

# Safeguarding Policy

(Including EYFS and Wrap-around care)

A Foundation Safeguarding Policy  
ISI Regulatory Policy

**Version 3.8**

Reviewed by Stone King – August 2020

Adopted on interim basis by Foundation Executive Committee – August 2020

Review cycle – Annual

Next review date – September 2020

Source – ELS/Deputy Head (Pastoral), Princethorpe

## Safeguarding Policy

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## **Safeguarding Policy**

### **1. Index of names**

*This will be added once the Policy has been approved by the Governing Body.*

## **2. Policy statement and principles**

The Trustees and staff of The Princethorpe Foundation ('the Foundation') comprising Princethorpe College, Crackley Hall and Crescent School ('the Schools') fully recognise the contribution they must make to safeguarding children. We recognise that all staff, including volunteers, supply staff and Trustees, have a full and active part to play in protecting our children from harm and providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

Safeguarding is everyone's responsibility. Everyone has a role to play in identifying concerns, sharing information and taking prompt action in accordance with this policy.

The aims of this policy are to:

- support children's development in ways that will foster security, confidence and independence
- raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- ensure that all staff have adequate and regular training in safeguarding procedures and provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities
- provide a systematic means of monitoring children known or thought to be at risk of harm
- emphasise the need for good levels of communication between all members of staff
- develop a structured procedure within the Foundation which will be followed by all members of the school community in cases of suspected abuse
- develop and promote effective working relationships with other agencies, especially the Police and Children's Services
- ensure that all adults within the Foundation who have access to children, or information about children, have been checked as to their suitability
- ensure consistent good practice
- demonstrate our commitment with regard to safeguarding and child protection to pupils, parents and other partners
- contribute to the Foundation safeguarding portfolio.

### **1.1 Related Safeguarding Policies**

This policy is one of a series in the Foundation's integrated safeguarding portfolio. The following policies are related or mentioned to this policy and should be read in conjunction with this policy:

- Educational Trips Policy;
- Health and Safety Policy;
- Safer Recruitment Policy;
- Images of Pupils Policy;
- ICT Acceptable Use Policy;
- Behaviour Management Policy;
- Missing Child Policy;
- Staff Behaviour / Code of Conduct Policy;
- Intimate Care Policy;
- Anti-Bullying Policy.

This policy applies to all the Schools in the Foundation. This Safeguarding Policy is available on each of the School's websites and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work for the Foundation.

This policy is ratified annually by the Trustees unless an incident, new legislation or guidance suggests the need for an interim review.

## 1.2 Core safeguarding principles

The Foundation's core safeguarding principles are:

- To safeguard and promote the welfare of children which is of paramount importance. All staff and volunteers are expected to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and Trustees will therefore be involved in this policy's development and review;
- Children who are safe and feel safe are better equipped to learn;
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home in the community or in school. If, at any point, there is a risk of immediate serious harm to a child a referral will be made immediately in accordance with this policy. Anybody can make a referral;
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection from harm;
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child;
- Pupils and staff involved in child protection issues will receive appropriate support.

## 1.3 Child protection statement

The Foundation recognises our moral and statutory responsibility to safeguard and promote the welfare of all pupils in our Schools. We endeavour to provide a safe and welcoming environment where children are respected and valued. All staff are trained to be alert to the signs of abuse and neglect and follow the procedures set out in this policy to ensure that children receive effective support, protection and justice.

## 1.4 Terminology

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

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults with parental responsibility or those who are in a parenting role, for example step-parents, foster carers and adoptive parents.

### 3. Safeguarding legislation and guidance

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2012) ('KCSIE'). (Staff can find a copy on the Princethorpe VLE and on Teacher Shared on the Intranet at Crackley Hall and Crescent School (a hard copy has been issued to all staff.)
  - Interim Covid-19 safeguarding guidance (first published on 27 March 2020 and updated regularly)
  - Disqualification under the Childcare Act 2006 (August 2018)
  - What to do if you're worried a child is being abused: advice for practitioners (March 2015). A copy of this document can be found in the DSL's office at Princethorpe, Crackley Hall and Crescent School.
  - Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- Working Together to Safeguard Children (July 2018)
  - Information sharing: advice for practitioners providing safeguarding services (July 2018)
- Revised Prevent Duty Guidance for England and Wales (July 2015)
  - The Prevent Duty: Departmental advice for schools and child care providers (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

The Foundation's procedures for safeguarding children take account of the procedures and practices of Warwickshire County Council as part of the inter-agency safeguarding procedures set up by Warwickshire Safeguarding Children Executive. Warwickshire Safeguarding advice and guidance which can be found at <https://www.safeguardingwarwickshire.co.uk/>. All the schools may also need to refer children to other safeguarding children's boards as many children reside in areas outside of Warwickshire.

This policy should be read alongside the Foundation's Covid-19 Safeguarding Appendix II which sets out how this policy has been adapted to ensure appropriate regard to KCSIE during this time.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Due to their day-to-day contact with pupils, Foundation staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all Foundation staff are alert to the signs of abuse, are approachable and trusted by pupils, listen actively to children and understand the procedures for reporting their concerns. Our Schools will act on identified concerns and act where there are safeguarding concerns in accordance with this policy.

## **2.1 Early Years Foundation Stage**

This policy applies equally to children in EYFS either during the normal school day, or attending after school club or holiday club.

### **Disqualification from working in childcare**

Where staff work in, or are involved in the management of, any of our early years or provision of care of children under the age of eight, the school will take steps to check whether those staff are disqualified under the Childcare Act 2006. These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of our safer recruitment practices, further details of which can be found in the Foundation's Safer Recruitment Policy.

The Foundation will record all checks of staff employed to work in or manage relevant childcare on a Single Central Register. Where a member of staff is found to be disqualified or if there is doubt over that issue then, pending resolution, the school will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the school will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **Use of mobile phones and cameras**

The Foundation's policy on the use of mobile phones and cameras in the setting can be found in the Foundation's Images of Pupils Policy and as detailed here..

Members of staff, children and parents should not use their private cameras or mobile devices to record images of children at any time within our EYFS setting (nursery and reception years) or whilst on school trips.

Parents will wish to use their mobile phones or camera in or around the EYFS setting must first obtain the prior approval of the Head.

Staff who wish to use take photographs or video of pupils (whether on a personal or school device) must first speak with the Head to obtain their approval before taking any image of a pupil. Photographs will only be taken of children with their parents' consent using school equipment. Photographs will be downloaded onto school computers only, and will be monitored and stored in accordance with the school's data protection policies and procedures.

Staff who wish to use their personal mobile devices or cameras in school for any other reason must first speak with the Head. Staff who act in breach of this may be subject to disciplinary action.

### **DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the early years settings can be found on the key contacts page 'Roles and Responsibilities' Part 3.

### **Waiver from Disqualification**

Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

## 4. Roles and responsibilities

### 4.1 Key personnel - Princethorpe College

#### Designated safeguarding leads

- **Beth Sharpe**, Deputy Head Pastoral is the Designated Safeguarding Lead (DSL)
  - E-mail – [bethsharpe@princethorpe.co.uk](mailto:bethsharpe@princethorpe.co.uk)
  - Phone – 01926 634200 or 07391 407551
- **Anne Allen** – Deputy DSL (DDSL)
  - E-mail – [annewhite@princethorpe.co.uk](mailto:annewhite@princethorpe.co.uk)
  - Phone – 01926 634200
- **Andy Compton** – Deputy DSL (DDSL)
  - E-mail: [andycompton@princethorpe.co.uk](mailto:andycompton@princethorpe.co.uk)
  - Phone – 01926 634200 or 07741 198866
- **Lisa Challinor** – Deputy DSL (DDSL)
  - Email: [lisachallinor@princethorpe.co.uk](mailto:lisachallinor@princethorpe.co.uk)
  - Phone – 01926 634200
- **Ed Hester**, Head – Deputy DSL (DDSL)
  - E-mail – [edhester@princethorpe.co.uk](mailto:edhester@princethorpe.co.uk)
  - Phone – 01926 634200

#### Nominated Safeguarding Trustees

- **Mrs Liz Kenward** is the Nominated Safeguarding Trustee for Princethorpe:
  - Email – [nst@princethorpe.co.uk](mailto:nst@princethorpe.co.uk)
  - Phone – 01926 634200
- **Mrs Liz Griffin**, Chair of Trustees, Deputy Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01926 634200

#### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- **Beth Sharpe**, (Deputy Head Pastoral) is the Designated Safeguarding Lead (DSL)
  - E-mail – [bethsharpe@princethorpe.co.uk](mailto:bethsharpe@princethorpe.co.uk)
  - Phone – 01926 634200

#### Early Help Lead

The Early Help lead is:

- **Beth Sharpe**, (Deputy Head Pastoral) is the Designated Safeguarding Lead (DSL)
  - E-mail – [bethsharpe@princethorpe.co.uk](mailto:bethsharpe@princethorpe.co.uk)
  - Phone – 01926 634200

**E-safety Coordinator** The e-safety coordinator is:

- **Andy Compton**
  - Email@ [andycompton@princethorpe.co.uk](mailto:andycompton@princethorpe.co.uk)
  - Phone: 01926 634200

## 4.2 Key personnel – Crackley Hall

### Designated Safeguarding Leads

- **Duncan Cottrill**, Deputy Head, is the Designated Safeguarding Lead (DSL)
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514444 or 07587 550168
- **Clare Bird**, Nursery Manager, Deputy DSL - all-year-round post (DDSL)
  - E-mail – [clarebird@crackleyhall.co.uk](mailto:clarebird@crackleyhall.co.uk)
  - Phone – 01926 514444
- **Emma Fazakarley**, Early Years Practitioner, Deputy DSL - all-year-round post (DDSL)
  - E-mail – [emmafazakarley@crackleyhall.co.uk](mailto:emmafazakarley@crackleyhall.co.uk)
  - Phone – 01926 514444
- **Rob Duigan**, Head, Deputy DSL (DDSL)
  - E-mail – [robertduigan@crackleyhall.co.uk](mailto:robertduigan@crackleyhall.co.uk)
  - Phone – 01926 514444

