASH) (see appendix 7 for contact details) can be informed and the necessary protective measures implemented.
- A child may disclose sensitive information at any time of the day, and in particular this may occur outside normal lesson time, e.g. break periods or during before/after academy club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse, as noted in 7.1.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behavior.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify

- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for safeguarding matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the academy's responsibility to 'check out' what any child tells, nor should any abuser be questioned. Sign and date the record of the disclosure
- The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), immediately. The member of staff must provide the Designated Safeguarding Lead (DSL) with a signed, dated written record of the concern/disclosure, using the agreed academy pro forma.
- The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- The Designated Safeguarding Lead (DSL) must place the concern on the academy's safeguarding file for the child (creating one if necessary).
- When the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), has been informed, he/she shall make the decision whether or not to refer the concern to Children's Social Care (via the MASH) (see appendix 7 for contact details). On the question of how to decide whether to refer to MASH, reference should be made to LA's Children's Social Care "*A Child Centred System Understanding Thresholds*".

Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm.**
- **All referrals to Children's Social Care must be made in writing using the Multi Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.**

The Multi Agency Safeguarding Hub (MASH) will always be consulted when there is uncertainty about whether to refer.

Referrals must be made as soon as possible, and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH).

APPENDIX 4: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSP) .

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice , refer to the Head of School, if the concerns is about the Head of School, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

- Record and share information appropriately with regard to confidentiality
- If staff members have concerns, raise these with the school's Designated Safeguarding Lead (DSP)
- Responsibility to take appropriate action, do not delay.

Refer

- DSP will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 01908 253169 Or 01908 253170 or out of hours - 01908 265545.

APPENDIX 5: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2018)

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.

Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injury	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	

Emotional abuse	
<i>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, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).</i>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties

Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect	
<i>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.</i>	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse	
<i>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 or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.</i>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment

History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 6: Dealing with Disclosures

If a child discloses that he or she has been abused in some way, the member of staff / volunteer

should:

Listen to what is being said without displaying shock or disbelief

Accept what is being said

Allow the child to talk freely

Reassure the child, but not make promises which it might not be possible to keep

Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.

Reassure him or her that what has happened is not his or her fault

Stress that it was the right thing to tell

Listen, only asking questions when necessary to clarify

Not criticise the alleged perpetrator

Explain what has to be done next and who has to be told

Inform a safeguarding lead immediately in person or over the phone

Make a written record – use 'My Concern' or the school's Log of Concern form (visitors only)

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Safeguarding Lead.

If a staff member receives a disclosure about potential harm caused by another staff member, they should see section 12 of this policy– *Allegations involving school staff/volunteers*.

APPENDIX 7: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information but be aware that none of these reasons is a justification for failing to report a safeguarding concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilty about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
 - Adults have a responsibility to protect children
 - Abuse is damaging
 - Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
 - You only have one small piece of a jigsaw
 - Children rarely lie about abuse
 - An abuser may well abuse many other children who also have a right to protection
- For guidance and support, contact the Children's Social Care Multi Agency Safeguarding Hub (MASH)

MAKING A DECISION

Further guidance on making a decision is provided in the Northamptonshire Threshold's and Pathways Document.

APPENDIX 8: Children missing in Education Procedures

If a child goes missing whilst in school care the member of staff in charge may take the following action:

- Gather all the children safely together and take the register/ head count to ensure that no other child is missing
- Conduct an initial sweep of the immediate area without causing panic amongst the other children, and/or leaving the children alone at any time
- When it is confirmed that a child is missing, the person in charge at that time should call for additional help from one of the following members of staff: The Principal and/or the Lead DSL
 - Maintain all staff ratios
 - Instigate a more thorough search of the premises and immediate surrounding area
 - Advise Reception of a missing child so that all staff in the school can check their immediate area and that a wider search of the grounds can be carried out (buildings included)
 - Contact should be maintained at all times with a senior member of staff
 - If after 15 minutes the child is still not found, telephone contact should be made with a member of the Senior Leadership team who will then make contact with the child's parents/guardians and the police. A full search should then be carried out.

