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Version No. 1	<b>SAFEGUARDING CHILDREN POLICY - SW Committee</b>	

## SAFEGUARDING POLICY

This section should be completed following ratification of the Policy.

	<b>Name</b>	<b>Signature</b>	<b>Date</b>
Chair of Sub-Committee's Approval	E Stephenson		
Principal's Approval	Paul Watson		
Chair of Governors' Approval	Neal Prescott		
Recommended Review Date:	March 2018 (Annual Review)		

### Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, Claire Clayson [claire.clayson@prestonhedges.org](mailto:claire.clayson@prestonhedges.org) to whom any change requests or queries should be directed.

### Version Control

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<b>Version</b>	<b>Date</b>	<b>Description of Change</b>	<b>Changed By</b>
1	January 2017	Updates from new guidance and Trust additions	L Jenkins
	May 2017	Appendix attached.	L Jenkins

### References/Related Documents

<b>Ref. No.</b>	<b>Title</b>	<b>Doc. No.</b>
RES-003	Whistle Blowing Policy	
CFC-007	Attendance Policy	
H&S-003	Critical Incidents Policy	
CFC-005	Behaviour Policy	
CFC-009	Anti bullying Policy	
CUR -012	E-Safety Policy	
	First Aid	
	Education Visits	

### Glossary

<b>Term</b>	<b>Description</b>
DSSL	Designated Senior Safeguarding Lead
DSL	Designated Safeguarding Lead
SCR	Single Central Record

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## SAFEGUARDING CHILDREN POLICY

### The School's Designated People are:

Paul Watson	Principal, not DSL
Leah Jenkins	Senior Safeguarding Lead DSSL – strategic policy and practice, staff/ LADO safeguarding concerns, serious cases
Vanessa Tear	Designated (Deputy Senior) Safeguarding lead – Team manager - initial internal cause for concern investigations co-ordinator, Level 3/ 4 serious cases, supported by LJ/ LP as appropriate  Special Educational Needs Specialism to provide children with SEN/ disability effective safeguarding when required  Looked After Children lead
Liz Pearce	Designated Safeguarding lead – Early help lead, support to VT in Level 3/ 4 cases and to AM/ BH  Early Years Specialism
Aaron McDonald	Designated Safeguarding lead – early help support for LP and initial internal cause for concern investigations. Safeguarding induction for new staff.
Becky Horsfield	Designated Safeguarding lead – early help support for LP and initial internal cause for concern investigations. Safeguarding induction for volunteers, students and visitors (as required by their visit)
Claire Clayson	Single Central Record holder
Julie Evans	Business Manager
Tracey Coles	E-Safety lead

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To support this policy - Annex

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Additionally, Annex A – Please refer to this in Keeping Children safe in Education – further guidance on key issues noted in this policy

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## Aim

This guidance has been produced to help staff establish the safest possible learning and working environments. Its aims are to safeguard young people and ensure that staff understand appropriate and professional behaviours.

This guidance is intended for each whole school community within the Trust including staff, governors, volunteers and visitors to school.

It is written predominantly using the key documents – application of use should use any superseded documents during specific case research released before next review.

It is important that this document is used and then more detailed assessment of need made using the current Keeping Safe in Education and linked documents. The policy highlights key areas for which they is much more detailed information in noted documents.

- **Keeping Children Safe in Education July 2015. Statutory Guidance for Schools (KCSE)**
  - **Updated KCSE 2016**
  - **Working Together to Safeguard Children March 2015**
  - Inspecting Safeguarding in the Early Years – August 2016 Updates
  - Revised Prevent Duty Guidance July 2015/ The Prevent Duty August 2015
  - What to do if You're Worried a Child is Being Abused March 2015
  - Safeguarding Children and Young People from Sexual Exploitation HM Government 2009
  - What to do if you think a child is being sexually exploited June 2012
  - Multi-Agency Guidelines: Female Genital Mutilation (no date cited)
  - Information for Local Areas on the change to the definition of Domestic Violence and Abuse March 2013
  - DfE and ACPO drug advice for schools September 2012
  - Searching, Screening and Confiscation February 2014 (drugs and weapons information) Updated guidance from September 2016
  - Safeguarding children in whom illness is fabricated or induced HM Government 2008
  - Preventing and Tackling Bullying October 2014
  - National action plan to tackle child abuse linked to faith or belief August 2012
  - Guidance on Private Fostering July 2005
  - Use of reasonable force – Advice for headteachers, staff and governing bodies. DfE July 2013
  - Forced Marriage – Foreign and Commonwealth Office and Home Office July 2016
  - Preventing Youth Violence and Gang Involvement Home Office August 2013
  - Sexting in Schools and Colleges – UK Council for Child Internet Safety (UKCCIS – no date cited)
  - Disqualification under the Childcare Act 2006 – 2016 publication
  - Regulated Activity in Relation to Children: Scope. Factual Note by HM Government
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We recognise the need for use of both National and local guidance and all abuse and associated actions from the documents above will be used in conjunction with –

- **Northamptonshire Thresholds and Pathways October 2015**

The document identifies four levels and needs and provides the local actions to take once the threshold has been decided. These are –

Level 1 – Needs are met through engagement with universal services

Level 2 – Emerging needs require early help or intervention

Level 3 – Needs causing a concern require a targeted response

Level 4 – Needs require specialist or statutory services (complete the multi-agency referral form)

Other sources are used as required, and the above documents will form the wider basis for any considerations and decisions that we may make. We reserve the right to make use of any new guidance, given that any findings will further strengthen our Safeguarding approach.

This policy draws together all the guidance in an accessible way for our school community to ensure that everyone understands Safeguarding. We strongly believe that simply providing guidance (as above) to staff is ineffectual alone; therefore, we ensure that the policy provides accessibility and makes the community more effective. It drives training in every Safeguarding training session. Members of the school community should also understand that they are able to access the listed guidance above on the DfE website. In making decisions, leadership will refer to the guidance in addition to this policy.