### Nominated Safeguarding Trustees

- **Miss Teresa McNamara** is the Nominated Safeguarding Trustee for Crackley Hall:
  - E-mail – [NominatedSafeguardingTrustee@crackleyhall.co.uk](mailto:NominatedSafeguardingTrustee@crackleyhall.co.uk)
  - Phone – 01926 514444
- **Mrs Liz Griffin**, Chair of Trustees, Deputy Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01926 514444

### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- **Duncan Cottrill**, Deputy Head
  - E-mail – [duncancottrill@crackley.co.uk](mailto:duncancottrill@crackley.co.uk)
  - Phone – 01926 514444

### Early Help lead

The Early Help lead is:

- **Duncan Cottrill**, Deputy Head
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514444

### E-safety Coordinator

The e-safety coordinator is:

- **Duncan Cottrill**, Deputy Head
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514444

### 4.3 Key personnel – Crescent School

#### Designated safeguarding leads

- **Alan Webb**, Assistant Head, who is Designated Safeguarding Lead (DSL)
  - Email – [alanwebb@crecentschool.co.uk](mailto:alanwebb@crecentschool.co.uk)
  - Phone – 01788 521595
- **Joe Thackway**, Head, who is Designated Deputy DSL (DDSL)
  - E-mail – [joethackway@crecentschool.co.uk](mailto:joethackway@crecentschool.co.uk)
  - Phone – 01788 521595
  -
- **Sam Stapleton**, Head of Wellbeing who is Designated Deputy DSL (DDSL)
  - Email – [samstapleton@crecentschool.co.uk](mailto:samstapleton@crecentschool.co.uk)
  - Phone – 01788 521595

#### Nominated Safeguarding Trustees

- Mrs Liz Griffin, Chair of Trustees, Deputy Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01788 521595

#### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- **Sam Stapleton**, Head of Wellbeing who is Designated Deputy DSL (DDSL)
  - Email – [samstapleton@crecentschool.co.uk](mailto:samstapleton@crecentschool.co.uk)
  - Phone – 01788 521595

#### Early Help lead

The Early Help lead is:

- **Alan Webb**, Assistant Head
  - Email – [alanwebb@crecentschool.co.uk](mailto:alanwebb@crecentschool.co.uk)
  - Phone – 01788 521595

#### E-safety coordinator

The e-safety coordinator is:

- **Joe Thackway**, Head
  - E-mail – [joethackway@crecentschool.co.uk](mailto:joethackway@crecentschool.co.uk)
  - Phone – 01788 521595

## Key external agencies

### Local safeguarding partners:

Warwickshire County Council (Chief Executive), Clinical Commissioning Group (Accountable Officers) and Warwickshire Police (Chief Constable).  
Covers Leamington Spa, Rugby, Stratford upon Avon and Nuneaton and Bedworth.

**Warwickshire: 01926 410410**

Other areas:

Coventry: 02476 788555

Oxfordshire: 01865 815843

Northamptonshire: 03001 261000

Leicestershire: 0116 305 0005

### Warwickshire's Education Safeguarding Children's Manager

Adrian Over mobile number: 07966 2244286

### Children Missing Education Service

The Children Missing Education Service (CME) for Warwickshire

Tel: 01926 742036

Email: [carolhattee@warwickshire.gov.uk](mailto:carolhattee@warwickshire.gov.uk)

### Multi-Agency Safeguarding Hub

#### Warwickshire MASH –

Tel: 01926 414144

Email: [mash@warwickshire.gcsx.gov.uk](mailto:mash@warwickshire.gcsx.gov.uk)

The form can also be completed online.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team: 01926 886922.

### NSPCC whistleblowing helpline

Address: Weston House, 42 Curtain Road London EC2A 3NH

Tel: 0800 028 0285 between 8.00am and 8.00pm Monday to Friday

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### Disclosure and Barring Service

Address: DBS Customer Services, PO Box 3961, Royal Wootton Bassett, SN4 4HF

Tel: 03000 200 190

Email: [customerservices@dbs.qsi.gov.uk](mailto:customerservices@dbs.qsi.gov.uk)

### Teaching Regulation Agency

Address: Teacher Miscount, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT

Tel: 0207 593 5393

Email: [misconduct.teacher@education.gov.uk](mailto:misconduct.teacher@education.gov.uk)

### OFSTED Safeguarding Children

Tel: 0300 123 4666 (Monday to Friday from 8am to 6pm)

Email: [Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)

### Preventing extremism in schools and children's services

#### Department for Education:

Tel non-emergency number: 020 7340 7264

Email: [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk)

**Police:**

Emergency: 999

Non-emergency: 101

**Local Authority:**

Prevent Lead: Geoff Thomas

Tel: 01926 412016

Email: [[geoffthomas@warwickshire.gov.uk](mailto:geoffthomas@warwickshire.gov.uk)]

### 3.1 The Designated Safeguarding Lead (DSL)

The DSL at each of the Schools:

- is a senior member of staff from the leadership team and therefore has the status and authority within the Foundation to carry out the duties of the post, including committing resources and supporting and directing other staff;
- takes lead responsibility for safeguarding and child protection in the Foundation. This responsibility will not be delegated;
- maintains an overview of safeguarding within the Foundation, opens channels of communication with local statutory agencies, liaises closely with health and safeguarding partners (such as children's social care and the police), supports staff in carrying out their safeguarding duties and monitors the effectiveness of the Foundation's policies and procedures in practice. The DSL (or DDSL) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on a response to a safeguarding concern;
- regularly reviews the Foundation's and their own practices, and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services;
- will always be available to discuss safeguarding concerns. During term time, the DSL and/or DDSL will always be available (during school hours) for staff in school to discuss any safeguarding concerns.
- will be available any safeguarding concerns during out of hours/out of term activities;
- **contact details of all DSLs can be found above;**
- will liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*. ("NPCC - When to call the police" may assist the DSL (or DDSL) understand when they should consider calling the police and what to expect when they do);
- will inform the safeguarding partners of any incident which they think should be considered for a child safeguarding practice review;
- receives updated child protection training as set out in this policy;
- acts as a source of support and expertise to the Foundation and school community
- helps promote the educational outcomes by pupils working closely with teachers and senior leadership and sharing relevant information about pupil welfare, safeguarding and child protection concerns;
- encourages a culture of listening to children and taking account of their wishes and feelings;
- is trained in the Early Help process;
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file;
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings;
- co-ordinates the Foundation's contribution to child protection plans as part of core groups,

- attending and actively participating in core group meetings;
- ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of pupils, parents, staff, volunteers and governors and/or the Foundation trustees regarding this;
- liaises with the nominated safeguarding trustees and relevant Head as appropriate
- keeps a record of staff attendance at child protection training
- notifies MASH if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt. The DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. Each school will ensure that key staff, such as the SENCO, are also aware of these arrangements, as required;
- if the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed;
- ensures parents are aware of the Foundation's role in safeguarding and that referrals about suspected abuse and neglect may be made;
- provides an annual report to the Trustees on Child Protection and Safeguarding issues.

*Please see **Section 3, Roles & Responsibilities** for contact details at the Local Authority. Full details of the DSL's role can be found at Annex B of KCSIE.*

### **3.2 The Deputy Designated Safeguarding Leads (DDSLs)**

DDSLs are the people to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. The DDSLs are trained to the same level as the DSLs and in the absence of the DSL, carry out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the DSL, the DDSLs will assume all of the functions of the DSL.

### **3.3 The Trustees**

The Foundation Trustees ensure that the Schools:

- have arrangements to safeguarding and promote the welfare of all pupils and such arrangements have regard to guidance issued by the Secretary of State (as detailed above under **Section 2**);
- appoint a DSL and that the DSL role and responsibilities are explicit in the job description;
- have clearly identified safeguarding responsibilities explicitly in the job/role descriptions of every member of staff and volunteer;
- have a Safeguarding Policy and procedures, including a Staff Code of Conduct, and that these are consistent with statutory requirements, reviewed annually as a minimum and made available publicly on the school website;
- have procedures for dealing with allegations of abuse made against members of staff (including the Head) and supply staff and volunteers;
- follow safer recruitment procedures;
- ensure that all staff, including temporary staff and volunteers, are provided with copies of or access to this Safeguarding Policy and Staff Code of Conduct Policy before they start work at the school;

- appoint a designated teacher at each school to promote the educational achievement of children who are looked after by the Local Authority (including previously looked after children) and ensures that the designated teacher is appropriately trained;
- contribute to inter agency working and plans;
- consider how pupils may be taught about safeguarding, including how to keep themselves safe at all times including online, as part of a broad and balanced curriculum, to include Relationships and Sex Education;
- nominate a member (normally the Chair of Trustees) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Head.

### **3.4 The Head**

The Head of each of the Schools:

- Ensures, together with the DSL, that the child protection policy and procedures are understood and implemented by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and DDSLs to carry out their roles effectively;
- supports the designated teacher for looked after (and previously looked after) children to promote the educational achievement of any pupils who are looked after by the Local Authority and ensures that all staff have the skills, knowledge and understanding necessary to keep looked after children safe;
- ensures that all staff understand the whistle blowing procedures and where to find these;
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum to include Relationships and Sex Education;
- manages all allegations of abuse against staff in accordance with the procedures in this policy.