Procedure once the child is located

- When a missing child has been located, all those previously notified (parents, police, SLT, Governors) must be notified immediately.
- Once the child has been found, a full written report of the incident is recorded in the child's file by the member of staff who was responsible for the child at the time that they disappeared and an investigation into the incident will be carried out by the Principal/member of the Senior Leadership Team. The incident report will detail:
 - The date and time of the incident
 - Which staff/children were in the group to which the missing child belonged
 - When the missing child was last seen
 - The estimated time that the child went missing
 - Circumstances surrounding the child's disappearance – what was the child doing/saying prior to going missing
- If the incident warrants police investigation, all staff are required to co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Care may be involved if it seems likely that there is a child protection issue to address.

Procedure should a child not be collected from school:

Should this situation arise, the staff member in charge should take the following action:

- Check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone.
- Where appropriate, a member of staff will sensitively ask the child whether there is a reason that could account for their parent/carer being late.
- Where appropriate, a member of staff will ask the child if they have any additional contact information.
- School will continue to try and contact the parent/carer and the emergency contact/s.
- If contact cannot be made with the parent/carer or the emergency contact/s by 4:30pm then contact will be made with MASH or the police.

Further information on a child missing from education as stated within Keeping Children Safe in Education 2021:

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School and staff should follow their procedures (as stated in the Attendance Policy) for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools - The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils

must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education. It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education. Schools should monitor attendance and address it when it is poor or irregular.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of **10 school days** or more, at such intervals as are agreed between the school and the local authority. Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:

- the full name of the parent with whom the pupil will live;
- the new address; and
- the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:

- the name of the new school; and
- the date on which the pupil first attended or is due to start attending that school.

Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided. Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, 15 as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided. A pupil's name can only be deleted from the admission register under regulation 8(1), subparagraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the grounds (in regulation 8) under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown.

Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns. It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised. The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves.

All local authority-maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school.

Independent schools can be given access to school2school by the department. The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown, or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

APPENDIX 9: Additional Information for Safer Recruitment Processes

The Local Governing Body must:

- Ensure the Principal and other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training.
- Ensure the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensure written recruitment and selection policies and procedures are in place.
- Adhere to statutory responsibilities to check staff who work with children.
- Ensure all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that volunteers are appropriately supervised.
- Ensure that at least one person on any appointment panel is Safer Recruitment trained.

Exeter complies with the guidance set out in Part 3 of *Keeping Children Safe in Education*. We require the following:

- Although not a statutory requirement, at least one member of every Appointments Panel will have gained accreditation through Safer Recruitment training.
- We are committed to safer recruitment and safeguarding students; all staff will be recruited in accordance with the Trust's Safer Recruitment Policy.
- We are committed to safeguarding the welfare of those accessing its services and thorough vetting checks must be in place as detailed below.

Safe Working Practice

Each school must ensure they have developed a clear Code of Practice that staff understand and have agreed to. The Code of Practice must include guidance to staff on the way they should behave when working with children. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009* can be downloaded from the DFE archive site; whilst old, it does give some useful guidance). Safer Working Practices 2009.

DBS and Vetting Checks

- The Disclosure and Barring Service (DBS), launched on 1st December 2012, merged the services previously provided by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA).
- The safeguarding of children and young people is paramount, and the Trust is fully committed to the rigorous implementation of the DBS requirements. It is a statutory requirement that all new appointments to the Trust's workforce must have an enhanced DBS disclosure under the School Staff (England Amendment) Regulations 2006. This includes those recruited to the academies from overseas, where additional checks will also be made.
- There is also a requirement under the regulations for the Trust to keep a single central record detailing a range of checks carried out on Trust employees, trustees and others who have regular contact with children and young people.
- All employees of the Trust and all regular helpers must have an up-to-date DBS

Enhanced Disclosure prior to taking up their post or role. Enhanced Disclosures show spent and unspent convictions and cautions. The police may also provide details of acquittals or other non-conviction information held on police records, which are reasonably considered relevant to the job or role being sought. A DBS Enhanced Disclosure will also indicate if an individual has been barred from teaching.

