SAFEGUARDING POLICY

This section should be completed following ratification of the Policy.

	Name	Signature	Date
Chair of the Compliance Approval	C. Dillow		September 2020
CEOs's Approval	Paul Watson		September 2020
Chair of the Trust's Approval	Becky Hickford		September 2020
Recommended Review Date:	September 2021		

Ownership

Preston Hedge's Academy Trust is responsible for the production and maintenance of this document. It is issued by the Clerk, Catherine Gautrey catherine.gautrey@prestonhedges.org to whom any change requests or queries should be directed.

Version Control

This document is issued and maintained in accordance with Preston Hedge's Academy Trust procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy. Senior DSLs II are the manager of this document for the Trust and as such, changes must not be made and requests for changes must be made to them for consideration.

Version	Date	Description of Change	Changed By
1	January 2017	Updates from new guidance and Trust additions	L Jenkins
	May 2017	Appendix attached.	L Jenkins
2	July 2018	Great number of updates to be compliant with KCSIE 2019 – ready for September launch	L Jenkins
3	November 2018	Further updates in line with additional new guidance	L Jenkins
4	September 2019	Further updates in line with additional new guidance	L Jenkins
5	September 2020	Further updates in line with additional new guidance	C. Stewart, R. Winstanley & A. McDonald

References/Related Documents

Ref. No.	Title	Doc. No.
	Attendance Policy	
	Behaviour and Values Policy	
	Anti bullying Policy	
	Online Safety Policy	
	First Aid	
	Complaints Policy	
	Relationships and Sex policy due by September 2020	

Glossary

Term	Description
DSL	Designated Safeguarding Lead
Deputy DSL	Deputy Designated Safeguarding Lead
SCR	Single Central Record
KCSIE	Keeping Children Safe in Education
Must Should	A legal requirement to comply with legislation When the advice set out should be followed unless there is good reason not to
Proprietor	In this document is Preston Hedge's Academy Trust

SAFEGUARDING CHILDREN POLICY

The School's Designated People are:

Preston Hedge's Primary School

Tracey Coles	Principal, not DSL Attendance lead Behaviour and values lead Safer Recruitment Trained
Vanessa Tear	Senior DSL Team manager - initial internal cause for concern investigations co-ordinator, staff training, serious cases. Safeguarding induction for volunteers, students and visitors as required by their visit), induction safeguarding training for staff joining mid-year. Making referrals Special Educational Needs Specialism to provide children with SEN/ disability effective safeguarding when required Named Looked After Children lead
Liz Pearce	Deputy Designated Safeguarding lead – Early help lead, support to VT in Level 3/ 4 cases, initial investigations, team support Make referrals

	Early Years Specialism
Olivia Lang	Deputy Designated Safeguarding lead – early help support to LP and VT. Initial internal cause for concern investigations, team support. Make referrals
Claire Clayson	Single Central Record holder Safer Recruitment Trained
Trafford Ayres	Online safety lead

Pineham Barns Primary School

Caroline Stewart	DSL, named CSE lead, overall responsibility for Policy and Practice, Adult – Designated Officer safeguarding concerns, serious cases. . Attendance lead Behaviour and values lead Safer Recruitment Trained
Hannah Lecky	Deputy DSL. Safer Recruitment Trained Mental Health Lead Send specialism
Emily Dell	Deputy DSL Named Looked After Children lead Senco Online Safety lead
Kelly Denton	SCR Holder Safer Recruitment Trained

Parklands Primary School

Aaron McDonald	DSL, named CSE lead, overall responsibility for Policy and Practice, Adult – Designated Officer safeguarding concerns, serious cases Safeguarding induction for volunteers, students and visitors as required by their visit), induction safeguarding training for staff joining mid-year. Making referrals Special Educational Needs Specialism to provide children with SEN/ disability effective safeguarding when required Named Looked After Children lead Safer Recruitment Trained SENCO

Keziah Summers	Deputy Designated Safeguarding Lead L./ Initial internal cause for concern investigations, team support. Make referrals
Shahnaz Zaman	Deputy DSL Early Help Lead Making referrals Safeguarding induction for volunteers, students and visitors (as required by their visit), induction safeguarding training for staff joining mid-year in support of Aaron McDonald
Georgie Lewis	Deputy Designated Safeguarding Lead Initial internal cause for concern investigations, team support. Make referrals

Kate Clark	SCR Holder Safer Recruitment

This policy must be and adhered to by all the schools in the Trust. Local procedures and protocols are reflected. This is in line with KCSIE 2020 Updated Guidance.