## **5. Staff code of conduct**

To meet and maintain our responsibilities towards pupils all Foundation staff and volunteers must read and follow the Staff Code of Conduct. A hard copy of this document is issued to all staff during their induction and it can also be found in the Staff Handbook; it is also on Teacher Shared on the Intranet at Crackley Hall and Crescent School.

The Staff Code of Conduct is reviewed annually along with this Safeguarding Policy.

## **6. Abuse of position of trust**

All Foundation staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The Foundation's Staff Code of Conduct sets out our expectations of staff and is signed by all staff members.

## **7. Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

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

- disabled or have special educational needs;
- affected by parental substance misuse, domestic abuse or parental mental health needs;
- asylum seekers;
- looked after (or previously looked after) by the Local Authority or otherwise living away from home;
- vulnerable to being bullied, or engaging in bullying behaviours;
- living in temporary accommodation;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- at risk of child sexual exploitation (CSE);
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

## **8. Early Help**

The Foundation recognises that providing early help is more effective in promoting the welfare of children than reacting later. Any child may benefit from early help but all Foundation 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;
- 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.

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

All school staff are trained to notice any concerns about children, which may help to identify that they would benefit from early help. In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the school's DSL. If early help is appropriate, the DSL will generally lead on liaising with relevant agencies and setting up inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving or is getting worse.

We recognise that children and families may need support from a wide range of local agencies. Our Schools are therefore committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help, using the CAF process; and
- provide targeted early help support to help address the assessed needs of a child and their family and working with external agencies to develop an action plan that will focus on activity to improve the child's outcomes.

The Early Help process will usually only be effective if it is undertaken with the agreement of the child's parents/carers. Early Help should ideally involve the child and family as well as all the professionals who are working with them. If parents and/or the child do not consent to the Early Help process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral into MASH, Multi Agency Support Hub may be necessary.

*Please see **Section 3**: roles and responsibilities for the individuals trained in the Early Help process for each school.*

## **9. Attendance**

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is therefore monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly by the Trustees.

## **10. Children Missing from Education**

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.

Attendance, absence and exclusions are closely monitored. Our Schools ensure that their admissions register is kept fully up to date and attendance registers are taken at the school twice a day in accordance with the attendance policy. The school's DSL will monitor unauthorised absence and take appropriate action, particularly where children go missing on repeated occasions and/or are missing for periods during the school day.

A child going missing from education is a potential indicator of a range of safeguarding possibilities, such as abuse, neglect and sexual exploitation. Where reasonably possible our Schools hold more than one emergency contact number for each pupil so additional options are available to make contact with a responsible adult when a child goes missing is also identified as a welfare and/or safety concern.

Staff must follow the Foundation's procedures for dealing with children who go missing, particularly on repeat occasions. The Foundation's procedure for dealing with children who go missing can be found in the Foundation's Missing Child Policy. All unexplained or unauthorised absences will be followed up in accordance with our attendance policy and Missing Child Policy. By way of example, reasonable steps include:

- telephone calls to all known contacts;
- letters home (including recorded delivery);
- contact with other schools where siblings may be registered;
- possible home visits where safe to do so;
- enquiries to friends, neighbours etc. through school contacts;
- enquiries with any other Service known to be involved with the pupil/family;
- all contacts and outcomes to be recorded on the pupil's file.

Action should be taken in accordance with this Safeguarding Policy if any absence of a pupil from the school gives rise to a concern about their welfare.

Our Schools will inform the local authority (and the local authority where the child is normally resident) of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more. The Foundation follows the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Our Schools will inform the Local Authority of any pupil of compulsory school age who is going to be added to or deleted from the admission register at non-standard transition points on one of the grounds set out in Education (Pupil Registration) (England) Regulations 2006 as amended. By way of example, these include where they have been permanently excluded; have been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age; where they are registered at another school; or where the pupil has not returned to school for 10 days after an authorised absence or is absent from school without authorisation for 20 consecutive school days and the school and Local Authority have failed, after jointly making reasonable enquiries, to establish the child's whereabouts (and there are no reasonable grounds to believe the pupil is unable to attend due to sickness or unavoidable cause). :

Our Schools will notify the Children Missing Education Officer in the Local Authority as soon as the grounds for deletion are met and no later than the time at which the pupil's name is removed from the register.

It is essential for our Schools to comply with these duties as it will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

Please see **Section 3: roles and responsibilities contact details of the Children Missing Education Service.**

Deletions from roll agreed with the CME Officer will normally be backdated to the first day of absence. If the CME Officer is able to contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

## **11. Children who run away or go missing from home or care – Return Home Interviews**

The Foundation recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to a range of safeguarding possibilities.

All our Schools will work closely with their local authorities to support pupils who run away or go missing, including facilitating Return Home Interviews (both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on school site for the interview to take place). Our Schools will check with the Local Authority whether or not parents/carers have given their consent to such interviews. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, our Schools will contact the parent/carer and seek to secure their consent. Parents/carers may also choose to accompany their son/daughter in interviews and the school/college will facilitate that as appropriate.

*DfE 'Statutory guidance on children who run away or go missing from home or care' (January 2014)* provides further information on the steps local authorities and their partners should take to prevent children from doing missing and to protect them when they do. This guidance complements *Working Together* guidance and *'Children missing education: statutory guidance for local authorities'* (September 2016).

## **12. Helping children to keep themselves safe**

*KCSIE* requires the Foundation to ensure that children are taught about safeguarding, including online safety, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

The Foundation plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection. The Foundation community will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- ensure that all children know that they can approach any adult in each school if they are worried or in difficulty;

- provide Relationships Education to all primary age pupils, and provide Relationships and Sex Education to all secondary age pupils. RE and RSE is compulsory from September 2020 although our Schools have flexibility to decide how to discharge their duties within the first year of compulsory teaching. Our Schools will have regard to the DfE's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching RE and RSE;
- include in the curriculum opportunities during the REAL time programme at Princethorpe and during assemblies, Form Teacher time or PSHE lessons at Crackley Hall and Crescent School to teach children about safeguarding and help them adjust their behaviours (both inside and outside of school), in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

Our approach is designed to help children to think about risks they may encounter and, with the support of staff, work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are therefore taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying. Children are also taught about the safe use of electronic equipment and the internet and the risks posed by adults or young people who use the internet and social media to bully, groom, abuse or radicalise people, especially children. It will also include teaching pupils, for example about health relationships, consent and that sexual violence and sexual harassment is always wrong. Further detail on the Foundation's approach to E-Safety is set out in **Section 28** below.

That work will include discussions with children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'. It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic or sexual relationship and that she or he may do so without any intention to cause harm or distress to anybody. However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern. The Foundation's approach to sexting is set out in **Section 27** below.

### **13. Support for pupils, families and staff involved in a child protection issue**

All safeguarding incidents can be devastating for the child concerned and can also result in distress and anxiety for staff who become involved. We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;

- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our safeguarding, whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

## **14. Parental Concerns**

Parents are encouraged to raise any concerns directly with the relevant school, if necessary using this safeguarding policy for concerns about the safety and/or welfare of children.

Our Parents' Complaints procedure will otherwise be followed where a parent raises concerns, including about poor practice towards a pupil which does not require action under this policy. The Parents' Complaint procedure is available on request from our Schools. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints from staff are dealt with under the Foundation Grievance Policy and procedure document.

Complaints which escalate into a safeguarding concern will automatically be managed under this policy.

## **15. If staff have concerns about safeguarding practices in the school or concerns about a colleague**

### 14.1 Concerns about a colleague

Staff who are concerned about the conduct of a colleague - including visiting professionals, supply staff and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

Staff are expected to report all concerns about poor practice or conduct by colleagues - including what may seem minor contraventions of the Staff Code of Conduct – to the Head. Where there are concerns about the Head, this should be referred to the Chair of Trustees. In the event of allegations of abuse being made against a colleague (including the Head), staff are referred to the procedures below regarding managing allegations of abuse against staff (including supply staff and volunteers) (see **Section 15**). The case manager (which is usually the Head unless the concern relates to the Head) may contact the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children. This is done by submitting a 'Warwickshire MASH - Position of Trust Referral' form or by telephoning the Multi-Agency Safeguarding Hub.

Staff may also report concerns about suspected abuse or neglect directly to MASH, Multi Agency Support Hub or the Police if they believe direct reporting is necessary to secure action and immediate action needs to be taken.

### 14.2 Concerns about safeguarding practices

Where staff have concerns about poor or unsafe practices and potential failures in the school's safeguarding regimes, these should be raised in accordance with the Foundation's whistleblowing procedures which can be found in the Staff Handbook of the VLE and also on

Teacher Shared area on the intranet at Crackley Hall and Crescent School. It enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the school, feel that their genuine concerns are not being (or have not been) addressed or are concerned about the way a concern is being handled, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. General guidance on whistleblowing can be found via: [Advice on Whistleblowing](#) and the [NSPCC's what you can do to report abuse dedicated helpline](#). Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

*For contact details please see **Section 3, Roles and Responsibilities**. Contact numbers for Children's Social Care, the Police and the LADO and the NSPCC whistleblowing helpline are also displayed in the staff room.*

## **16. Arrangements for dealing with safeguarding concerns or allegations of abuse about teachers and other staff (including the Head, Trustees, Supply Staff and Volunteers)**

The Foundation's procedures for managing concerns/ allegations against staff (including supply staff and volunteers) who are currently working in our Schools follows Department for Education statutory guidance and local safeguarding partners arrangements and applies when Foundation staff (including supply staff and volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil;
- Behaved towards a pupil in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the Local Authority 'designated officer'.