- In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.
- When appointing new staff, academies must comply with statutory pre-appointment check requirements.

Obtaining a Disclosure

• Employees

All Trust employees must have an up-to-date Enhanced Disclosure prior to taking up their post or role. This also applies to any other individual, such as a consultant, who is a regular visitor to any Trust site and has unsupervised access to children or young people.

• Volunteers

All volunteers with regular unsupervised access to the Trust sites must have an Enhanced Disclosure prior to taking up their role. Volunteers helping with single events and infrequent visitors to the sites who do not have unsupervised access to children will not be checked but must be in the presence of a member of staff and escorted at all times.

Many other volunteers fall between these two extremes and the Principal, in consultation with the Trust will make a risk assessment and apply their professional judgment in deciding whether a disclosure is required. The DBS definition of a volunteer is:

“A person engaged in an activity which involves spending time, unpaid (except for travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party other than or in addition to a close relative.”

• Governors and Trustees

All Governors and Trustees are required to obtain an Enhanced Disclosure.

• Supply/Agency Staff and Outside Contractors

The Chief Executive must be satisfied that all supply/agency staff and regular contractors (e.g. cleaning staff employed externally) who are supplied to work in any Trust site, have obtained an enhanced disclosure and have satisfactory references. The Chief Executive will ask supply agencies to verify that the check has been made and this verification must be in writing. The supply agency can be asked to confirm that the checks have been undertaken at the point of confirming terms of the contract of supply.

• Teachers and Support Staff from Abroad

All of the same pre-employment checks will be made on Trust employees who live abroad as those for all other employees. A disclosure for employees from other countries will not necessarily detail offences committed whilst abroad. Therefore, the

Trust will ask the member of staff to apply to their home police force or embassy for a certificate of good conduct, as well as from other countries where they have worked. The Trust is aware that the level of information contained in these certificates varies between countries, from complete to only partial extracts of a record. UK nationals returning to the UK having worked abroad will also be asked to obtain a certificate of good conduct from the country or countries in which they have worked.

Agencies providing overseas trained teachers will be asked to give full details of the checks obtained. Where an applicant is from a country where criminal record checks cannot be made for child protection purposes, the Trust will take extra care in taking up references and carrying out other checks on a person's background and will refer to the Trust.

APPENDIX 10: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our academies we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders. Please see details below:

Sue Martin (Designated Safeguarding Lead) 07880 291004

Jennifer Doherty (Deputy Safeguarding Lead) 07920 838653

Karen Lloyd (Other person trained to undertake the role of Safeguarding Lead) 07342 993795

The Safeguarding Team are based in the Safeguarding Office in Key Stage 1. Jennifer Doherty is located in the SENCO office in Key Stage 2.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to safeguarding, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed above and provide them with a written record of your concern. A copy of the form can be found in the school office, staff rooms or PPA rooms.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the CEO, Sarah Bennett.

APPENDIX 11: Indicators of vulnerability

There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dis-associated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element
- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations

- significant changes to appearance and/or behaviour
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

Keeping Children Safe in Education (DfE, 2021) defines the role in the following terms.