We recognise the importance of key legislation when protecting children, especially;

- UN Convention on the rights of the child 1989
- Children's Act 1989, 2004, Children and Families Act 2014
- Education Act 2002, 2005, 2011
- Sexual Offences Act 2003
- Protection of Children Act 1999
- Safeguarding Vulnerable Groups Act 2006
- Childcare Disqualification Regulations 2009
- Protection of Freedoms Act 2012

UN Conventions

## Background information

### Keeping Children Safe in Education.

“This is statutory guidance from the Department for Education issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015. Schools and colleges must have regard to it when carrying out their duties to safeguard and promote the welfare of children. This means that they should comply with it unless exceptional circumstances arise.”

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The *Teachers' Standards 2012* state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

KCSIE 2016 places a greater emphasis upon ALL adults' role in safeguarding their children, with DSLs providing a good level of support to allow them to meet their statutory duties.

All school staff have a responsibility to provide a safe environment in which children can learn.

All school staff have a responsibility to identify children who may be in need of extra help – or who are suffering, or are likely to suffer, significant harm. All staff must be able to recognise the need for Early Help and discuss this with the DSLs. All staff then have a responsibility to take appropriate action, working with other services as needed.

All school staff must know, understand and follow the requirements in this Safeguarding policy.

### In keeping children safe who attend our school, we will -

Establish and maintain an environment where children feel secure and are encouraged to talk and are listened to.

Ensure children have fair and honest feedback from staff as far as is possible.

Ensure children know that there are adults in the school whom they can approach if they are worried and have full respect for "the child's voice."

Ensure that staff, all members of the school community and visitors are able to identify welfare concerns and understand how to report them swiftly.

Ensure that staff understand national and local trends.

Ensure that the curriculum develops the children as confident individuals who recognise right and wrong, understand Modern British values, value themselves and others and have the skills to share worries and concerns.

Recognise that each pupil's welfare is of paramount importance and that some children *may* be especially vulnerable to abuse e.g. those with special educational needs and disabilities with increased vulnerabilities to abuse, those living in adverse circumstances or those who witness violence.

### Safeguarding information for all staff (Keeping Safe In Education)

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

Where a child is suffering significant harm, or is likely to do so, action should be taken to protect that child.

Action should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

### What school staff should know and do (KCSIE)

**Statutory Guidance expects all staff (and upon staff induction) ( – in addition to this policy) – to read Part One of KCSE following direction to do so and to raise any questions about the guidance with a DSL promptly. We will also provide training to allow staff to develop and secure their understanding. The DSLs will provide support for staff to allow them to discharge their role.**

School staff are particularly important in keeping children safe as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. **Schools and their staff form part of the wider safeguarding system for children.**

All school members **MUST** be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. They must also be able to identify children who would benefit from Early Help, ("providing support as soon as a problem emerges").

**It is an expectation of staff that we have an "it could happen here" attitude.** "Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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." (KCSIE 16)

Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the Designated Safeguarding Lead, (listed above).

In **exceptional circumstances**, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can and should speak directly to children's social care. In exceptional circumstances, if there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately or the Police if harm is imminent/ taking place – by the member of staff who has become aware. They should inform the DSL of this as soon as possible. Outside of these circumstances, it is preferred that the DSLs are spoken with as they hold other

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information that could be important. However, we would prefer a referral – even if proved unfounded is made – to protect all children from harm if the DSL is unavailable or a staff member is still concerned.

Local authorities should make decisions on the referral in one working day and should be followed up upon if the decision is not given to the referrer in this time. All staff are expected to challenge decisions if they feel children are still at risk of harm. They should press for re-consideration if they are still concerned or the child's situation is not improving.

## Social care – 0300 126 1000

“No single professional 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.” (KCSIE 2016)

### **What you should do if you have concerns about a child**

Without delay, record the information that you have on a 'yellow' pupil welfare reporting form, found on the staffroom notice board or in the office.

It needs to be completed in pen, contain the date and time of the issue/ disclosure and show the child's full name and class. It should be factual and record what children say/ do/ display as accurately as possible. You may also add the reasons that you now feel concerned for the child. It must be signed and **handed directly** to the Designated Deputy Safeguarding Lead (Senior in her abs/ then a Designated Safeguarding Lead (DSSL/DSL).

No information is too small – you should pass any concerns swiftly to the DSL. You should understand that your information could be used by outside agencies, including social care and the Court. However, you are **duty bound** to report and this forms part of the expectation of choosing to work with children. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action. Staff must refer information every time to the DSSL/ DSL and **must not** keep individual notes on a given child in their own records (unless directed by the DSSL/ DSL to keep a diary in cases such as neglect, for use by the DSSL/ DSL).

Appropriate confidentiality and sharing information promptly and accurately are an expectation.

### **Dealing with a disclosure at our school**

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If a child chooses to make a disclosure to you, this can be very distressing for yourself. It is important to remain calm and not to show the child this. It is a huge leap of trust that they are placing in you. Reassure the child that you have their best interests at heart and that whilst you cannot keep what they say secret, you will act with their best interests and you will need to talk to (name) DSSL/DSL. You should remember that your role is not to investigate, as this disclosure will be used by agencies in decision making and your responses should be open, for example "did you want to tell me about that?" It is important to record information accurately and exercise good judgement.

What to do if You're Worried a Child is Being Abused March 2015 provides more detailed information. The NSPCC website is also an additional resource to reference in identifying types of abuse and what signs to be vigilant to.

## **Training**

All our DSLs have at least the minimum refresher training at the correct intervals as set out in the current KCSIE (two yearly). In addition to this, yearly they ensure their knowledge is current and effective by attend courses of specific areas; reading documentation; meeting other DSLs; e-bulletins (list not exhaustive).