If an allegation is made against anyone working with children in the school, the school should not undertake their own investigation of allegations without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the school may discuss informally with the 'designated officer' on a no-names basis.

Following the consultation with the Local Authority 'designated officer' or police, and notwithstanding any contrary advice from them, the allegation will be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Head. Where the Head is absent or is the subject of the allegation or concern, reports should be made to the Chair of Trustees. Where the Head is the subject of the allegation or concern, the Head must not be informed of the allegation prior to contact with the Chair and designated officer who is Warwickshire's Education Safeguarding Children's Manager. The school will not take action before

consulting the designated officer. If the Chair of Trustees is absent the Deputy Chair of Trustees will assume role of Chair. However, staff may consider discussing any concerns with the DSL and make may any referral via them.

2. The case manager should immediately (within 24 hours) discuss the allegation with the designated officer and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the school's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *WT* and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the school and shall provide them with their contact details.
- 5.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. The case manager will discuss with the designated officer whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the school ceases to use their services, or the person resigns or otherwise ceases to provide their services. The school has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a pupil) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the school must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the school's safeguarding procedures or practices to help prevent similar events in the future.

**Arrangements for dealing with safeguarding concerns or allegations of abuse about supply teachers:** The procedures for managing allegations against staff above also apply to staff not directly employed by the Foundation, for example, supply teachers provided by an

employment agency or business ('the agency'). The Foundation will usually take the lead but agencies should be fully involved and co-operate in any enquiries from the LADO, police and/or children's social services.

In no circumstances will the Foundation decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The Foundation will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

The Foundation will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are taken into account by the Foundation during the investigation.

When using an agency, the Foundation should inform the agency of its process for managing allegations. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

See **Section 3**, *Roles & responsibilities for contact details for the Education Safeguarding Children's Manager, the Chair of Trustees & Deputy Chair of Trustees*

## **17. Ceasing to use staff**

If the Foundation ceases to use the services of a member of staff (or a trustee or volunteer) because they are unsuitable to work with children, a settlement agreement will not be used.

Any such incidents will be followed by a review of the Safeguarding procedures within the Foundation, with a report being presented to the Trustees without delay.

## **18. Unfounded or malicious allegations**

Where an allegation by a child is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the Behaviour Policy of the school; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

Where a parent has made a deliberately invented or malicious allegation the Head will consider whether it is appropriate to require that parent to withdraw their child or children from the Foundation on the basis that they have treated the Foundation or a member of staff unreasonably.

The full procedures for dealing with allegations against staff can be found in **Section 15** above, Part 4 of *KCSIE* and WSCB's inter-agency safeguarding procedures, **Section 6 - Managing Allegations Against People Who Work With Children**.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record of the allegation, how it was followed up and resolved and a note of the action taken and the decision will be taken and retained on the individual's confidential personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with

the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA")). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references.

In accordance with *KCSIE*, our Schools will make every reasonable effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

## **19. Training**

Induction and training (including online safety) are in line with Warwickshire Safeguarding advice.

### **18.1 All Staff (including the Head)**

All new staff will be provided with induction training that includes:

- the Foundation's safeguarding policy, including information about the identity and role of the DSL(s) and DDSL (and other key trained staff)
- the pupil behaviour policy and photographic images policy
- the safeguarding response to children who go missing from education
- the staff Code of Conduct including the Foundation's whistleblowing procedure and the Acceptable Use Policy, online safety, staff/pupil relationships and communications including the use of social media
- a copy of Part 1 of *KCSIE*
- School leaders and staff who work directly with children will also be required to read and sign for Annex A of *KCSIE*

Copies of the above documents are provided to all staff during induction. The staff Code of Conduct can be found in the Staff Handbook. NB all of the above will be explained before a new member of staff, trustee or volunteer has direct contact with children in school.

Newly qualified teachers receive more detailed training on safeguarding as part of their induction programme when they enter the Foundation.

Supply staff are given the Staff Code of Conduct on arrival and informed who the DSL (and DDSL) is and how to contact them. Many supply staff who are at Princethorpe for more than one day are given an initial safeguarding briefing by the DSL or DDSL.

Volunteers are provided with a safeguarding induction and a copy of the *KCSIE* and staff code of conduct

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so via a signed form. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be informed and updated on any changes by the DSL at staff meetings or during INSET.
- Understand key information contained in Part One of *KCSIE*. The Foundation will ensure staff understanding by completing an online child protection module (HANDSAM). Staff will also be given a copy of *KCSIE* and Staff Code of Conduct.

- Staff who work directly with children will also be required to read and sign for Annex A of *KCSIE*
- Receive training in safeguarding and child protection regularly (including at INSET days), in line with advice from the WLCSE. Training will include online safety and harmful sexual behaviours including sexual violence and sexual harassment between children. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help. All staff will also be made aware of the local early help process and understand their role in it.
- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The Schools provides these via, for example, via staff meetings.
- Receive training on the Foundation's photographic images policy.
- Complete online Handsam module on KSCIE 2020 annually

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern. All staff are made aware of the increased risk of abuse to certain groups, including disabled and SEN children, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

All Trustees will receive safeguarding training that is regularly updated.

## 18.2 DSL(s)

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, supporting SEND children particularly when online, overseeing online safety in school, record keeping and promoting a culture of listening to children, training in the local safeguarding partners approach to *Prevent* duties and harmful sexual behaviours. Further details of the required training content for the DSL are set out in Annex B of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The refresher training is annually delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up to date information about local safeguarding partners. The DSL will also be supported to access Warwickshire Safeguarding inter-agency training as part of their continuing professional development.

All DDSLs are trained to the same level as the DSLs.

## 20. Safer recruitment

The Foundation is committed to safer recruitment processes and ongoing safer working practices. Members of teaching and non-teaching staff including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role.

For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. Under no circumstances will an individual commence work unsupervised in sole charge of, or in unaccompanied contact with, children without a cleared DBS check. In this case, the individual will have a separate Barred List check and the School will undertake a written Risk Assessment exercise in relation to the proposed work. All other safeguarding checks will be completed and the individual will be appropriately supervised.

Our Schools will also check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of a school.

Full details of the Foundation's safer recruitment procedures for checking the suitability of staff, Trustees and volunteers to work with children and young people is set out in the Safer Recruitment Policy. This policy sets out the procedures from beginning to end of the process for recruiting all staff including details of the required checks. This policy can be found on each school's website.

All recruitment panels will include one member who has received in-date safer recruitment training.

Our Schools maintain a single central record of recruitment checks.

### **21.1 Arrangements for visiting speakers**

The Foundation has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The Foundation's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of our Schools and British values.

The Schools are required to undertake a risk assessment before agreeing to a visiting speaker being allowed to attend the school. This will take into account any vetting requirements considered appropriate in the circumstances, and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on school site, will be supervised by a school employee. On attending the school, visiting speakers will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The school shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

The Foundation's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised is set out on the OFS when booking a visiting speaker.

## **21. Site security**

Visitors to the Foundation, including contractors, are asked to sign in and given a visitor's badge which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe this Safeguarding Policy and health and safety regulations to ensure children in school are kept safe. The Head will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **22. Behaviour Management and Physical Intervention**

Our Behaviour Policy is set out in a separate document and is reviewed regularly by the Governing Body. Our aim is to ensure this policy is transparent to staff, parents and pupils.

Foundation staff should only use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Any physical intervention is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Reasonable means using no more force than is needed i.e. it should be proportionate and reasonable and the minimum thought necessary.

The Foundation recognises that fine judgements as to what amounts to reasonable or minimum force may be difficult to make in some circumstances. The Foundation's procedures for dealing with allegations of abuse against staff will be followed where an allegation of using excessive force is made against a teacher. Suspension will not be an automatic response when a member of staff is accused of using excessive force. The Foundation will consider whether a teacher has acted within the law when reaching a decision on whether or not to take disciplinary action against the teacher; if staff act in the genuine view that their actions are necessary to prevent harm or significant damage the Foundation is likely to regard their actions as proportionate and reasonable but all the circumstances of the incident will be taken into consideration.

The Foundation does not have a reasonable force policy, however where advice is needed the Warwickshire guidelines are used. Use of reasonable force is covered in the staff safeguarding induction and referred to in the Behaviour policy.

The Foundation recognises the additional vulnerability when using reasonable force in response to risks presented by incidents involving children with SEND or with medical conditions. The Foundation will consider its duties under the Equality Act 2010. Positive and proactive behaviour support, for instance, through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers can reduce the occurrence of challenging behaviour and the need to use reasonable force.

## **23. Record Keeping**

The Foundation will maintain safeguarding records in accordance with *KCSIE* and guidance provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with this guidance, the Foundation will:

- ensure all concerns, discussions and decisions (together with reasons) made under these procedures are recorded in writing. This includes any decision to share or withhold safeguarding information together with the reasons for it and who the information has been given to;

- record all risk and needs assessments following a report of sexual violence and all risk assessments following a report of sexual harassment;
- ensure all discussions between the designated officer and case manager following an allegation of abuse against a member of staff are recorded in writing;
- ensure all written records note the date, event and action taken (even where there is no need to refer);
- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations.

Child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the DSL and DDSLS and those members of senior management team on a "need to know" basis.

All Foundation staff will record any safeguarding or child protection observations or concerns about a child using the *Logging A Concern About A Child's Safety And Welfare* (Form C) also known as the 'Green form'. Copies of this form are found in the staff room, the DSL's office at Princethorpe, Crackley Hall and Crescent. Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record. Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that all staff use one consistent system for the recording of concerns and that all records are passed to the DSL, who should complete the form to confirm what action has been taken.