“Governing bodies and proprietors should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder’s job description”

The broad areas of responsibility of the DSL are:

Managing referrals

- Refer all cases of suspected abuse to the local authority Children’s Social Care and:
 - The Designated Officer (DO) for safeguarding concerns (all cases which concern a member of staff)
 - Disclosure and Barring Service (DBS) (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).
- Liaise with the principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead (DSL) should receive appropriate training carried out every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
 - Ensure each member of staff has access to and understands the school’s/academy’s or college’s Safeguarding Policy and procedures, especially new and part time staff
 - Be alert to the specific needs of children in need⁴, those with special educational needs and young carers
 - Be able to keep detailed, accurate, secure written records of concerns and referrals
 - Obtain access to resources and attend any relevant or refresher training courses

⁴ Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school/academy or college may put in place to protect them

Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school/academy or college's policies are known and used appropriately:
 - Ensure the school/academy or college's Safeguarding Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
 - Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school/academy or college in this
 - Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - Where children leave a school/academy or college, ensure their safeguarding file is copied for any new school/academy or college as soon as possible but transferred separately from the main pupil file

The role of the DSL

A practitioner must be designated to take lead responsibility for safeguarding children. Before identifying your lead, it is important for the person with overall responsibility for the academy to ensure this person understands the responsibilities of this role and to consider whether this person is confident and competent to act upon any concerns appropriately. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children services agencies and with the Local Authority Safeguarding Children Board. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. We would recommend that a deputy DSL is also identified and trained to cover in case the lead DSL is called away from the academy or is off sick.

Points to consider:

- Do you have a lead and deputy DSL?
- It is considered best practice for the Principal not to be the DSL, if an allegation against the Principal occurs it can be difficult to investigate if they are the DSL.
- Have DSLs completed the recommended safeguarding training for this role? Do they refresh their training every two years?
- Do all staff and parents know who the named DSLs are for your academy and what their role and responsibilities are?

Job description for DSL

Job Title: Designated Safeguarding Lead

Responsible to: Principal

1. Main function of the job

Acting as the main point of contact within the setting for safeguarding and child protection.

2. Skills required

- The ability to foster good relationships with parents/carers, children and adults
- working/volunteering with children within the setting.
- An interest in the well-being of children and in safeguarding and child protection matters.
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda.

- Strong listening skills and the ability to deal with sensitive situations with integrity.
- The confidence and good judgment to manage situations. relating to the poor conduct/behaviour of others towards a child.
- Sound understanding of the safeguarding agenda.

3. Main Tasks

Safeguarding Children:

- Implementing, promoting and reviewing the Safeguarding and Child Protection Policies and Procedures within the academy ensuring that all statutory requirements are met and adhered to.
- Acting as the main point of contact within the academy, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and reviewed as necessary and stored in a secure and safe place and meets the statutory requirements.
- Ensuring all staff are familiar with and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise. This should be included as part of the staff induction programme.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required in a timely manner.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times in order that all staff and visitors are aware of their responsibilities for safeguarding and to whom they should report any concerns.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and ensuring all staff have appropriate and up to date training.
- Ensuring all relevant information around Safeguarding and Child Protection is communicated to the staff team through staff meetings.
- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.
- Advocating the importance of Safeguarding and Child Protection to parents so that they know we have their child's best interests at the heart of our practice.
- Monitoring child attendance, including non- attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.

- Representing key link to statutory agencies (Social Care or Police) during and following any formal investigations that may have to take place. This includes maintaining confidential records of reported cases, action taken, liaising with the statutory agencies and ensuring they have access to all necessary information.
- Liaising with local children's services and the LSSCB as necessary.
- Advocating the importance of Safeguarding and Child Protection to parents, staff, volunteers and students.
- Ensuring that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by the Deputy DSL or another suitably trained member of staff.
- Ensuring that the Prevent agenda is implemented and adhered to.

The Government deplores the sexual exploitation of children, and will not tolerate failure at any level to prevent harm, support victims and bring offenders to justice.

* *Tackling Child Sexual Exploitation, March 2015, page 3.*

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) as a result 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.