All staff are expected to attended staff training, (from the DSLs) each academic year with additional updates and key areas as required nationally or locally or by school need. Whilst we recognise that this is above the requirement, we value keeping our children safe and believe that this is vital. Any staff who feel they need further training or support should see a DSSL/DSL to ask for this. Invited staff are expected to attend as part of their employment within our Trust, (including voluntary adults if/ when required).

The Local Governing Bodies are responsible for ensuring that this happens.

## **Looked After Children**

KCSIE 2016

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Governing Body should ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe.

In particular, they need to ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They should also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

## **SEN Pupils and those with Disabilities**

KCSIE

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Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

**NB - Each school in the Trust must have their SENCO as a DSL to ensure the best offer of safeguarding is available to these pupils.**

### **Types of abuse and neglect (KCSIE)**

Understanding the definitions makes you able to be informed about passing concerns to the DSSL/ DSL. These concerns may be of a serious nature or you may feel that a child is presenting in a way that they would benefit from early help. However, big or small something seems, it should always be passed on to the DSSL.

Early help means providing support as soon as a problem emerges at any point in a child's life. Staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child 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.

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**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 the 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**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 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**

A range of agencies provide specialist advice in the following areas – see KCSE for links.

#### **Child Missing from Education and Attendance**

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. A child going missing from education is a potential indicator of abuse or neglect. Staff MUST report to the DSSL/ DSL, a child who is missing/ has unexplained absence swiftly and the office team are most well placed to do this if they become concerned around specific circumstances. Additionally, poor attendance, patterns of absence or persistent lateness should be discussed with the DSSL/ DSL to ensure that the issue is/ can be investigated.

Staff should understand that poor attendance or pupils missing from education can be at risk from specific safeguarding concerns such as travelling to conflict zones, FGM, honor based violence and forced marriage. In the event a child is missing, and further investigations do not satisfy the DSSL we will follow the procedures in place for Northamptonshire.

The Principal monitors attendance and liaises with the DSSL to ensure pupils are attending school. Our office team are key in recognising attendance patterns and there is an expectation that they pass information on swiftly.

The school follows the guidance for the removal of pupils from our registers. Additionally, we -

**We 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**

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period of 5 school days or more. At such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

At Preston Hedge's Academy Trust we have an understanding that any type of abuse can happen anywhere.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) 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.

Indicators can include -

- going missing for periods of time or regularly coming home late
- regularly missing school or education or not taking part in education
- appearing with unexplained gifts or new possessions
- associating with other young people involved in exploitation
- having older boyfriends or girlfriends
- suffering from sexually transmitted infections
- mood swings or changes in emotional wellbeing
- drug and alcohol misuse
- displaying inappropriate sexualised behaviour.

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

We will use the following guidance if we suspect this abuse -

Safeguarding Children and Young People from Sexual Exploitation HM Government 2009

What to do if you think a child is being sexually exploited June 2012

### **Female Genital Mutilation (FGM)**

FGM is illegal.

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Teachers are expected to personally report to the Police a disclosure that FGM has been carried out in addition to talking to the school DSL.

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs for non-medical reasons. It has no health benefits and harms girls and women in many ways. It involves removing and damaging healthy and normal female genital tissue, and hence interferes with the natural function of girls' and women's bodies. The practice causes severe pain and has several immediate and long-term health consequences, including difficulties in childbirth also causing dangers to the child.

### Recognising FGM (Multi-Agency Guidelines: Female Genital Mutilation)

The age at which girls undergo FGM varies enormously according to their community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, **the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.**

In identifying prevention of this abuse, our school recognises the importance of not signing for permission of leave in exceptional circumstances without checking attendance, and identifying levels of risk for individual pupils. Support Figure 1: Prevalence in Multi-Agency Guidelines: Female Genital Mutilation (no date cited)

### Specific factors that may heighten a girl's risk

There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

### Specific factors that could suggest that FGM is imminent

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
  - A professional may hear reference to FGM in conversation, for example a girl may tell other children about it
  - A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
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- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent (see Section 2.5 for the nationalities that traditionally practise FGM).
- Parents seeking to withdraw their children from learning about FGM.

There are a number of indications that a girl has already been subjected to FGM:

- A girl may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl may spend longer than normal in the bathroom or toilet due to difficulties urinating. A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl may be particularly reluctant to undergo normal medical examinations.
- A girl may confide in a professional.
- A girl may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

In the event of concern of FGM, we will refer to Multi-Agency Guidelines: Female Genital Mutilation (no date cited)

## **Preventing Radicalisation KCSIE**

Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on 'schools' in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation. In our school context, we are aware of the risks posed by the internet and have appropriate e-safety

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procedures in place. Additionally, we ensure the promotion of Modern British Values and have Citizenship and PSHE themes within the curriculum which would give the opportunity to recognise extreme views.

Our internet has appropriate filters and monitoring, (see E-safety Policy), to further reduce the risk of radicalisation.

Staff referrals should be handed to the DSSL/ DSL in the same way and our school will make use of the Revised Prevent Duty Guidance July 2015 to support our actions. We make use of Tardis Consultancy for leadership level and staff level training.

## **Domestic Violence**

The Government definition of domestic violence and abuse is:

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

- psychological
- physical
- sexual
- financial
- emotional

'Controlling behaviour is: a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is: an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim.'

We recognise that children in households where domestic violence is present are at risk and will use local documents to guide decisions about actions when this is identified.

## **Drugs Use**

As a school, we promote pupil's well being and provide a curriculum that enables them to understand how to look after themselves, what is healthy and how to be assertive and resilient. Whilst we would expect it to be incredibly unlikely at our school to suspect a child is in possession of drugs, we would follow the DfE and ACPO drug advice for schools. September 2012. Staff must report the concern immediately, bringing the child to a member of the Senior Leadership Team (SLT), providing appropriate supervisory steps for keeping all the children safe and applying the assumption that a drug found could be a controlled drug.

The SLT will then follow guidance in Searching, Screening and Confiscation February 2014 and the DfE and ACPO drug advice for schools. September 2012.