Safeguarding information will often be special category personal data and the Foundation will have due regard to its data protection obligations when sharing such data. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. Whilst our Schools aim to get consent to share information, relevant personal information may be shared without consent if there is a lawful basis to do so such as where a child's safety may be at risk. This is because the Data Protection Act 2018 includes 'safeguarding children and individuals at risk' as a condition that allows information to be shared without consent. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The Foundation operates its processes with the best interests of the pupil at their heart. If staff are in doubt about what information can and should be shared, they should speak to the DSL.

## **24. Confidentiality and Information Sharing**

All Foundation staff will understand that child protection issues warrant a high level of confidentiality. Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the senior management team or outside agency as required (e.g. Education Safeguarding Manager). If any member of staff receives a request to see child protection records, they will refer the request to the Head or DSL and Foundation Bursar relating with data compliance.

Whilst it is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school, staff should share all safeguarding concerns with the appropriate member of staff as identified in this policy. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. However, staff should not assume a colleague or another professional will take action and share information that might be critical in keeping

children safe. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. Anyone can make a referral to children's social care (and/or the Police if appropriate) if a child is suffering or likely to suffer from harm.

WSCB's guidance 'Information Sharing in Child Protection' is Appendix 9 of the WSCB inter-agency child protection procedures and can be accessed at [www.warwickshire.gov.uk/wscbresources](http://www.warwickshire.gov.uk/wscbresources).

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected and encrypted and kept in locked storage. Further details can be found in the Foundation's ICT Acceptable Use Policy and Data Protection Policy.

## **25. Health and Safety, Co-Curricular Activities, Day and Residential Trips**

Our Health & Safety Management Policy and First Aid at Work Policy, set out in separate documents, both reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

All co-curricular and off-site activities are subject to a risk assessment to satisfy Health and Safety and Safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective child protection arrangements are in place.

Where co-curricular activities are provided by and managed by the Foundation, the Safeguarding policy and procedures apply. If other organisations provide services or activities on the school sites during school time, our Schools will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

Further details can be found in the Educational Visits Policy.

## **26. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils, we will:

- seek their parents' consent on admission to the Foundation for certain photographs to be taken or published (for example, on our website or in newspapers or publications), subject to the pupil's data rights to give their own consent;
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

The Foundation has a separate Images of Pupils Policy which can be found on each of our Schools websites and also in the Staff Handbook on the VLE and also Crackley Hall and Crescent School Teacher Shared area on the intranet.

## **27. Staff / pupil relationships**

The aim of the staff Code of Conduct is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules. Please refer to the Foundation's Staff Code of Conduct and ICT Acceptable Use Policy for Staff & Pupils.

Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

## **28. Safeguarding procedures**

The Foundation has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is everyone's responsibility.

Our Schools have arrangements for listening to children and providing early help and processes for children to raise concerns about themselves or their peers. Details of these arrangements can be found in the following:

- Behavioural Policy;
- Anti-Bullying Policy;
- Code of Conduct.

Staff should expect to support social workers and other agencies following any referral.

### **27.1 Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. All Foundation staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. They can occur from within or outside families, in or out of school, from within peer groups or the wider community and/or online. In most cases, multiple issues will overlap with one another and children can therefore be vulnerable to multiple threats.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse

- sexual abuse; and/or
- neglect.

### Physical abuse

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness). The use of corporal punishment, and/or the encouragement of corporal punishment by parents is also a safeguarding concern.

### Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

### Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex. They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberating brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

## Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Specific safeguarding issues

- child missing from education (**Section 9**);
- child missing from home or care;
- child sexual exploitation (CSE) (**Section 31**);
- behaviours linked to drug taking, alcohol abuse and truanting
- bullying including cyber-bullying;
- domestic abuse (**Section 39**);
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM) (**Section 34**);
- forced marriage (**Section 35**);
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- mental health (**Section 39**);
- private fostering (**Section 37**);
- radicalisation, extremism and terrorism (**Section 36**);
- sexting (**Section 30.1**);
- peer abuse (**Section 30**);
- teenage relationship abuse;
- trafficking
- SEND (**Section 39**).

### **27.2 Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the DSL.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;

- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **27.3 Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **27.4 Taking action**

Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- **report your concern to the DSL immediately in accordance with the procedures below;**
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form); and
- seek support for yourself if you are distressed or need to debrief.

### **27.5 Procedures for dealing with concerns about a child**

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may

write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

If staff (including trustees, agency staff and volunteers) suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must act immediately and follow the relevant procedure below.

Options will then include:

- managing any support for the child internally via the School's own pastoral support processes;
- making an early help assessment; or
- making a referral for statutory services.

If, in exceptional circumstances, the DSL or DDSL is not available to discuss safeguarding concerns, this should not delay appropriate action being taken and staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL or DDSL as soon as is practically possible. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe.

Staff should ensure their concerns are also recorded on the concern form Form C (Green form).

When hearing concerns/allegations, all staff should:

- listen carefully and allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative and leading questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this; however, it is reasonable to ask questions to clarify understanding and to support a meaningful referral if that is required, e.g. when did this happen, where did this happen?);
- reassure the individual that the allegation/complaint will be taken seriously and that in order to help them, the member of staff must pass the information on. It is important not to guarantee absolute confidentiality as this may not be in the best interests to the child;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next and who the information will be passed to;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL;
- write up their conversation as soon as possible on the record of concern form Form C (Green form) and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

Where there is a safeguarding concern, the school will ensure the pupil's wishes and feelings are taken into account wherever possible and will work with them (and their families where appropriate) when determining what action to take and what services to provide. This is particularly important in the context of harmful sexual behaviours, such as sexual harassment and violence. Our Schools manage this by using restorative practices and procedures identified in the Behaviour policy. Anti-bullying policy systems are in place for children to express their views and give feedback and there is provision in place to support dialogue with pupils with communications difficulties or vulnerabilities. Any decision to share or withhold information will be recorded together with the reasons for it and who the information has been given to. The School operates its processes with the best interests of the pupil at their heart.

All child protection referrals made under the procedures below, unless otherwise stated, should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at [mash@warwickshire.gcsx.gov.uk](mailto:mash@warwickshire.gcsx.gov.uk). The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH. This should be followed by submission of a MARF (as above). Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team.

### **27.8 Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside School. All staff, but especially the DSL and any deputies, should consider the context within which such incidents and/or behaviours occur. Our Schools will as part of the wider assessment of children, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. Our Schools will share as much information with Children's Social Care as possible as part of the referral process to enable consideration of all the available evidence and the full context of any abuse.

### **27.9 What staff should do if they have concerns about a child**

If staff (including governors, agency staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care (via MASH). As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should consider following local escalation procedures to ensure their concerns have been addressed and to ensure the child's situation improves. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

### **27.10 Procedures for when a pupil discloses abuse or neglect to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional

judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

#### **27.11 What staff should do if a child is in danger or at risk of harm**

If staff (including governors, trustees, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm they should make an **immediate** referral to children's social care (via MASH) and/or the Police in accordance with WSCE referral process. Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's social care.

If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. The Foundation's Local Safeguarding Executive is [INSERT]. A full copy of their local procedures can be found [INSERT].

#### **27.12 What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submitting a referral form to MASH or call them directly. Advice and support can also be sought from children's social care.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and DDSL and Trustees responsible for safeguarding to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

#### **27.13 What staff should do if they discover an act of Female Genital Mutilation ("FGM")**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

#### **27.14 What staff should do if they have concerns that children are at risk from or involved with serious violent crime**

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, signs of assault or unexplained injuries.

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care (via MASH).

### **27.15 What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are set out in **Section 4** of this policy.

### **27.16 What staff should do if a child needs a social worker (Children in Need and Child Protection Plans)**

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

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

### **27.17 What staff should do if a child requires mental health support**

Our Schools have an important role to play in supporting the mental health and wellbeing of our pupils. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE Mental Health and Behaviour in Schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people.

### **27.18 What staff should do if they have safeguarding concerns about another staff member**

If staff have safeguarding concerns about another staff member (including supply staff and volunteers), then this should be referred to the Head. Where there are concerns about the Head, this should be referred to the Chair of Trustees. In the event of allegations of abuse being made the procedures set out in **Section 15** above will be followed.

## **29. E-Safety**

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram. Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures

to keep their children safe when using the internet and social media at home and in the community.

Internet safety (including when children are online at home) is an integral part of our Schools ICT curriculum and also embedded in REAL time and CORE and Relationships and Sex Education.

Our Schools have appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The systems are Smoothwall. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of our approach to online safety can be found in the Foundation's ICT Acceptable Use Policy, Mobile Phone Policy and Behaviour Policy which also includes detail on the use of mobile technology in school (and accessing 3G and 4G technology on school premises) and IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through school systems.

The Foundation's ICT Acceptable Use Policy for staff and pupils also explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated very seriously and will be managed through our anti-bullying procedures and our safeguarding procedures where appropriate.

The Foundation recognises the additional risks that children with SEND face online and our Schools work with the Director of Digital Strategy to ensure that additional support and measures are in place to support these children. Online safety is an integral part of our ICT curriculum, Relationships and Sex Education and REAL programme. See [Teaching online safety in schools](#) for further guidance.

All staff receive e-safety training and there are e-safety co-ordinators for each school.

*Please see **Section 3: Roles & Responsibilities for the e-safety co-ordinator for each school.***

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules; *please refer to WCC guidance 'Policy on Staff/Governor Use of Social Networking and Internet Sites', the staff code of conduct and ICT Acceptable Uses policy.*

Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

### **30. Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people. All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-bullying policy and procedures found on the school's website. Bullying is discussed through assemblies and Princethorpe's REAL time programme and at Crackley Hall and Crescent School through the PSHCE curriculum and assembly programme.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below (see **Section 30**) rather than the School's Anti-Bullying and Behaviour policies.