* *Keeping Children Safe in Education 2021, statutory guidance, page 10.*

Although the majority of children at risk of Child Sexual Exploitation (CSE), are children and young people who attend secondary school, primary school aged children can also be at risk, or can be vulnerable to early grooming prior to entering secondary school. For this reason it is key that Early Years and Primary School staff have a clear understanding of the definition of CSE and the risk indicators, as well as the procedures which are to be followed by all partners in Northamptonshire. As well, staff must ensure that curriculum based learning has embedded within it a range of opportunities to enhance self-awareness, self-esteem and resilience in children so they are less likely to become involved in situations of CSE later on.

There can be a significant age gap between the child and the perpetrator, though this is not always the case. Incidents of Child Sexual Exploitation involving peers is rising statistically. All children are at risk though for children 11 years old and under, it is children in upper Key Stage Two who can be the most vulnerable given their age, access to the internet, and increased levels of independence in terms of walking to and from school and socialising with peers beyond the hours of the school day.

Child Sexual Exploitation is a form of child abuse. This policy must be read in conjunction with Exeter a learning community Safeguarding and Child Protection policy. Any concerns about a child must be responded to urgently following the procedures outlined in the safeguarding policy.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.

ANYONE CAN MAKE A REFERRAL INTO THE MASH

IF A CHILD IS AT RISK OF SIGNIFICANT HARM, PLEASE CONTACT THE MASH (0300 126 7000) or THE POLICE (101 OR 999) IMMEDIATELY.

SCHOOL POLICY

Exeter a learning community will promote the right children have to feel safe, development of healthy friendships and relationships, and an awareness of how children can get help swiftly when interactions begin to feel unsafe. This will be achieved through a range of means, including and not limited to our whole school ethos, safeguarding policies (including behaviour and online safety), and the school's anti-bullying agenda. Exeter a learning community will communicate with the whole-school community, ensuring all staff, volunteers and visitors are aware of how pupils are encouraged to keep themselves feeling safe. School will work in partnership with parents, carers and families to support with online safety at home and children feeling safe in the community, and while socialising with peers.

Pupils from Early Years, through Key Stages One and Two will be offered curriculum based activities and lessons to support them in awareness of what safe social interactions feel like and how they need to be tuned into their feelings so they can gauge when they may be in a risky situation. Lessons will focus on promoting healthy interactions, positive relationships and independent self-care skills for children, and will enable teachers to alert children to the dangers of grooming and CSE in a way that respects their right to feel safe and that is appropriate for their age/stage of development. Topics explored will include, and not be limited to, touch which feels safe/unsafe, feeling safe, stranger awareness, recognising and assessing risk, and knowing how and where to get help. Practitioners will be encouraged to use correct anatomical language for naming body parts. Teaching will be enabled through a range of resources appropriate for children in EY through to Key Stage 2. A list of potentially useful resources can be accessed at the end of this document.

Online Safety will be taught throughout the school and children will have strategies for how to respond when they feel unsafe online. The school will engage with outside support which may include visits from representatives from relevant charities (NSPCC, Target) and the Local Authority Online Safety officer for schools.

Senior management and governors in the school are fully committed to dealing with the issue of Child Sexual Exploitation, and will co-operate extensively and effectively with outside agencies including the police, health and social care to enable potential situations of Child Sexual Exploitation to be identified rapidly and ensure a swift response follows. The response will be in line with Northamptonshire Safeguarding Children Partnership (NSCP) procedures, and clearly defined interventions can be put in place without delay. Interventions will include a robust multi-agency approach, based on an infrastructure of support around the child and family. Support will be offered to the child's school peers and their families, where appropriate.

Northamptonshire Safeguarding Children Partnership has an online toolkit which can support professionals and practitioners who feel concerned about a child. The results of the completed toolkit are to be submitted with a referral into the MASH should the concerns meet threshold for Level 4. The online toolkit can be accessed in Chapter Two of the [Northamptonshire CSE Prevention Toolkit](#).

Concerns with evidence which indicate possible CSE in children under 13 years old, must result in an immediate referral into the MASH.