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**The pupil needs to agree to the search.** The DSSL/ DSL will also look at the Northamptonshire Thresholds and Pathways document to implement appropriate action.

Additional Banned items that pupils must not have

- illegal drugs or medicine not kept in the school office, including syringes, other than authorised medicine required to be near the pupil
- knives or weapons
- alcohol
- stolen items
- tobacco and cigarette papers
- matches and lighters
- chemicals
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or
- to cause personal injury to, or damage to the property of, any person (including the pupil).
- any material relating to radicalised views

Children who disclose that there is drug use in their home will be supported under the Safeguarding Policy and use of Northamptonshire's Thresholds and Pathways document. All staff must report such disclosures in the same way as other safeguarding concerns.

**Fabricated illness**

This type of abuse is rare, but our school is always vigilant. If this type of abuse is suspected, we will follow Safeguarding children in whom illness is fabricated or induced HM Government 2008 and Northamptonshire Thresholds and Pathways.

A parent/ carer may -

- fabricate signs and symptoms. This may include the fabrication of past medical history. It may also include falsification of letters and documents;
- induction of illness by a variety of means.

**Faith Abuse**

This is abuse linked to faith or belief and the following list is not exhaustive. It includes: belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (traditionally seen in some Christian beliefs), the evil eye or djinns (traditionally known in some Islamic faith contexts) and dakini (in the Hindu context); ritual or muti murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies; and use of belief in magic or witchcraft to create fear in children to make them

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more compliant when they are being trafficked for domestic slavery or sexual exploitation.

If this is identified, we will follow Northamptonshire Thresholds and Pathways as well as accessing the National action plan to tackle child abuse linked to faith or belief to support judgements August 2012.

### **Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent is not a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break.

**If staff become aware of a private fostering arrangement, they must refer under normal safeguarding procedures.**

**To ensure that we have a full understanding of private fostering arrangements, a full birth certificate will be requested as well as completion of the school entry form.**

### **Bullying including cyber bullying**

Our school has both Anti-bullying and safety policies which address this. We expect all school staff to recognise the signs of bullying respond appropriately to disclosures about bullying and report all concerns swiftly. We recognise that peer on peer abuse can take place and will make appropriate responses in line with this policy and the anti-bullying policy.

Add other abuse types

### **Sexting (Youth Produced Sexual Imagery) and Peer on peer abuse**

There is no clear definition of 'sexting'. Creating and sharing sexual photos and videos of under-18s is illegal and therefore causes the greatest complexity for schools and other agencies when responding. It also presents a range of risks which need careful management. (UKCCIS) Any new advice introduces the phrase 'youth produced sexual imagery' and uses this instead of 'sexting.' This is for clarity in guidance. (UKCCIS)

### **The Law**

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Making, possessing and distributing any imagery of someone under 18 which is 'indecent' is illegal. This includes imagery of yourself if you are under 18. The relevant legislation is contained in the Protection of Children Act 1978 (England and Wales) as amended in the Sexual Offences Act 2003 (England and Wales). Specifically: • It is an offence to possess, distribute, show and make indecent images of children. • The Sexual Offences Act 2003 (England and Wales) defines a child, for the purposes of indecent images, as anyone under the age of 18. (UKCCIS)

All leadership staff MUST refer to guidance promptly to avoid incorrect responses to the issue.

Any device considered evidence for the Police must be confiscated immediately.

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

Guidance from UKCCIS will be followed.

We recognise that peer on peer abuse can happen and we would deal with issues in line with child protection actions if a child came to harm (additionally, use associated guidance and policies). This can also be gender specific issues – for example, girls being sexually touched or boys being subject to an initiation/ violence.

Our school insists on high standards of behaviour, including appropriateness, and all staff are consistent and vigilant.

## **Forced Marriage**

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

The school will make use of The Forced Marriage Guidance 19<sup>th</sup> July 2016 and consult with MASH if there are any indicators of this.

## **Honour-based violence**

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“There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.” [www.cps.gov.uk](http://www.cps.gov.uk) 2017

## **Preventing Youth Violence and Gang Involvement**

Primary schools are recognised often as the first place to see early warning signs for youth violence and gang culture beginning. Staff should be aware and vigilant to this and report any concerns immediately to the DSL. It is important to understand that it is not only the risk to the individual and others’ safety, but the liability a gang member has if another member of the gang commits a crime. The table highlights some risk factors, but they can vary with each individual child.

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
Child	<ul style="list-style-type: none"> <li>• Troublesome (7-9; 10-12)</li> <li>• High daring (10-12)</li> <li>• Positive attitude towards delinquency (10-12)</li> <li>• Previously committed offences (7-9)</li> <li>• Involved in anti-social behaviour (10-12)</li> <li>• Substance use (7-9)</li> <li>• Aggression (7-9)</li> <li>• Running away and truancy (7-9; 10-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Marijuana use (10-12)</li> </ul>
Child's Family	<ul style="list-style-type: none"> <li>• Disrupted family (7-9; 10-12)</li> <li>• Poor supervision (10-12)</li> </ul>	

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
School		<ul style="list-style-type: none"> <li>• Low academic achievement in primary school (10-12)</li> <li>• Learning disability (10-12)</li> </ul>
Child's peer Group	<ul style="list-style-type: none"> <li>• Peers involved in crime and/or anti-social behaviour (7-9; 10-12)</li> </ul>	
Community		<ul style="list-style-type: none"> <li>• Marijuana availability (10-12)</li> <li>• Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)</li> </ul>

## **Violence Against Women and Girls**

“Violence against women and girls (VAWG) are serious crimes. These crimes have a huge impact on our economy, health services, and the criminal justice system. Protecting women and girls from violence, and supporting victims and survivors of sexual violence, remains a priority of this government. In 2016 we published our Violence Against Women and Girls (VAWG) Strategy for this Parliament.” (Home Office 2016). (See extensive guidance if concerns are raised).

Hate - <http://educateagainsthate.com>

Additional guidance and links to further information can be found in Keeping Children Safe in Education and should be referenced with regard to further details of the above promptly when assessing a situation and considering initial responses.

## **Record Keeping and Pupils joining/ leaving our school**

Our Child Protection records are kept securely and are not subject to the same data protection requirements – classed as sensitive, personal data. Only the DSSL/DSLs access the files and manage the contents of the use. The Principal is kept up to date and understands how to access all aspects of safeguarding in the absence of the DSSL/DSLs.

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The school office is vital in protecting children new to and leaving our school. They are responsible for ensuring that the DSSL knows pupils are being removed from the register so that checks on records can be made. If records are held, including those leaving at the end of Key Stage Two, then the school will make every effort to hand deliver the records. We require a signature for delivery of the copied records, (originals are archived at school). Upon receiving a child, our office staff will make contact with the previous school to confirm whether records of this nature are held by the school.

## **Our Duty of Care**

By the nature of working in schools, all staff have a duty of care towards all pupils at our school. Therefore, if there is any foreseeable risk, then staff should seek advice from the DSSL/DSL or Senior member of staff immediately. Whilst every scenario cannot be described, and staff need to exercise their professional understanding, some examples can support decision making. For example, it is foreseeable that if a four year old child is asked to meet a parent at the gate, not the door, there is a foreseeable risk of something happening. If a parent arrives smelling of alcohol and they have their car keys, there is a foreseeable risk. If a child is asked to leave an after school club in the dark and walk home on their own to an empty house consideration needs to be given to what safety provisions have been put in place. In specific cases of foreseeable risk, contact the DSSL/DSL or a senior member of staff before releasing the child.

In cases where there is no foreseeable risk, but parental arrangements are less than ideal, the DSSL/ DSL may follow this up with parents. It could form part of a concern that leads to "early help" or may be a contributing factor to other concerns. School is duty bound to apply the Vulnerability Matrix.

## **Disguised Compliance**

It is important to recognise disguised compliance.

The NSPCC provides good information about this on their website, (see appendix). The website states

"Disguised compliance involves parents giving the appearance of co-operating with child welfare agencies to avoid raising suspicions and allay concerns. Published case reviews highlight that professionals sometimes delay or avoid interventions due to parental disguised compliance."

We will work with partner agencies, as required, to help to identify and address this issue. Examples of this could be deflecting attention from themselves by blaming other agencies, working well with one agency or agreeing to work with an agency and then not doing so. Staff should also be aware of discussed compliance in the event that something concerns them or that there are outside agency involvements for a child they see regularly and adopt the "what if I'm right approach."

## **Working with other agencies**

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Our school follows the guidance in Working Together to Safeguard Children. We have a high commitment to working with all agencies to protect children in our care.

Of specific note, we would expect social workers to liaise with parents and ensure that they had given permission for access for routine work in school. However, where there is a level of risk suspected in a given situation, we would give permission for the social worker to see the child at school to support the child's safety being assessed without parental permission.

#### KCSIE

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

Although inter-agency working and information sharing are vital in identifying and tackling all forms of abuse, it is clear they are especially important to identify and prevent child sexual exploitation."

### **The Management of Safeguarding**

See opening table

#### The role of the Governing Body (KCSIE)

Governing bodies and proprietors must;

- ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their Academy are effective and comply with the law at all times.
  - ensure that the Academy contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children 2016. They should also recognise the importance of information sharing between agencies. (Further information is available for Governors in Northampton's Thresholds and Pathways for information sharing and Information Sharing; Advice for Practitioners).
  - ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB).
  - ensure a member of the governing body, usually the chair, is nominated to liaise with the designated officer(s) from the relevant local authority and partner agencies in the event of allegations of abuse made against the Principal
  - ensure there is an effective child protection/ safeguarding policy in place together with a staff code of conduct
  - should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse
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and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

- should appoint a member of staff of the school's leadership team to the role of Designated Safeguarding Lead. This should be explicit in the role-holder's job. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
- Work with the Senior DSL to meet their Governance Duties as set out in KCSIE

### **The role of the Trust in Safeguarding.**

The Preston Hedge's Academy Trust will hold the Local Governing Bodies to account for ensuring all statutory duties are discharged effectively within each school.

### **The DSL should –**

- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2016*. There should always be cover for this role.
- **If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral.**
- should undergo updated child protection training every two years and annual updates. The Principal and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB.
- Support all staff to discharge their safeguarding duties
- The DSSL should work with the Governing Body in the development and implementation of Safeguarding and support them in discharging their role

### **Supervision**

We use both formal and informal supervision. There is an expectation of regular supervision discussions as the need arises at all levels. This is to ensure that careful thinking and planning is regularly taking place in decision making and to make all colleagues feel supported in what can be distressing scenarios. Managing risk carries a level of stress and supervision must ensure that all colleagues are supported in protecting children resulting in safe outcomes for our pupils.

Formal supervision of at least 6 weekly is the minimum offer from guidance. The Trust expects formal supervision to be more frequent than this, particularly at times of heightened caseload. When schools in the Trust are in their infancy, the Vice Principle for Safeguarding will act in a supervision capacity for Principals acting as the DSSL until staffing levels increase.

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Supervision should follow the structures of the safeguarding teams, with the DSSL accessing the Principal for further support. Supervision of all staff members supporting a child with safeguarding concerns – but not as the key worker - will be carried out informally and by the DSL with responsibility for the case.

Supervision notes will be viewed for monitoring purposes and should contain anonymous references to each case.

- All child's initials, year of birth, M (male)/ F (female) followed by the school initials.

Notes must contain what the issues/ concerns are, how the case is progressing, agreed actions and thinking behind key actions. A file demonstrating this should be retained alongside the securely held Child Protection Records and be archived and retained in the same way as Child Protection records.

## **Whistle blowing**

We use the EPM Whistle Blowing Policy. The Principal will work in conjunction with the DSL on matters of Safeguarding.

Whistle blowing Helpline NSPCC 0800 028 0285

Concerns with Safeguarding regarding a professional's behaviour/ conduct raised via this process will potentially involve the use of the Designated Officer (LADO) by the DSSL/ HT

## **What Trust staff should do if they have concerns about safeguarding practices within the School**

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team. Concerns should initially be raised with the DSL; further concerns to the Principal; in the event that staff remain concerned, they can follow the guidance contained in both the Complaints and Whistle Blowing policy.

KCSIE "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 can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk"

## **Safer Recruitment – Recruitment, Selection and Vetting**

**We follow all guidance from Keeping Children Safe in Education 2016.**

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(see annex for Flow Chart and page links for specific guidance)

Of specific note in relation to the Trust

- we recognise we meet the criteria for A Section 128 check for all applicable groups as of September 2016
- we will always seek references prior to interview to probe any areas of concern and candidates will be made aware of this. By applying to work at our Trust, they are accepting the uptake of references before interview for safeguarding purposes.
- The School Business Manager has overall responsibility for the Single Central Record, (SCR) and following correct recruitment and vetting procedures in line with guidance. A trained member of staff in the office team has day to day responsibility for Safer Recruitment and the SCR. A trained member of staff with safer recruitment training will be present throughout the whole process.
- The Local Governing Body are responsible for checking the SCR and reporting to the Trust
- Our school checks the Disqualification by Association in line with national requirements (ie- adults in specific roles). Whilst the forms are returned to the Principal, in instances where answers are “yes” the Principal will work with the DSL.

### **Regulated Activity in Relation To Children: Scope**

“The new definition of regulated activity (i.e. work that a barred person must not do) in relation to children comprises, in summary:

- i. unsupervised activities: teach, train, instruct, care for or supervise children, or provide advice/ guidance on well-being, or drive a vehicle only for children;
- ii. work for a limited range of establishments (‘specified places’), with opportunity for contact: e.g. schools, children’s homes, childcare premises. Not work by supervised volunteers;

Work under (i) or (ii) is regulated activity only if done regularly: “regularly” is defined in detail on the following pages under items (a) to (f).

- iii. relevant personal care, e.g. washing or dressing; or health care by or supervised by a professional”

### **Adults not employed by the school**

Adults invited in to school by school staff are expected to be discussed with the Principal/ Vice Principal first so that they are both appropriate and the school does not suffer from an excessive numbers of adults. It will be important to risk assess whether or not they are involved in regulated activity.

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Whilst we operate a comprehensive check on adults entering our school, we are also vigilant to behaviour causing concerns. (Please refer to the school's Whistle Blowing Policy).

### **Supply teachers**

We do not use agency workers and only use supply teachers who are well known to our school. Full checks are carried out.

### **Volunteers**

We consider that all volunteers engaged in regulated activity are likely to need to be checked in line with unsupervised volunteers as we are unable to provide comprehensive supervision due to the physically open nature of our schools. Regulated activity and volunteer guidance is followed. Any supervised volunteers will need to be reported to the local governing body with a justification of how they are supervised.

In line with guidance, these are recorded on the SCR.

## **Induction Arrangements**

### **Volunteers**

All volunteer helpers are required to have a discussion with a DSL so that they understand what constitutes something of concern, who to report to, as well as confidentiality. They have access to this policy.

Students are inducted by the teacher in charge of students who also ensures that they meet the DSL as part of the process.

### **Registers**

All visitors to school, including students, enter through the front office and are required to sign in and out on the electronic system. A photographic badge must be worn. None of the above mentioned are allowed to enter school without the necessary checks whilst pupils are in school.

All adults not employed by our school are required to meet on the family playground for a head count in the event that the fire alarm sounds – unless located in the Hub and then the meeting point is the "allotments." The office staff will check for them against the visitor's register and advise fire wardens.

## **STAFF CODE OF CONDUCT – SAFER WORKING PRACTICES**

It is important that you understand not only your role in protecting children but also expectations for personal and professional conduct.

### **Personal and Professional Conduct**

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The Teaching Standards state that -

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school.

We expect staff to be -

- treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position;
- having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions;
- showing tolerance of and respect for the rights of others;
- not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs;
- ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

Additionally, **ALL staff must adhere to all Safeguarding Guidance** and comply with all guidance within and linked to this document in terms of personal and professional conduct. We expect all members of the school community; specifically support staff as well as volunteers to behave appropriately. The above apply to all, although we accept that some members of the community will have less developed knowledge around some policy and practice. In these cases, we expect staff to follow school policy.

If at any point, you have Safeguarding concerns about a member of staff you are entitled to contact the Designated Officer for Northamptonshire, (formerly LADO), via MASH on 0300 126 1000 particularly **in the case of if you believe that the school has addressed it insufficiently.**

### **Confidentiality**

Staff will have access to confidential information about pupils and the school. In some circumstances staff may be given additional highly sensitive information. This information should not be used for their own or others' advantage. Information must never be used to intimidate, humiliate, or embarrass the pupil. Confidential information should never be used casually in conversation and should never be shared inappropriately.

Information sharing around child protection concerns must be shared with the DSSL/DSL. In such cases, individuals have a **duty** to pass information on without delay, but only to the DSSL/ DSL responsible or in their absence, the Principal.

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If a member of staff is in any doubt about whether to share information or keep it confidential he or she should seek guidance from a DSL.

### Staff Behaviour

Staff should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general.

An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting.

This means that adults should not: (list not exhaustive)

- behave in a manner which would lead any reasonable person to question their suitability to work with children or act as a role model.
- make sexual remarks to a pupil (including email, text messages, phone or letter)
- discuss their own sexual relationships with, or in the presence of, pupils
- discuss a pupil's sexual relationships in inappropriate settings or contexts
- make (or encourage others to make) unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

### Dress and Appearance

Staff dress and appearance should be appropriate to their professional role and may be different to that adopted in their personal life. Staff should ensure they are dressed decently, safely and appropriately for the tasks they undertake. Those who dress or appear in a manner which could be considered as inappropriate to the professional nature of the job could render themselves vulnerable to criticism or allegation and are not acting under this policy. Staff may be requested not to wear clothing which is seen to be inappropriate.

Clothing should:

- be appropriate to staff role
- not be worn if it is likely to be viewed as offensive, revealing or sexually provocative
- be absent of any political or contentious slogans

Denim jeans are not permitted other than for out of school hour staff and on trips/ specific days where they are required in school.

### Gifts

There are occasions when children or parents wish to pass gifts to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. DSL staff are likely to find themselves in the position of receiving gifts from families that they have helped. This is understandable and should be noted to the DSSL. In the case of the DSSL this should be mentioned to the Principal.

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We do not give personal gifts to pupils – an individual, group or class. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return.

### **Social Contact/ Contact outside of school.**

Staff should not establish or seek to establish social contact with pupils for the purpose of securing a friendship or to pursue or strengthen a relationship. Staff should not give their personal details such as home/mobile phone number; home or e-mail address to pupils unless the need to do so is agreed with senior management. Staff may be requested to undertake private tutoring – they are not permitted to do so. This is the case for current pupils or those that have left.

Some staff may be parents of children in school and their children may have social contact with children outside school. These staff should be particularly aware of potential problems and issues and they should not behave in any way which would compromise their role in school. Staff should report and record any situation which they feel might compromise the school or their own professional standing.

As a good rule to follow, friendships already in place are acceptable, but must not be over promoted to other parents/ pupils at school. It is vital that in these cases, staff understand their code of conduct. New friendships should not be sought through school. Staff in this position must also be very aware of social media and the important links with professional standards.

### **Social Media**

- The above should be regarded in relation to the online social media world.

Some management systems recommend not using social media. Our Trust does not do this. We believe that it infringes on your right to a private life. We do expect that your online self is considered carefully and does not bring the Trust's reputation into disrepute. We make the follow recommendations –

- You do not name employment at the school on social media
  - It is recommended for a range of reasons that you may consider not using your full name
  - You do not accept or send requests for new friendships gained through the child/ parent link
  - You consider your profile picture for appropriateness and the best guidance is not to have full face photos due to cloning but this is your choice entirely
  - You look at posts and consider whether you would be happy for any member of the reasonable school community to be aware of what you have put
  - You are very careful with your privacy settings
  - You report approaches from or concerns around the school community to the DSSL promptly
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- Posts must not under any circumstances be of a racial, prejudice, be negative regarding the Trust or staff/ parents/children, (including explicit or inferred), breach confidentiality, bring the Trust into disrepute. This could be construed as gross misconduct.

## **Photographs of children**

Staff must **never** under any circumstances photograph our children on their own electronic devices including phones, cameras and tablets. This includes even if the intention is to delete them immediately afterwards.

No devices with photographs of children must be taken home. They need to be deleted after use, (eg – for social media), or uploaded onto the school system. We do recognise that there are occasional times where this could hinder a professional's ability to discharge their duties, notably Reception staff. Therefore, they must ensure that the DSSL knows that photos are being taken off site.

This is a measure to protect staff as much as children.

## **Additional Trust Guidance**

### **Physical Contact**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role.

A 'no touch' approach is impractical for most staff and may in some circumstances be inappropriate. Appropriate physical contact in schools may occur most often with younger pupils. **As a good rule, if pupils come to you and put their arms around you, a gentle pat and then stepping away so that they are nurtured, but also learn appropriate boundaries is recommended.**

It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one child in one set of circumstances may be inappropriate in another, or with a different child. Staff should therefore, use their professional judgement at all times and must never initiate any close physical contact.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the incident and circumstances should be recorded as soon as possible and passed to the Principal.

Physical contact, which occurs regularly with an individual child or young person will be within either an Individual Plan (EHCA), handling or care plan. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

Extra caution may be required where it is known that a child has suffered previous abuse or neglect. In the child's view, physical contact might be associated with such experiences and lead to staff being vulnerable to allegations of abuse. It is recognised

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that many such children are extremely needy and seek out inappropriate physical contact. In such circumstances staff should deter the child sensitively by helping them to understand the importance of personal boundaries.

The general culture of 'limited touch' should be adapted, where appropriate, to the individual requirements of each child. Children with special needs may require more physical contact to assist their everyday learning. The arrangements should be understood and agreed by all concerned, justified in terms of the child's needs, consistently applied and open to scrutiny.

This means that adults should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay, tickling or fun fights
- be aware of isolated situations being inappropriate.

## **Behaviour Management**

All pupils have a right to be treated with respect and dignity. You should have full awareness of the Behaviour Policy. The use of humour can help to defuse a situation; the use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Staff should adhere to the school's behaviour management policy and keep senior staff aware of any significant issues.

## **Physical Intervention**

At our school, we only intervene physically where there is no other option, although we recognise that in an emergency situation all members of school staff have a legal power to use reasonable force. It is an expectation that every effort is sought to alert the Principal (or another Senior leader in his absence), immediately and as soon as warning signs are seen.

Section 93 of the Education and Inspectors Act 2006 part 7 states that –

“Staff may use such force as is reasonable in the circumstances for the purpose of the pupil doing any of the following –

- committing any offence
- causing personal injury to himself or another
- damaging property of any person including his own
- disrupting the good order and discipline of the school, (whether in a teaching session or otherwise).

Reasonable in the circumstances means using no more force than is needed.

## **Sexual Contact with Young People**

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Any sexual behaviour by a member of staff with or towards a child or young person is both inappropriate and illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether the child or young person consents or not. This includes the prohibition on adults in a position of trust.

The sexual activity referred to does not just involve physical contact including penetrative and non-penetrative acts. It may also include non-contact activities, such as causing children to engage in or watch sexual activity or the production of pornographic material.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child, and manipulate that relationship so sexual abuse can take place. Staff should be aware that conferring special attention and favour upon a child might be construed as being part of a 'grooming' process, which is an offence.

### **One to One Situations**

Staff working in one to one situations with children and young people may be more vulnerable to allegations. Teachers and others should recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure the safety and security needs of both staff and pupils are met.

This means that adults should:

- avoid meetings with pupils in remote, secluded areas of school
- ensure there is visual access and/or an open door in one to one situations
- always report any situation where a child becomes distressed or angry to a senior colleague
- consider the needs and circumstances of the child/children involved.

### **Medical Care**

Child needing immediate medical treatment:

If a child comes to school in need of immediate medical treatment they should initially be taken to one of the school's designated first-aiders, where appropriate action will be taken. This may result in a call to emergency services. Staff will not transport injured children in their own vehicles.

If in the judgement of the first aider or the DSSL/DSL/Principal, there are indications that the cause of the problem may be related to child abuse, the medical professionals must be informed. Provision of medical treatment should not be delayed by attempts to contact the parent or guardian in advance and in some cases of suspected child abuse it would be inappropriate to alert parents. Individuals should be aware that the injury may be evidence and appropriate recording steps should be taken.

Child about whom there is a suspicion of possible abuse but no need for immediate medical treatment:

- If it is believed that a child may be suffering, or may be at risk of suffering significant harm, even in the absence of any physical evidence, this should be brought to the attention of the statutory child protection services immediately.
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- It is good practice for professionals to discuss any concerns they have with the family and, where possible, to seek the family's agreement to making a referral to Social Care. Full details of any such conversation should be recorded. However there are exceptional circumstances where such discussion and agreement seeking would place the child at increased risk of significant harm. In these circumstances it can be appropriate to refer without agreement from the family, although Social Care will subsequently disclose the source of the referral to the family.

### **Administering Medicine**

The school office holds strict guidance on our policy around giving medicine and its storage. Care plans show any specialist medication and storage. See specific policy.

### **Intimate Care**

All children have a right to safety, privacy and dignity when contact of an intimate nature is required (for example assisting with toileting or removing wet/soiled clothing). **A care plan must be drawn up and agreed with parents for all children who require intimate care on a regular basis.**

Children should be encouraged to act as independently as possible and to undertake as much of their own personal care as is practical. When assistance is required, staff should ensure that another appropriate adult is in the vicinity and failing that, is aware of the task to be undertaken.

Additional vulnerabilities that may arise from a physical disability or learning difficulty should be considered with regard to individual teaching and care plans for each child. As with all arrangements for intimate care needs, agreements between the child, their parents/carers and the organisation must be negotiated, agreed and recorded. In addition, the views and/or emotional responses of children with special educational needs, regardless of age and ability must be actively sought in regular reviews of these arrangements.

### **Health and safety on school site**

All members of the school community are responsible for ensuring a safe site for our pupils and **must not** ignore any risks noticed.

The Site Manager has responsibility for site safety and carries out risk assessments and appropriate checks on the site with support available from the Business Manager.

Where a critical incident occurs, that defined by injury, extensive damage to property, death or distress, the Critical Incident Procedure should be adhered to.

### **Site security**

The school provides a secure site, but the site is only as secure as the people who use it. Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding. Therefore:

- All doors "in front" of the internal gates should be closed to prevent intrusion.
  - Visitors must only enter through the main entrance and after signing in at the office window. They should be given a visitors badge on entry.
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- Children will only be allowed home with adults with parental responsibility or confirmed permission. Photographic identification may be required.
- Children should never be allowed to leave school alone during school hours, and if collected by an adult, signed out.

Should a child leave the school premises without permission then staff are to report the incident to the Principal immediately. The parents and police will be informed of the circumstances. We would expect staff to aim to keep a watchful eye from a distance on the pupil where possible.

### **Empowering children through the Curriculum**

The curriculum deals with safeguarding in two ways. Firstly, the curriculum prompts age appropriate discussions and awareness of key aspects, including assembly. Secondly, the curriculum is designed so that safety issues within the subject are discussed and safe practices taught, such as using equipment properly in PE and Design or E-safety for example. Modern British Citizenship is at the core of teaching our children to value themselves and others.

### **Internet Safety – see the school's policy for key information**

The Trust has a detailed policy for E-safety demonstrating a strong commitment to online safety. Governors are responsible for ensuring appropriate monitoring and filter systems are in place to protect children, whilst not over blocking access to prevent effective safeguarding education for them

### **Educational visits**

We have a fully trained Educational Visits Co-ordinator and policy in place.

Volunteers and students should not put themselves in one to one situations with children unless they have been asked to escort children to a stated destination in school.

**Safeguarding guidance is vital and whilst this document seeks to provide a high level of guidance, professional decisions appropriate to given scenarios will need to be made. All such decisions must be made in line with policy that can be applied and with the child's best interests at heart.**

**If any any doubt, advice must be sought from a senior member of staff or a DSSL/DSL.**

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## Annex

### Useful contacts (as of January 2016)

Northamptonshire County Council – Northamptonshire Safeguarding Hub  
0300 126 1000

MASH email

[MASH@northamptonshire.gcsx.gov.uk](mailto:MASH@northamptonshire.gcsx.gov.uk)

Out of hours contact 01604 626 938

Northamptonshire Police – non-emergencies 101

Northamptonshire Police – emergency 999

Reporting a concern information page

<http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-parents-and-carers/Pages/report-a-concern-parents.aspx>

Local Authority Designated Officer (LADO)

Concerns around members of staff/ professionals should be addressed through the MASH contact.

LADO/ Allegations Manager Chris Edwards 01604 367677

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Northamptonshire's Safeguarding Board  
<http://www.northamptonshirescb.org.uk/>

NSCPP

<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/case-reviews/learning/disguised-compliance/>

***End of document***

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