### **31. Peer on Peer Abuse and Harmful Sexual Behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy and procedures as above where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Safeguarding issues can manifest themselves via peer-on-peer abuse. Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can be standalone or as part of wider abuse. Peer-on-peer abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children and within children's relationships (both intimate and non-intimate). The School recognises the gendered nature of peer-on-peer abuse (i.e. that it is more likely that girls will be "victims" and boys "perpetrators") and that it can manifest itself in many ways and can include - but is not limited to – bullying (including cyberbullying), sexting, upskirting (which typically involves taking a picture under a person's clothing without them knowing), initiation / hazing, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment.

Peer-on-peer abuse can be associated with factors outside the school and can occur online and offline and between children of any age or gender. The school therefore takes a contextual safeguarding approach to managing peer-on-peer abuse.

Peer-on-peer abuse is abuse and is never acceptable. It should never be passed off or dismissed as "banter", "part of growing up", "just having a laugh" or "boys being boys".

Our Schools have procedures in place to minimise the risk of peer-on-peer abuse, including giving robust advice to pupils, providing adequate supervision and broadly in the provision of pastoral care appropriate to the needs of the pupils.

#### **30.1 What to do if staff suspect that a child may be at risk or hears a report of peer-on-peer abuse**

Follow the safeguarding procedures using the Green Form and seek advice from the DSL.

In the event of disclosures about peer-on-peer abuse, all children involved will be treated as being at risk and the safeguarding procedures in accordance with this policy will be followed (see '*Procedures for dealing with concerns about a child*'). This means that if a member of staff thinks for whatever reason that a child may be at risk of or experiencing abuse by their peer(s), or that a child may be at risk of abusing or may be abusing their peer(s), they should discuss their concern with the DSL without delay so that a course of action can be agreed. In addition to this, it may be recorded in the anti-bullying log.

Our Schools recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust.

All concerns/allegations of peer-on-peer abuse will be handled sensitively, appropriately and promptly and will be investigated including consideration of the wider context in which it may have occurred (as appropriate). Our Schools treat all children involved as being at potential risk and ensures a safeguarding response is in place for both the child who has allegedly experienced the abuse, and the child who has allegedly been responsible for it. **Immediate** consideration will therefore be given as to how best to support and protect all children involved/impacted.

Our Schools will take into account the views of the child/children affected. Unless it is considered unsafe to do so, the DSL should discuss the proposed action with the child/children and their parents following appropriate liaison with children's social care and MASH (Multi Agency Support Hub). The relevant school should manage the child/children's expectations about information sharing, and keep them and their parents informed of developments, where appropriate and safe to do so. Advice will be sought from the Police and/or WSCE prior to disclosure of information regarding an incident.

All children affected by peer-on-peer abuse will be supported by the Pastoral and Safeguarding team and support from external agencies will be sought, as appropriate. "Victims" will be reassured that they are being taken seriously and that they will be supported and kept safe. We recognise that children with special educational needs and disabilities can be more prone to peer on peer group isolation than other children and will consider extra pastoral support for those. This additional support will be delivered by a member of the learning support team, and in accordance with our behaviour and anti-bullying policy.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation. The relevant school will take advice from the WSCE on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged "victim" and "perpetrator". If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the school will ensure that, subject to the advice of the WSCE, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the school and advice will be sought as necessary from the WSCE and/or Police as appropriate..

### **Reports concerning harmful sexual behaviour**

Where a report concerns an allegation of sexual violence and/or sexual harassment, if possible two members of staff should be present when managing a report (preferably one of them being the DSL or DDSL). The DSL or DDSL should be informed as soon as practically possible if they were not involved in the initial report.

Consideration of safeguarding all those children involved in the safeguarding report will be immediate. Following a report of sexual violence and/or sexual harassment the DSL will therefore consider the appropriate response. This will include:

- the wishes of the victim,
- the nature of the alleged incident,
- the ages of the children involved,
- the developmental stages of the children involved,
- any power imbalance between the children,
- if the alleged incident is a one-off or sustained pattern,
- any ongoing risks,
- other related issues and context.

When there has been a report of sexual violence, the DSL or DDSL should make an immediate risk and needs assessment in respect of each child affected by the abuse. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the "victim";
- the alleged "perpetrator"; and
- the other children (and, if appropriate, staff) at the School.

The DSL will consider as part of the School's response, the context within which such incidents and/or behaviours occur and the importance of anonymity. Risk assessments will be recorded (either written or electronic) and kept under review. Any response and action will, as always, have at the centre the best interests of the child. The DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the "victim" and alleged "perpetrator" and considerations regarding shared classes, sharing school premises and school transport. Any professional risk assessment will inform the school's approach.

The management of children and young people with sexually harmful behaviour is complex and the Foundation will work with other relevant agencies to maintain the safety of the whole community. The police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the police. A report to the police will generally be made in parallel with a referral to children's social care.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear cut, the DSL may seek consultation and advice from Sexualised Inappropriate Behaviours Service and/or the Education Safeguarding Manager. In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- the context of the abusive behaviours;
- the child/young person's development, family and social circumstances;
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

If the DSL decides to make a referral to children's social care, MASH Multi Agency Hub and/or a report to the police against a "victim's" wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL or DDSL will also work closely with children's social care and other agencies are required to ensure any action taken under this policy does not jeopardise any statutory investigation and to discuss how the alleged "perpetrator", staff, parents and others will be informed of the allegations and what information can be disclosed bearing in mind the need to protect those involved and their anonymity.

Regardless of the outcome of any criminal process, including where a child is subject to bail, the DSL will liaise with the police and children's social care to ensure the welfare and safety of all children and update the risk assessment and ensure relevant protections and measures are in place for all children.

The school will consider whether disciplinary action may be appropriate for any child/children involved. Before deciding on appropriate action the school will always consider its duty to safeguard all children from harm; the underlying reasons for a child's behaviour; any unmet needs, or harm or abuse suffered by the child; the risk that the child may pose to other children; and the severity of the peer-on-peer abuse and the causes of it.

The Foundation is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating on-going access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

Exclusion will only be considered as a last resort and only where necessary to ensure the safety and wellbeing of the other children in the school.

The DSL will ensure that where children move to another educational institution following an incident of peer-on-peer abuse, the new institution is made aware of any ongoing support needs and, where appropriate, any potential risks to other children and staff.

The school will also be informed by the Police or MASH, Multi Agency Support Hub about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by pupils inside and/or outside school. In all such circumstances, the school may be required to attend a strategy meeting under multi-agency child protection procedures in order to facilitate risk management and planning with other agencies.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

### **30.1 Sexting**

Sexting is defined as the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'.

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If an incident of sexting comes to staff attention, this must be immediately referred to the DSL. Any device in the possession of a pupil (e.g. mobile phone, tablet, digital camera) which is related to an incident of sexting should be passed to the DSL who will decide if the device needs to be passed to the Police. Any decision to confiscate a device will be made in accordance with DfE advice ***Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (January 2018)***.

Staff must be careful not:

- view, download or share the imagery, or ask the pupil to share or download – **this is illegal**. If staff have already viewed the imagery by accident (e.g. if a young person has showed it before staff could ask them not to), this must be reported to the DSL.
- delete the imagery or ask the young person to delete it.
- ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL.

- share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
- say or do anything to blame or shame any young people involved.

Staff should explain to the pupil that this needs to be reported and reassure them that they will receive support and help from the DSL.

The DSL may hold an initial review meeting with appropriate school staff and carry out interviews with the young people involved (if appropriate). Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm. Any decision not to inform the parents will be made in conjunction with other services such as children's social care and/or the police, who will take the lead in deciding when the parents should be informed.

An immediate referral to police and/or children's social care will be made if:

- the incident involves an adult;
- there is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs);
- what the school know about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent;
- the imagery involves sexual acts and any pupil in the imagery is under 13;
- the school has reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

The DSLs decision as to whether to report a 'sexting' incident will also give due regard to whether the incident was aggravated. Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured. Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation;
- parents/carers require support in order to safeguard their children;
- a multi-agency sexual exploitation (MASE) meeting is required;
- any of the perpetrators and/or victims require additional support. This may require
- the initiation of an early help services.

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of pupils by one or more other pupils to create and share indecent images of themselves;
- pressure applied to a number of pupils (e.g. all female pupils in a class or year group) to create and share indecent images of themselves;
- pressurising a younger pupil or pupils to create and share indecent images of themselves;
- pressurising a pupil with additional vulnerability to create and share indecent images of themselves;
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation);

- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim).

The DSL will also consider the situation in which indecent images may have been shared i.e. with a small number in a known friendship group with no previous concerns constitutes an aggravated incident.

If the DSL decides to respond to the incident without involving the police or children's social care this will be provided the DSL, following liaison with the Head and other staff as appropriate, is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support. The DSL will consider arrangements to support the child, in conjunction with parents (where appropriate) and how to help the young people involved learn from the incident in order to keep themselves safe in future. In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

## **32. Exploitation of children**

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

CSE is a form of sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact: it can also occur through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex; can still be abuse even if the sexual activity appears consensual; can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity; can take place in person or via technology, or a combination of both; can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence; may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media); can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and is typified by some form of power imbalance in favour of those perpetrating the abuse.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Some of the following signs may be indicators of sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;

- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

The above indicators can also be indicators of CCE, as can children who have older boyfriends or girlfriends, and children who suffer from sexually transmitted infections or become pregnant. CCE 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 drugs trafficking.

The Foundation teaches children about consent and the risks of CCE in the Princethorpe REAL time programme and RSE curriculum for Year 6 at Crackley Hall and Crescent School. A common feature of CCE is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of CCE and will manage any concerns in accordance with the safeguarding procedures set out in this policy. The DSL will consider the need to make a referral to MASH, Multi Agency Support Hub as with any other child protection concern and with particular reference to Warwickshire Safeguarding Children Board's Child Sexual Exploitation procedures. Parents will be consulted and notified as above (where appropriate).

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under WSCE inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

### 31.2 Child Criminal Exploitation (CCE)

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

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

Some of the following can be indicators of CCE:

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

### 31.3 County Lines

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

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

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

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

### **33. So-called 'honour based' abuse**

So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include 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.

Staff will be alert to the possibility of a child being at risk of HBA or already having suffered HBA. It can include multiple perpetrators and may include non-violent forms of abuse.

All forms of so called HBA are abuse (regardless of the motivation) and staff will manage any concerns in accordance with the safeguarding procedures set out in this policy.

### **34. Serious violence**

All staff are 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;
- relationships with older individuals or groups;
- a significant decline in performance;
- signs of self-harm or a significant change in wellbeing;
- signs of assault or unexplained injuries; and/or
- unexplained gifts or new possessions

If staff have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action, although staff can make a direct referral to children's social care

Further information is provided in the following guidance from the Home Office: [Preventing youth violence and gang involvement](#) and [Criminal exploitation of children and vulnerable adults: county lines](#).

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

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the Multi-agency statutory guidance on FGM.

To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.
- There may be prolonged or repeated absences from School and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM or has suffered FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or it involves a pupil over 18, teachers should follow the school's local safeguarding procedures.

### **36. Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **37. Radicalisation and Extremism**

Protecting children from the risk of radicalisation is part of a school's safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Even very young children have been exposed, in rare circumstances, to radicalisation, extremism or terrorism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

Our Schools also have responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Our Schools are committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. We promote the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and how to support them. There is no single way of identifying 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 different methods such as online. 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 making a Prevent referral. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

We recognise the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. The DSL will act proportionately and will make appropriate referrals to the Police Prevent team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with this policy and the Staff Code of Conduct, and will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult.

Parents and staff may find the website [www.educateagainsthate.com](http://www.educateagainsthate.com) informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

### **38. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the Foundation becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

### **39. Staff reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. Staff may refer directly with Children's Social Care and/or the Police if:

- in exceptional circumstances the DSL, the DDSL, the Head and/or the Chair of Trustees are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

However, staff should inform the DSL and/or Head at the earliest opportunity of the action taken.

If in any doubt, members of staff may consult the MASH or seek support from the Education Safeguarding Manager. See **Section 3, Roles & Responsibilities for contact details.**

## 40. Special Circumstances

**Special Educational Needs and/or Disabilities:** Pupils with SEND may not outwardly shown signs of abuse and/or may have difficulties in communication about abuse or neglect. Pupils with SEND are more likely to be abused by their peers. These can include:

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

To address these additional challenges, the schools have put in place additional pastoral support measures which can be located in the SEND policy.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Any reports of abuse involving children with SEND will entail close liaison with the DSL or DDSL and named person with oversight for SEN.

**Lesbian, Gay, Bi or Trans (LGBT):** Children who are LGBT can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Children and the court system:** Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed, and this will be stressful for them. Making child arrangements following separation can also be stressful and entrench conflict in families. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy.

**Children with family members in prison:** Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff should be alert to the needs of such pupils and report any concerns to the DSL or DDSL in accordance with this policy. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

**Domestic Abuse:** Domestic abuse is defined as 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 abuse.

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. Domestic Abuse may lead to other safeguarding concerns, and should therefore be managed under this policy.

All concerns about children being affected by domestic abuse will be reported to the DSL as with any other safeguarding concern in accordance with the procedures set out in this policy. The DSL will respond to the report by consulting Children's Social Care in order to establish whether a referral is required or the situation should be managed by discussion with parents/carers and possibly the offer of early help.

The Foundation works in partnership with Warwickshire Police and Warwickshire Children's Services to support pupils who are affected by incidents of domestic violence and abuse. This scheme is called Operation Encompass.

When the Police attend any incident of domestic violence or abuse in any household in which a pupil lives, the relevant Head and the Designated Safeguarding Lead will receive a confidential and secure email notifying them simply that there has been an incident and that the child may need support. On receipt of any such notification, the Head and/or DSL will ensure that teachers and other staff directly in contact with affected children support them with due kindness, care and sensitivity. In addition to supporting children, the process means that the Foundation will also be in a position to offer parents and carers support as appropriate. The information will be managed and stored with the utmost sensitivity and discretion consistent with all other confidential safeguarding records.

**Homelessness:** 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. The DSL or DDSL will raise/progress any concerns about homelessness with the Local Housing Authority although this does not replace a referral into children's social care where a child has been harmed or is at risk of harm.

**Upskirting:** Upskirting is now a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without them knowing, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

**Peer on peer abuse:** See **Section 30** of this policy on the Foundation's procedures for responding to concerns about peer on peer abuse.

Signs that a child may be suffering from peer-on-peer abuse can also overlap with those indicating other types of abuse and can include:

- failing to attend school, disengaging from classes or struggling to carry out school related tasks to
- the standard ordinarily expected;
- physical injuries;
- experiencing difficulties with mental health and/or emotional wellbeing;
- becoming withdrawn and/or shy; experiencing headaches, stomach aches, anxiety and/or panic
- attacks; suffering from nightmares or lack of sleep or sleeping too much;
- broader changes in behaviour including alcohol or substance misuse;
- changes in appearance and/or starting to act in a way that is not appropriate for the child's age;
- abusive behaviour towards others.

Sexual violence and sexual harassment, as a type of peer on peer abuse, may overlap and can occur online and offline (both physical and verbal). Sexual violence are sexual offences of rape, assault by penetration and sexual assault. Sexual harassment is unwanted conduct of a sexual nature and 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.

Examples of sexual harassment include sexual comments sexual “jokes” or taunting; physical behaviour such as deliberately brushing against someone; non-consensual sharing of sexual images and sexualised online bullying.

If staff have a concern about a child or a child make a report to the, staff should follow the referral process in this policy. If staff are in any doubt about what to do they should speak to the DSL or DDSL.

**Looked after children:** Looked after children (and previously looked after children) are a particularly vulnerable group. The school will ensure that prompt action is taken when necessary to safeguard these children and that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after (and previously looked after) by a local authority.

The designated member of teaching staff who has responsibility for their welfare and progress and to ensure that the needs are met is the DSL who is the nominated person in charge of Looking After Children and can be found in the Key Contacts Section 3. The school ensures that the designated member of staff receives appropriate training in order to carry out their role and has the information they need in relation to any child’s looked after status, their care arrangements (including contact arrangements with birth parents and those with parental responsibility) and details of the child’s social worker and virtual school head.

The designated member of staff 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 and will work closely with virtual school heads to promote their educational achievement. The DSL will ensure they have details of the local authority Personal Advisor appointed to guide and support any care leavers and will liaise with them as necessary regarding any issues of concern affecting them.

Children staying with host families: The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in KCSIE , Annex C to ensure that hosting arrangements are as safe as possible. Full details can be found in the Foundation’s Safer Recruitment Policy on the school’s website.

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

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

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

The DfE has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting Children and

Young People's Emotional Health and Wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol.

#### **41. Monitoring, Evaluation and Review of Policy & Procedures**

We are aware that the Safeguarding Policy will adhere to on-going legal changes and obligations. Therefore, it is the responsibility of the Head, DSL and Senior Management Team to ensure that any deficiencies or weaknesses in Safeguarding arrangements are remedied without delay. The Trustees will undertake an annual review of the Foundation's Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged and the effectiveness of procedures and their implementation.

The Foundation draws on the expertise of staff, including the DSL(s), in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the Local Authority designated officer to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future

The DSL from Princethorpe College, Crackley Hall and Crescent School will produce an annual report on Safeguarding for the Trustees and will meet with the Nominated Safeguarding Trustee who has responsibility for their respective school, termly, to feedback, monitor and evaluate all child protection issues including training to staff.

**This Policy was adopted by FEC on 21 August 2020 pending approval by the Governing Body on 21 September 2020**

**The policy will be reviewed on 20 September 2021:**

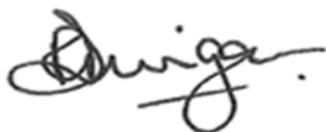
**Signed by the Chair of Trustees**



**Countersigned by the Foundation Head**



**Countersigned by the Head of Crackley Hall**



**Countersigned by the Head of Crescent School**



## Appendix I – Logging a child protection concern form

The following pages show a blank example of Warwickshire County Council’s ‘Form C’ which staff at all Foundation schools will now use to log all child protection concerns.



### Logging a concern about a child’s safety and welfare

\*\*\* Guidance notes for completion \*\*\*

PART 1:

<b>Pupil’s Name:</b>	<b>Date of Birth:</b>
<b>Date:</b>	<b>Time (of writing this record):</b>
<b>Name:</b> ..... ..... <b>Print</b> <span style="float: right;"><b>Signature</b></span> <b>Job Title:</b>	
<b>Note the reason(s) for recording the incident.</b> <i>Summary in a few words of the concern, e.g. concern about child’s physical presentation including smells/something child said to an adult or another child/child’s behaviour/child’s comments in a lesson/interactions between child and parent</i> <i>e.g. indirect disclosure raising concern about possible physical abuse/sexual abuse/emotional abuse/neglect</i> <i>e.g. direct disclosure of physical abuse/sexual abuse/emotional abuse/neglect</i>	
<b>Record the following factually: Who? What (If recording a verbal disclosure by a child use their words)? Where? When (date &amp; time of incident)? Any witnesses?</b> <i>Which child is the concern about?</i> <i>Were any other children or staff present?</i> <i>What exactly was seen, heard, smelt or said that has raised concern?</i> <i>Record direct disclosures/statements/comments using child or adult’s exact words within quotation marks</i> <i>Where and when was whatever is being recorded seen or heard?</i> <i>As far as it is possible to identify, if a child or adult is reporting an incident that occurred previously, who was involved and where and when did it take place?</i>	
<b>Professional opinion where relevant (how and why might this have happened?)</b> <i>Facts for which there is demonstrable evidence should be recorded as such, e.g. the child was crying, the child said “.....”, the child has a bruise on the left cheek of her/his face.</i> <i>It is important and reasonable to record professional opinions, impressions and worries that fall short of facts but these must be recorded as such, e.g. “I formed the impression that the child was frightened because.....”; “In my opinion”, the child was not provided with adequate care before coming to school because .....”; “I was concerned that mother had been drinking alcohol and should not be driving the children home because I could smell alcohol and her speech was slurred”.</i>	
<b>Note actions, including names of anyone to whom your information was passed.</b> <i>Clear statement of what the member of staff recording the concern did in response, e.g. reassure child, tell parent they would have to record and report what parents had told them, inform DSL.</i>	
<b>Any other relevant information (Factual)</b> <i>Any additional information the member of staff considers relevant and necessary for DSL to know in order to safeguard child and decide most appropriate response</i>	

**Check to make sure your report is clear now – and will also be clear to someone else reading it next year**

**PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD**

**(Designated Safeguarding Lead to complete Part 2 overleaf)**

PART 2: (for use by Designated Safeguarding Lead)

*Working for Warwickshire*

<p>Time &amp; date information received by DP, and from whom</p>	<p><i>Time and date green form received by DSL from person recording the concern</i></p>
<p>Any advice sought by DP (date, time, name, role, organisation &amp; advice given)</p>	<p><i>Details of whoever DSL speaks to after receipt of green form, e.g. parents/carer; social worker in Children's Social Care; Education Safeguarding Manager; Police Officer</i></p>
<p>Action taken (referral to children's services/ monitoring advice given to appropriate staff/ CAF etc) If decision not to refer, justify reason.</p> <p>Note time, date, names, who information shared with and when etc.</p>	<p><i>Does information on its own or in combination with other information already known indicate that the child is suffering significant harm? NB refer to Working Together 2013 definitions of abuse; 'Worried about a child?' poster; 'Signs and Symptoms' handout; WSCB Thresholds for Intervention document.</i></p> <p><i>If yes, refer to Children's Social Care. Inform parents unless doing so is likely to increase risk of significant harm.</i></p> <p><i>If unsure, seek consultation with Children's Social Care or Education Safeguarding Manager.</i></p> <p><i>If no, discuss with parents; consider and discuss positively with parents/young person initiation of CAF process in order to ensure child's needs are properly assessed and understood and to co-ordinate early help. If CAF not required/appropriate, consider whether referral to single agency (e.g. school counsellor, School Nurse, Educational Psychologist) is appropriate; monitor; and record monitoring arrangements.</i></p>
<p>Parents informed</p> <p>Yes/ no</p> <p>and reasons</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given you information regarding outcome of any referral (if made)</p>	
<p>Where can additional information regarding</p>	

child/ incident be found? (e.g. pupil file, serious incident book)	
Signed	
Printed Name	
Date	

## **Appendix II – Safeguarding children during Coronavirus (COVID-19)**

*This document from the Warwickshire safeguarding team has been temporarily adopted while the Covid-19 pandemic continues.*

### **A. Context**

This additional guidance has been drawn up in light of supplementary safeguarding guidance issued by the DfE in response to Covid-19.

This appendix addresses how the Foundation schools will apply the safeguarding and child protection policy in order to safeguard all pupils/students during COVID-19. It applies to children who are attending school and any who may stay at home e.g. where they develop symptoms or have tested positive.

### **B. Children not attending school**

It is vital for all children to return to school to minimise as far as possible the longer-term impact of the pandemic on children's education, wellbeing and wider development. School attendance will therefore be mandatory again from the beginning of the autumn term.

We recognise however that a small number of pupils will still be unable to attend in line with public health advice because (i) they are self-isolating and have had symptoms or a positive test result themselves; or because they are a close contact of someone who has coronavirus (COVID-19); or(ii) rates of the disease rise in local areas and children (or family members) from that area are advised to shield during the period where rates remain high; or where the child is unable to attend school because they are complying with clinical and/or public health advice.

Where parents/carers are concerned about the risk of their child contracting COVID19, the DSL will discuss those anxieties with the parent/carer following the advice set out by Public Health England. If the child has a social worker, the DSL will liaise with the social worker and seek to involve them in the discussion with the child's parents/carers.

[For any child not attending school, the DSL or Pastoral Deputy Head will be notified and will identify the nature and frequency of contact the child to help promote of their safety and wellbeing. This might include phone calls, text contact, Skype or home visits. The Schools will maintain

a register/database of those children who are out of school.]

### **C. Attendance monitoring**

The Foundation's normal attendance and absence monitoring procedures apply now the circumstances have changed and all pupils are expected back in school.

Where a pupil is unable to attend school because they are complying with clinical and/or public health advice, their engagement in remote learning will be monitored. Their absence will not be penalised.

### **D. Home visits**

It is unlikely that home visits will now take place. If they are, they will be subject to a risk assessment based on the following guidelines:

- (1) The DSL will speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- (2) Home visits will be undertaken by two members of staff, one of whom will be a DSL. NB It would be expected that any member of staff who has an underlying health condition/vulnerability would be at home self-isolating. For the absence of doubt, no such member of staff will therefore undertake home visits.
- (3) The DSL will inform the parents/carers of the plan to undertake a home visit and that visiting staff will need to see and speak to the child through a window.
- (4) Staff undertaking home visits must wear gloves and avoid contacting metal surfaces with their bare skin. They will knock on the door of the house with covered hands. After knocking on the door, they will step back from the door.
- (5) Visiting staff will ask to see and talk to the child through a window; and will aim to keep the conversation as upbeat and positive as possible.
- (6) Staff are advised not to enter households but simply to check that the child is well by a conversation through a window, maintaining the recommended social distance of 2 metres.
- (7) However, if undertaking a home visit, staff must actually see the child.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Skype or other means of video chat. If carrying out Skype/video chat, this should be agreed with parents/carers prior to any call being made.

All Foundation policies including the child protection, staff behaviour and ICT acceptable use policies must be followed at all times both in face to face and electronic communication with pupils and parents/carers. No staff member should use their own ICT or telephone equipment; or private message children; or video conference with a child directly other than via school-owned equipment subject to parental agreement as above.

Where concerns for a child at home reach the threshold for significant harm, a referral must be made to Children's Social Care/Police as per normal safeguarding procedures.

## **E. Designated Safeguarding Lead (DSL)**

The DSL and Deputy DSLs for each school are as named in the main policy. They will be provided with more time, especially in the first few weeks of term, to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate, and agencies and services should prepare to work together to actively look for signs of harm.

## **F. Online safety**

This applies to those few children who may not be in school, for the reasons referenced in paragraph B above.

The Foundation is committed as always to providing children with a safe environment in which to learn. That includes online learning. We are unable to filter activity on devices not owned by the schools. Parents may find it useful to refer to <https://www.internetmatters.org/blog/parental-controls/broadband-mobile/> for guidance on putting some restrictions in place to keep children safe.

Where pupils/students are using ICT equipment in school, appropriate supervision will be in place as normal.

Any remote/ online lessons should be delivered by Foundation staff in accordance with the Foundation's safeguarding and child protection, staff behaviour (code of conduct) and acceptable use of ICT policies and in light of relevant guidance issued by the DfE.

Staff must use Foundation/service owned technology and accounts for the delivery of remote lessons/tutorials. Where possible, applications that facilitate the recording of lessons will be used. School leaders may randomly sample recorded lessons in order to safeguard pupils/students and staff and to ensure that policies are being followed.

If staff need to deliver lessons/tutorials on a one-to-one basis or communicate with children who are not attending school via video chat, they will speak to parents/carers before lessons commence and at the end of lessons before logging off.

The school will request and obtain written consent from parents/carers before staff communicate with children online.

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk, distressed for some reason or vulnerable in some other way; and report and record that following normal safeguarding procedures. All such concerns must be brought to the attention of a DSL and dealt with by a DSL as per the main policy in the normal way.

The school will ensure that online learning tools and systems are used in line with privacy and data protection/GDPR requirements.

Below are other issues that staff need to take into account when delivering virtual lessons, especially where webcams are involved:

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including that used by any family members in the background.
- Staff must only use platforms specified by senior managers and approved by the Foundation's ICT manager/co-ordinator for communication with pupils/students
- Staff should record the length, time, date and attendance of any sessions held.

The Foundation recognises that school is a protective factor for children and young people and that the extraordinary circumstances created by the COVID-19 virus may well affect the

mental health of some pupils/students and/or their parents/carers.

All staff will maintain as awareness of those issues in communications with children and their parents/carers including when setting expectations of pupils' work when they are at home.

### **G. Supporting children who are not in school**

The DSL will consider if any child who has a statutory excuse for not attending school requires an identified plan of support which will be recorded on the child's safeguarding file and regularly reviewed.

A record of all communications\* with the child, parents/carers and practitioners in partner agencies will be kept on the child's safeguarding file (\*including telephone calls, Emails, other online communication, video conversations and virtual meetings).

The Foundation will work closely with all stakeholders to maximise the effectiveness of any communication plan in order to safeguard the child.