The agreed NCSP procedures for responding to concerns around Child Sexual Exploitation can be found at:

http://northamptonshirescb.proceduresonline.com/chapters/p_sg_cyp_sex_exploitation.html

GOVERNING BODY (AIB)

The Governors will monitor to ensure that preventative work is embedded in curriculum and in the school's ethos, and is done in an appropriate and supportive way. The governing body will expect the following from all school staff:

- Appoint a lead governor for CSE. This can be the same person as the school's governor for Child Protection or Children in Local Authority Care.
- Ensure the Principal has identified a named Designated Person on staff as Lead for CSE. This can be the Designated Safeguarding Lead.
- To attend training and ensure up to date training is provided for all staff, which includes understanding the risks and indicators of Child Sexual Exploitation and what to do if they think a child is at risk of CSE.
- Must read and understand the Safeguarding and Child Protection policy.
- Play an active role in supporting the school in its commitment to promoting the safety and welfare of all pupils.
- Demonstrate through their actions their awareness of risk of Child Sexual Exploitation and their ability to identify potential indicators that a child may be at risk of grooming or experiencing early effects of the grooming process.
- Model behaviour which promotes children's right to feel safe and helps them to behave towards each other in ways that respect each other's right to feel safe.
- To listen to all children, record the Child's Voice accurately and gain consent before sharing the Child's View, where possible.
- Timescales are adhered to and any issues concerning Child Sexual Exploitation are passed onto the Designated Safeguarding Lead immediately, within the hour. If the Lead is off-site, they must be contacted by telephone.

The Designated Safeguarding Lead/s will ensure that all staff are aware of the risk factors, signs and indicators, useful resources and details of local services, and have received training to increase their knowledge and develop confidence. Posters will be displayed and leaflets, raising awareness of local services and resources, will be readily available giving advice and information on child sexual exploitation. The school will work in partnership with the NCSP and other multi-agency partners to protect the children and young people within the setting.

The Designated Safeguarding Lead/s are responsible for ensuring that the Voice of the Child is enabled where risk of Child Sexual Exploitation is identified, and that this is done in a safe and sensitive way documenting in the child's own words what is happening for them. The child can choose who supports the documenting of the Child's Voice, though the Designated Safeguarding Lead needs to make sure this happens and oversee the work/documentation, and check the child feels satisfied that the written transcript is accurate.

Designated Safeguarding Leads need to be aware that some of the lessons learned which have emerged from CSE around the country include a lack of information sharing. As with any safeguarding issue, the school's Designated Safeguarding Leads will be mindful of information sharing protocols and also their duty to safeguard children and young people when working with possible cases of CSE.

PROCEDURES TO FOLLOW: WHAT TO DO IF A CHILD IS IDENTIFIED AS AT-RISK OF CHILD SEXUAL EXPLOITATION

1. The School's Designated Safeguarding Lead will complete the online toolkit which is referred to in the section above.
2. The DSL will also contact the MASH.
3. If a child discloses and there is evidence to suggest that a crime has been, or may have been committed against the child, contact the police and report the crime, noting the incident number.
4. Send in a referral to MASH, following the procedures in the Thresholds and Pathways document. Attach the completed CSE assessment as supporting evidence to the referral form itself and submit them electronically.

Upon a concern about CSE being raised in relation to a child or young person by a staff member in school or a member of the public, DSLs will need to complete the following actions as soon as possible:

Speak with the child/young person if appropriate

- complete the online CSE assessment
- contact the MASH and, if needed, Northants police
- submit a referral into MASH with the completed assessment attached

If a child or young person goes missing at any point during this process, the MASH and the Police must be contacted immediately and the Missing protocols must be followed which can be found at:

http://northamptonshirescb.proceduresonline.com/pdfs/missing_fr_home_or_car_e_pr.pdf