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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 to be used by 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 cases/ issues undertaken. Each school should ensure that they use the Trust guidance/ Safeguarding Policy, Keeping Children Safe in Education 2019 and all related documentation.

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 September 2020 and updated linked guidance
- Working Together to Safeguard Children March 2018 and updated guidance 2019 Most recent publication should always be accessed for the below.
- Inspecting Safeguarding in the Early Years – 2nd September 2019
- Revised Prevent Duty Guidance July2015/ The Prevent Duty August 2015
- What to do if You're Worried a Child is Being Abused March 2015
- Child Sexual Exploitation – February 2017
- What to do if you think a child is being sexually exploited March 2015
- Multi-Agency Guidelines: Female Genital Mutilation 2018
- 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 201 (drugs and weapons information) Updated guidance from January 2018
- Safeguarding children in whom illness is fabricated or induced HM Government 2008
- Preventing and Tackling Bullying July 2017
- 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 Common Wealth Office and Home Office June 2020
- Preventing Youth Violence and Gang Involvement Home Office August 2013
- Sexting in Schools and Colleges – UK Council for Child Internet Safety (UKCCIS) August 2016
- Criminal Exploitation of children and vulnerable adults: County Lines guidance. Home Office 2018
- Disqualification under the Childcare Act 2006 – 2018 publication
- https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006
- Regulated Activity in Relation to Children: Scope. Factual Note by HM Government

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 (Updated version January 2020 _ see NSCB/ Safeguarding Partnership Northamptonshire (in transition) for specific changes)

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 support
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. All staff and volunteers are given this policy at induction.

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

What school staff need to know

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."

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 2020 continues to place a greater emphasis upon ALL adults' role in safeguarding their children, however, the guidance recognises that the Designated Safeguarding Lead and deputies are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

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, however the DSL/ Deputy is likely to be the lead staff member.

All school staff must know, understand and follow the requirements in this Safeguarding policy. In addition, they must understand the Behaviour and Values Policy, the Staff Code of Conduct, (within this policy), the safeguarding response to children who go missing from education, the role of the DSL and their deputies, have read Part One of Keeping Children Safe in Education (as well as this policy) upon induction.

In keeping children safe who attend our schools, 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 child's wishes and feelings are sought and considered when making decisions in the best interests of a child.

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 (KCSIE)

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, immediate 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– and in addition to this policy) – to read Part One of KCSIE and to raise any questions about the guidance with the DSL/ deputy promptly. The schools will also provide training to allow staff to develop and secure their understanding. The DSL/ deputies 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. School staff see the children more regularly than the vast majority of professionals and know their children well, therefore, they are vital in the wider workforce to protecting children effectively. Staff should also be aware that safeguarding incidents and or behaviours can be associated with factors outside school and or can occur between children outside of this environment. Staff should also consider whether children are at risk of abuse or exploitation in situations outside their families. For example sexual exploitation, criminal exploitation and serious youth violence.

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. The must also be able to identify children who would benefit from Early Help with support from the DSL/ deputy, ("providing support as soon as a problem emerges").

What school and college staff should look out for

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 misusing drugs or alcohol themselves;
• suffers from poor mental health
• Is at risk of modern slavery, trafficking or exploitation;
is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
• has returned home to their family from care;
• is showing early signs of abuse and/or neglect;
• is at risk of being radicalised or exploited;
• is a privately fostered child

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 19)

"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." (KCSIE 2020)

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 or Deputy (listed above).

Taking immediate action when it is required – all staff members.
In exceptional circumstances, such as in emergency where a child could be at risk of harm or a genuine concern that appropriate action has not been taken, staff members can and should speak directly to children's social care – they must not wait to see a DSL/ Deputy in the unlikely event that one is unavailable. The staff member should seek advice from the wider leadership team where this is practical and possible. 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 is possible. Outside of these circumstances, it is preferred that the DSLs are spoken with as they hold other information that could be important. However, we would prefer a referral is made – even if proved to be unfounded – to protect all children from harm if the DSL/ deputy is unavailable or a staff member is still concerned.

To make a referral, you should ensure that you have access to the pupil's file to give name, DOB and address. However, you should not be deterred from calling social care if you do not have access to this. You will need to call from a number where they are able to phone you back. Local authorities should make decisions on the referral in one working day and should be followed up

upon through the local authority if the decision is not given to the referrer in this time. All staff are expected to challenge decisions by social care 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.
The Local Authority must let the person who has referred know whether:

•the child requires immediate protection and urgent action is required;
• whether the child is in need, and should be assessed under section 17;
• there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47;
• any services are required by the child and family and what type of services; and
• further specialist assessments are required in order to help the local authority to decide what further action to take.

The referrer should follow up if this information is not forthcoming.

Social care – 0300 126 1000

Out of hours - 01604 626938

"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 2020)

Each school should have details on social care contact – as well as the policy – available on the website for parents and an explanation that they should report concerns directly rather than delaying to see what the school thinks.

What you should do if you have concerns about a child

All schools in the Trust must use the Trust disclosure form.

Without delay, record the information that you have on a 'yellow' pupil welfare reporting form, found in the staffroom and the office, so that they are accessible at all times..
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 should also add the reasons that you now feel concerned for the child. It must be signed and handed directly to the DSL Deputy in their absence. Some schools may elect an appropriate senior deputy to receive the forms, (see table of roles for each school).

No information is too small – you should pass any concerns swiftly to the DSL/ deputy. 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 DSL/ Deputy and must not keep individual notes on a given child in their own records (unless directed by the DSL/ deputy to keep a diary in cases such as neglect, for use by the DSL/ deputy).

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

Dealing with a disclosure at our schools

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) DSL/ Deputy. 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 DSL/ Deputies have at least the minimum refresher training at the correct intervals as set out in the current KCSIE (every two years). In addition to this, at least 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 DSL/ Deputies) 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 DSL/ Deputy 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 2020

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.

"Proprietors of academies must appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, designated teachers will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience. KCSIE 2020

The individual schools must name the Designated Teacher on their policy. (see Paragraph 97 KCSIE for further information on the Designated teacher's role).

Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers and the Designated teacher must be aware of the associated guidance.

The school needs 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

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 disproportionally 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/ deputy 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 DSL/ Deputy. 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 DSL/ Deputy.

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.

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.

Children's Mental Health

KSIE 2020 makes explicit links with children's mental health and safeguarding. As a result, all staff should be aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

We recognise that staff can't make a diagnosis, this should only be left to trained professionals; however our school staff are well placed to observe children and identify behaviour which suggests they may be experiencing a mental health problem or that they are at risk of developing one.

Annual staff training from September 2020 ensures that staff are aware of how abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact and affect on child's mental health, behavior and education. If a member of staff has any concerns relating to mental health that is also a safeguarding concern, immediate action must be taken. Staff must follow the Safeguarding Policy, recording concerns on a yellow form and handing immediately to a DSL.

Specific safeguarding issues – Further support and links to key documentation can be found in KCSIE 2020

Child Missing from Education and Attendance

Principals/ Headteachers/ DSL/ Deputies must have a good understanding of the full guidance for Children Missing in Education.

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and

neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's unauthorised absence and children missing from education procedures as noted below.

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. Staff MUST report to the DSL/ Deputy, 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 DSL/ Deputy DSL to ensure that the issue is/ can be investigated.

In the event a child is missing, and further investigations do not satisfy the DSL/ deputy, we will follow the procedures in place for Northamptonshire.

The Principals monitor attendance and liaises with the DSL/ deputies to ensure pupils are attending school and any concerning patterns of attendance are addressed. Our office teams 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 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).

On the first day of absence, the office staff must contact the family. If there is no response, all other held contact details should be used to establish that the child is off ill (and safe). If no other channels of communication are effective, the school must conduct a home visit the same day. Reasonable steps may including asking neighbours if they know where a family is, (you must show your identity badge and always attend with another member of school staff). The Trust has this policy, in part, due to tragic events seen in the news where something has happened to the parent and then, as a consequence, the child.

The Trust expects all schools to go beyond the legal minimum and take every step to hold more than one emergency contact number. KCSIE states that this is good practice as it allows a school to make contact with a responsible adult when a child is missing from education or if there is a welfare and/ or safeguarding concern.

Female Genital Mutilation (FGM)

FGM is illegal.

Teachers must personally report to the Police a disclosure that FGM has been carried out in addition to talking to the school DSL/ deputy through school referral procedures.

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 new born, 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'.
- 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".

Preventing radicalisation

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

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme. KCSIE 2020

In our schools, we are aware of the risks posed by the internet and have appropriate online safety 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 and teach children in a way to allow them not to be radicalised as easily.

Our internet has appropriate filters and monitoring, (see Online-safety Policy), to further reduce the risk of radicalisation. Staff referrals should be handed to the DSL/ Deputy in the same way and our school will make use of the Revised Prevent Duty Guidance July 2015 to support our actions.

Domestic Violence

Domestic abuse
The cross-government definition of domestic violence and abuse is:
Any incident or pattern of incidents of controlling, coercive, threatening behaviour,

violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

We recognise that children in households where domestic violence is present, children are at risk and will use local documents to guide decisions about actions when this is identified. Staff must report all concerns through the normal procedures.

Drugs Use

At our schools, 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 If any of our schools were 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 incident must be reported to the Senior DSL who will seek advice from the Trust as soon as possible.

The SLT will then follow guidance in Searching, Screening and Confiscation February 2014 and the DfE and ACPO drug advice for schools. September 2012.
The pupil needs to agree to the search. The DSL/ DEPUTY 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. Additionally, staff must use reporting procedures and well as our duty of care if they believe an adult responsible for children is under the influence of drugs.

If drugs of any nature were to be found on site, two people must collect the item together to protect themselves and phone the / 101 for support.

Fabricated illness

This type of abuse is rare, but our schools are 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 in 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 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 if they arise, a full birth certificate will be requested on entry to our school as well as completion of the school entry form.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.
(See links in KCSIE 2020)

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

Bullying including cyber-bullying

Our school has both Anti-bullying and online 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.

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

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 DSL/ deputies have been told about the content of the imagery.

Guidance from UKCCIS will be followed.

Peer on Peer Abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. Staff should be particularly aware of the additions to KCSIE 2020 referencing "upskirting," which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is a criminal offence.

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 including the anti-bullying policy and behaviour policy). Peer on peer abuse can also be gender specific issues – for example, girls being sexually touched or boys being subject to an initiation/ violence. As such, any adult with any concern around peer on peer abuse must refer the concern to the DSL/ Deputy as well as the Principal.

We believe that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up." We operate a zero tolerance policy and once the issue is deemed to be Peer on Peer abuse, we will ensure that a DSL/ deputy is present during investigations that are made by the Principal. The victim will be treated with respect and dignity with due consideration to their wishes. We will ensure that immediate provisions are put in place to protect the individual and will work with partner agencies and the pupil's parents to ensure that the correct actions are taken for the specific circumstances. We recognise the following from KCSIE 2020:

- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;
- the different forms peer on peer abuse can take, such as:
- sexual violence and sexual harassment.
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery):

. The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on responding to sexting incidents; and initiation/hazing type violence and rituals.

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

Sexual violence and sexual harassment between children in schools and colleges KCSIE 2020 What is Sexual violence and sexual harassment?
It is important that school staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk.

Evidence shows girls, children with SEND and LGBT children are at greater risk.
Staff should be aware of the importance of:
• making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
• not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
• challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual harassment
When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
Whilst not intended to be an exhaustive list, sexual harassment can include:
• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual

nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
• non-consensual sharing of sexual images and videos;
• sexualised online bullying;
• unwanted sexual comments and messages, including, on social media; and
• sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment
The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem, it is important school staff understand consent. This will be especially important if a child is reporting they have been raped.

If staff have a concern about a child or a child makes a report to them, they should follow the Trust referral process (as also set out from paragraph 23 in Part 1 of KCSIE guidance). As is always the case, if staff are in any doubt they should speak to the DSL/ Deputy.

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 schools will make use of The Forced Marriage Guidance 19th July 2016 and consult with our safeguarding partners if there are any indicators of this.

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. KCSIE 2020

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 immediately to the DSL/ Deputy.

Child Sexual Exploitation (CSE) & Child Criminal Exploitation (CCE)

Each school must have a named DSL who is responsible for CSE

CSE and CCE are defined as forms of abuse when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child intp sexual or criminal activity. The imbalance can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength and access to economic or other resources. In some cases the abuse will be exchanged for somehitng the victim needs or wants and or will be to the financial benefit or other advantage eg. Increased status of the perpetrator or facilitator.

CSE and CCE can be:

- Perpertrated by individuals or groups
- Males or females and children or adults
- A one off occurrence or be a serious of incidents over time
- Range from opportunistic to complex organised abuse
- Involve force and or enticement-based methods of compliance and can involve violence or threats of violence.
- Where victims are exploited even when activity appears to be consensual
- online as well as in person.

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

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	• Troublesome (7-9; 10-12) • High daring (10-12) • Positive attitude towards delinquency (10-12) • Previously committed offences (7-9) • Involved in anti-social behaviour (10-12) • Substance use (7-9) • Aggression (7-9) • Running away and truancy (7-9; 10-12)	• Marijuana use (10-12)
Child's Family	• Disrupted family (7-9; 10-12) • Poor supervision (10-12)	

Factor	Strong risk factors for youth violence (age group)	Strong risk factors for gang involvement (age group)
School		• Low academic achievement in primary school (10-12) • Learning disability (10-12)
Child's peer Group	• Peers involved in crime and/or anti-social behaviour (7-9; 10-12)	
Community		• Marijuana availability (10-12) • Children and young people in the neighbourhood involved in crime and/or anti-social behaviour (10-12)

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

• can affect any child or young person (male or female) under the age of 18 years;
• can affect any vulnerable adult over the age of 18 years;
• can still be exploitation even if the activity appears consensual;
• can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
• can be perpetrated by individuals or groups, males or females, and young people or adults;
• is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Serious Violence

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

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance

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

Children with family members in prison

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. KCSIE 2020

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm. KCSIE 2020

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 DSL/ Deputies/ Senior leaders (in emergency) access the files and manage the contents of the use. The Principal needs to be kept up to date and understand how to access all aspects of safeguarding in the absence of the DSL/deputies.

The school office is vital in protecting children new to and leaving our school. They are responsible for ensuring that the DSL/ Deputies know pupils are being removed from the register so that checks on records can be made. Equally, they are responsible for informing the DSL/ Deputies of new pupils arriving.

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, rather than to post. We require a signature for receipt of the records and they must be handed to a DSL or Deputy. In the case of children transferring to schools that are further away, safe transit must be used and a photocopy of the originals retained until receipt is made from the receiving school. Again, this must be addressed to the DSL. In line with local protocol, a chronology of the case must be retained or a record of individual concern with only headline and date made by way of transfer receipt. These then must be destroyed safely and securely.

In line with national and local protocol, all originals will be transferred, however, when another family member continues at the school, relevant records may be photocopied and retained until they leave if there is sufficient concern and that the chronology would not be enough. These then must be destroyed safely and securely when they are no longer required. This is to ensure that we understand and can support our families appropriately and understand patterns or previous concerns. Child protection/ welfare concerns can be complex and sometimes records involve or relate to more family member than the individual child.

The DSL/ deputy should also consider whether a receiving school requires information in advance to allow for smooth transition for the pupil. The school must ensure that the child is definitely due to attend the establishment before sharing information.

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, though the legal liability lies with the previous school. Similarly, staff are expected to contact all Early Years settings for transition and as part of this, remind establishments to check if any Child Protection records are held that need transferring.

Our Duty of Care

By the nature of working in schools, all staff have a duty of care towards all pupils at our schools. Therefore, if there is any foreseeable risk, then staff should seek advice from the DSL/ Deputy 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 DSL/ Deputy 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 DSL/ deputy should follow this up with parents or ask the class teacher/ Phase leader to do so. 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 (and consider if the local Neglect Tool Kit is required) to such cases of concern.

In addition, where a parent or adult coming into school or onto the site is subject to a conviction or investigation which may make them a risk to our pupils or school community, they will be not allowed on site. Such action will always be considered alongside appropriate legal advice and approved by the Chief Executive Officer.

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 disguised 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 – We fully uphold guidance in KCSIE 2020 and all associated national and local guidance.

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 certainly give permission for the social worker to see the child at school to support the child's safety being assessed without parental permission.

DPA/ GDPR

Adopted from KCSIE 2020.

Information sharing is vital in identifying and tackling all forms of abuse and neglect. As part of meeting a child's needs, all governing bodies recognise the importance of information sharing

between practitioners and local agencies. This includes ensuring arrangements are in place that principles for sharing information within the school and with the three safeguarding partners, other organisations, agencies and practitioners as required.

School staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. 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.

All Governing bodies ensure relevant staff have due regard to the data protection principles, which allow them to share personal information, as provided for in the Data Protection Act 2018 and the GDPR. Relevant staff should be confident of the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'. Schools should not under the GDPR as supplemented by the Data Protection Act 2018 provide pupils' education data where the serious harm test under that legislation is met. Therefore, in a situation where a child is in a refuge, this could mean that schools can withhold education data under the GDPR; they should do so where the serious harm test is satisfied.

Governing bodies must ensure that staff who need to share 'special category personal data' are aware that the Data Protection Act 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information. This includes allowing practitioners to share information without consent, if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

Opportunities to teach safeguarding

Each Governing Body should ensure that children are taught about safeguarding, including online safety. Schools should consider this as part of providing a broad and balanced curriculum. This may include covering relevant issues through Relationships Education and Relationships and Sex Education (formerly known as Sex and Relationship Education), and through Personal, Social, Health and Economic (PSHE) education. The Government has made regulations, which will make the subjects of Relationships Education (for all primary pupils) and Health Education (for all pupils in state-funded schools) mandatory from September 2020.

Whilst it is essential that governing bodies ensure that appropriate filters and monitoring systems are in place, they should be careful that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

The Trust has a bespoke Personal Development Programme to bridge into a new curriculum where fully appropriate Relationships and Sex Education will be delivered in line with a policy due to be in place for 2020

The curriculum expects that both real life and the online world are addressed in each theme as far as is possible.

The Management of Safeguarding

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 committee governor and senior representative from a given school will need to conduct checks in line with KCSIE 2020/ Trust policy and report compliance at the Compliance Committee meetings. The Compliance Committee are responsible for ratification of the Safeguarding Policy. All schools must adhere to both Trust requirements and legislation.

The Senior DSLs are responsible for setting the policy requirements and providing support and challenge to schools but responsibility for discharging all Trust and Statutory duty lies within each school. The MAT Safeguarding Team will communicate all aspects of their work to the CEO and where non compliance is present, the CEO will address this alongside members of the Trust and by way of the Compliance Committee. The MAT Safeguarding Team are a network of support for all schools and provide a cohesive approach to safeguarding, including regular advice to schools in protecting children in specific instances.

The DSL has lead responsibility in their school and holds full responsibility for compliant practice in line with this policy.

- See opening table for individual school structures.

The Trust requires copies, of the audit completed for the local safeguarding board and reports of progress to address actions. The MAT Safeguarding Team l appraises and responds to the audit content to ensure compliance in each school.

The Trust ensures that this policy is updated at least annually by the Senior DSLS in the Trust for Safeguarding.

Principals should ensure that the safeguarding policies and procedures, adopted by Governing Bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.

The role of the Governing Body (KCSIE 2020)

Governing bodies and proprietors must;
(list not exhaustive)

- ensure that they comply with their duties under legislation and all listed responsibilities in KCSIE 2020. 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 multi-agency working in line with statutory guidance Working Together to Safeguard Children 2018. They should also recognise the importance of information sharing between agencies.

- Have current and due regard for the new safeguarding partner arrangements http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/news/safegaurding-partnership-arrangements-northamptons

- ensure that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the multi-agency safeguarding procedures set up by Northamptonshire's Partnership arrangements

- 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, . The CEO must be notified).

- ensure there is an effective child protection/ safeguarding policy in place together with a staff code of conduct and that recognises acceptable use of technology and staff/ pupil relationships.

- 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 and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

- must appoint a member of staff of the school's leadership team to the role of Designated Safeguarding Lead. This must 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. The person needs to be on the leadership pay scale/ conditions to ensure availability out of hours and in holidays can be covered in line with Pay and Conditions.

- Work with the DSL to meet their Governance Duties as set out in KCSIE as well as contribute to the lead Governor who attends the Trust Committee meetings.

The DSL should –

- Liaise with the local authority and work with other agencies in line with *Working Together to Safeguard Children 2018.* There should always be cover for this role.

- Have due regard to the new Northamptonshire Partnership Arrangements

- 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, but where the DSL/ deputy is present, they hold the best information for an effective referral.

- Must undergo updated child protection training approved by NSCB 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 DSL should work with the Governing Body in the development and implementation of Safeguarding and support them in discharging their role as well as working with the MAT and the Compliance Trust committee.

- Fulfil all duties under Keeping Safe in Education 2020 and all associated legislation, including additional Trust requirements.

Supervision

Supervision and professional discussion are the best way of preventing an error in decision making made by the DSL/ deputy in the case of child protection/ welfare. We expect a culture of positive challenge to each other regardless of seniority to ensure that we make the right judgements in all cases and do not miss a vital aspect in a case of concern.

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.

The Trust expects formal supervision at times of heightened caseload or in cases carrying serious risk, harm or causing stress to the member of staff actioning the case. This could be in the form of partnership working and challenge.

Supervision should follow the structures of the safeguarding teams, with the DSL 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. We expect formal and regular supervision if the DSL delegate work to a non-qualified teacher such as a Support Worker whilst recognising the considerable skill that these staff members may have.

Concerns about an adult working with children

Whistle blowing Helpline NSPCC 0800 028 0285

https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/

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 DSL/ Principal. All Trust schools must inform the CEO as soon as possible that there are concerns.

What 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 phone the NSPCC helpline or Designated Officer themselves. Those taking such actions in good faith with not suffer a detriment for taking this action.

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:

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"

Designated Officer Contact for Northamptonshire

http://www.northamptonshirescb.org.uk/schools/referrals-eha/designated-officer/
Designated Officer Administrator - 01604 364031
Designated Officer Andy Smith - 01604 367862
Designated Officer Christine York - 01604 362633

Allegations against a member of staff – all procedures will be adopted from KCSIE. The Trust fully upholds all guidance in terms of referring to the DBS/ Secretary of State and this statement is to ensure recognition by all leaders of this requirement. DBS for all members of staff across our schools are updated every four years as good practice. New DBS are also requested for existing members of staff in all schools that join our Trust.

Safer Recruitment – Recruitment, Selection and Vetting

We follow all guidance from Keeping Children Safe in Education 2020.
Principals must ensure that procedures are followed.

Of specific note in relation to the Trust

- We recognise we meet the criteria for A Section 128 check

- We will always seek at least two 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. One reference must be from the manager of their current employment. The references will need to be of good quality to act as a reference. Missing information or a lack of clarity, for example, will not be acceptable. Our schools must also refer to KCSIE for further information on references.

- A trained member of staff in the office team has day to day responsibility for Safer Recruitment and the SCR. The SCR should be overseen by the DSL. The SCR and related recruitment information and provide legislative guidance in compliance and applying the legal requirements as frequently as directed by the CEO but will be quality assured by a qualified external partner at least annually.. The CEO will receive all copies of any reports. A trained member of staff with safer recruitment training must be present throughout the whole process.

- Each school must adopt the template for the Trust as their SCR.

- Additionally, the Local Governing Body are responsible for checking the SCR and recruitment procedures and reporting to the Trust.

- Conduct further checks to validate information given in the application. For example, if travelling, copies of the flights and inventory to confirm the contents of the application, or in the case of owned a business, checking that it existed.

Regulated Activity in Relation To Children: Scope

This document must be referred to in order to apply the correct checks.

All schools must refer to the above guidance as well as KCSIE to ensure that they fully assess each role to consider whether it is regulated or not.

Adults not employed by the school

Adults invited in to school by school staff are expected to be discussed with the Principal/ / DSL 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 appropriate adults to be in school.

Whilst we operate a comprehensive check (in line with KCSIE) on adults entering our school, we are also vigilant to behaviour causing concerns. (Please refer to sections above about concerns about an adult in relation to safeguarding children)

Supply teachers

We do not use agency workers and only use supply teachers who are well known to our schools. Full checks are carried out and it is the responsibility of each school to ensure that this is done. Concerns or allegations about supply staff must be referred to the Principal and the relevant procedures followed. It is not acceptable to simply stop using the services of the individual (s).

Volunteers

Regulated activity and volunteer guidance is followed. Due to the open plan nature/ break out areas in many of our schools, Principals/ Headteachers/ DSLs need to consider carefully the appropriate level of checks. Volunteers classed as unsupervised must still be supervised correctly. 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/ deputy so that they understand what constitutes something of concern, who to report to, as well as confidentiality. They are to be given this policy.

Students are inducted by the teacher in charge of students who also ensures that they meet the DSL/ deputy 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 on a lanyard. None of the above mentioned are allowed to enter school without the appropriate level of checks (this will be variable depending on the nature of the visit. Eg – a guided tour is supervised and there is no right to ask for safeguarding checks but they would be expected to sign in) whilst pupils are in school. The Principal does not have the right to ask for checks in respect of family members or visitors for sports day, for example, and must decide upon the most appropriate level of supervision.
All adults not employed by our school are required to meet for a fire register count in the event the alarm sounds.

STAFF CODE OF CONDUCT – SAFER WORKING PRATICES

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
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 all 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, (formly 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 must 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 DSL/ Deputy. In such cases, individuals have a duty to pass information on without delay, but only to the DSL/ Deputy responsible or in their absence, the Principal.

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
- breach the Equality Duty 2010 by making discriminatory remarks or any such like behaviour covered under the Equality Act.

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 are expected 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
- be professional

Denim jeans or similar are not permitted other than for out of school hour staff and on trips/ specific days where they are required in school. Trainers or pumps are not permitted unless they are required for an activity such as PE. Staff should reflect on their clothing, for example underwear should not be visible, and the leadership teams at school reserve the right to discuss inappropriate clothing with the staff member.

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/ deputies 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 Principal/ DSL.
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 (or parents) 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. Staff

may be requested to undertake private tutoring of the pupils at school – they should seek advice from the DSL/ Principal as they could expose themselves to conflicts of interest or the need to make a social care referral. This could leave the staff member open to allegation and additionally, safeguarding concerns could arise that further complicate appropriate boundaries.

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 or as part of your child's friendships 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 outside of these circumstances. 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 teams 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 expect the following -

- You do not name employment at the school on social media, (unless a professional platform)
- 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 teacher/ 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 DSL promptly
- 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, for example, Reception staff. Therefore, they must ensure that the Principal knows that photos are being taken off site. The Principal must ensure that there is a business case for allowing the photographs to be taken/ accessed off site.

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

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 and DSL.

Physical contact, which occurs regularly with an individual child or young person will be within either an Individual Plan 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 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. Younger children in distress may require comfort. 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/ unnecessary/ inappropriate always be prepared to explain actions and accept that all physical contact be open to scrutiny
- never indulge in horseplay, tickling or fun fights or play tapping etc …
- 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 and Values 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

The Trust requires the Principal to fully understand the DFE Guidance on the Use of Force. They must be familiar with the full guidance and train their staff in the correct use of it.

Staff must have relevant restraint training, but should only be used as a last resort or in agreement with parents and SENCO. In circumstances where restraint is used and the adult is not trained incidents must be recorded and reported to the Prinicpal who will seek advice from the CEO where necessary.

"There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. KCSIE 2020

The Department for Education believes that "the adoption of a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. It encourages headteachers, principals, governing bodies and proprietors to adopt sensible policies, which allow and support their staff to make appropriate physical contact. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned and should always depend on individual circumstances." KCSIE 2019

The DFE notes school's responsibilities when using reasonable force in relation to children with SEN, disabilities or with medical conditions in relation to the Equality Act 2010

"When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 201036 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.37 By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges can reduce the occurrence of challenging behaviour and the need to use reasonable force." KCSIE 2019

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

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

.remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Reasonable in the circumstances means using no more force than is needed and the reason the action is decided to be taken must be proportionate.

Sexual Contact with Young People

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 giving 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 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.

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.

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 DSL/ Deputy /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. However, school staff never photograph injuries.

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.
- 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 offices hold strict guidance on our policy around giving medicine and its storage. Care plans show any specialist medication and storage.

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. It is good practice to make another employee 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 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. There must be the appropriate level of check made and recorded on the SCR for anyone engaged in intimate care

.

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 Principal.

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 with access to the public should be closed to prevent intrusion.
- Visitors must only enter through the main entrance and after signing in at the office. . They should be given a visitors badge on entry, unless there is a planned event where arrangements are carefully planned and different
- 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.
- Staff are responsible for ensuring high value items are kept securely, particularly at the start and end of the day or when there is a community event taking place.

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.

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

The Trust has a detailed policy for online 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

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 doubt, advice must be sought from a senior member of staff or a DSL/ DEPUTY. All guidance is publicly accessible via the internet.

Annex

Useful contacts (as of January 2016)

Northamptonshire County Council – Northamptonshire Safeguarding Hub
0300 126 1000

MASH email
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

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/

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