SCHOOL STAFF

Staff at Exeter a learning community will access training as determined by the Senior Leaders of the school. Staff will uphold their duty of care, ensuring they are vigilant at all times, and mindful of the early indicators that a child might be involved with socialising with people who are older, or even the same age, and might be at risk of being Sexually Exploited. Teaching staff will endeavour to create a safe learning environment, where pupils feel safe and confident to fully participate in lessons and discussions. A safe environment will be created by:

- Agree ground rules with young people, including confidentiality. Confidentiality should be maintained in line with the school policy and the safeguarding policy.
- Model behaviour and being aware of values and attitudes, preconceptions and feelings. Staff will be prepared to challenge any inappropriate language and attitudes including stereotyping and will recognise diversity and gender within the teaching group. .
- Building trusting relationships which will set the tone for lessons and helps to reinforce positive relationships.
- Ensuring each child in their class can identify at least 3 and preferably 4 adults in school that they could approach to talk with and perhaps ask for help if they felt unsafe. Children may or may not name the adults in their class, though it is important there are adults within school they identify for themselves who they can go to.

Online Safety

All children and young people are at risk of online sexual exploitation. We will ensure that our e-safety procedures are robust and that pupils are taught online safety skills so they know:

- online risks
- how to recognise unsafe online contact
- to be confident to report any concerns about themselves or others to staff in school staff.

See also Online Safety Policy

CHILDREN AT RISK OF SEXUAL EXPLOITATION

The school is aware that pupils with the following vulnerabilities are more at risk of being sexually exploited:

- Children who have been excluded
- Children recorded as Missing Education
- Children with Special Educational Needs
- Children in Care of the Local Authority
- Poverty and deprivation
- Previous sexual, physical and/or emotional abuse
- Familial and community offending patterns
- Prevalence of undiagnosed mental health problems/ Family History of Mental Health Difficulties.
- Family History of Abuse or Neglect
- Family History of Domestic Abuse
- Family History of Substance Misuse
- Breakdown of Family Relationships
- Low Self-Esteem
- Children frequently missing from home

POSSIBLE WARNING SIGNS/RISK INDICATORS

The school is aware that children are groomed in different ways. The following can indicate or signify if children are being groomed or being sexually exploited:

- Being secretive or withdrawn.

- Being hostile or physically aggressive in their relationship with parents/carers and other family members.
- Associating/developing relationship of a sexual nature with a significantly older man or a woman.
- Having money, mobile phones, clothes, jewellery or other items not given by parents/carers.
- Changing physical appearance - new clothes, more make-up.
- Being defensive about where they have been and what they've been doing.
- Having increasing health-related problems.
- Staying out late and/or going missing.
- Returning home after long intervals but appearing to be well cared for.
- Becoming disruptive or using abusive language.
- Getting involved in petty crime.
- Volatile behaviour.
- Having marks or scars on their body which they try to conceal by refusing to undress or uncover parts of their body.
- Having a mobile phone at school, or additional/new mobile phones.
- Expressions of despair (self-harm, overdose, onset of disordered eating, challenging behaviour, aggression, appearing drunk or under the influence of drugs, suicidal tendencies, looking tired or ill, sleeping during the day.)
- Use of the internet that causes concern.
- Isolated from peers and social networks; not mixing with their usual friends.
- Lack of positive relationship with a protective, nurturing adult.
- Exclusion and/or unexplained absences from school or not engaged in education or training.

OTHER SIGNIFICANT RISK INDICATORS

- Periods of going missing overnight or longer.
- Older 'boyfriend/girlfriend' or relationship with a controlling adult.
- Physical or emotional abuse by that 'boyfriend/girlfriend' or controlling adult.
- Entering and/or leaving vehicles driven by unknown adults.

- Unexplained amounts of money, expensive clothing or other items.
- Physical injury without plausible explanation.

If any concerns are raised, please access the online CSE assessment which can be found.

In keeping with statutory guidance, no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE.