

# Tauheedul Education Trust

This policy is in line with the Mission Statement of the Trust

*Inspired by progressive Islamic and British values, we aspire to create outstanding organisations that develop learners who excel in academic achievement, personal development and community service.*

## **SAFEGUARDING (CHILD PROTECTION) POLICY**



Tauheedul  
Education Trust

## Document control

This policy has been approved for operation within all Tauheedul Education Trust Schools.

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## Key Safeguarding Information

Key Staff	
Designated Safeguarding Lead (also Designated teacher responsible for the educational achievement of Looked After Children)	Ikram Adam
Deputy Designated Safeguarding Lead	Bushra Kamal & Angela Aspinall
Lead Governor for Child Protection and Safeguarding	Dr Sabir Adam

Key Contacts	
Police	Lancashire Constabulary – 01772 614444
Local Authority Children’s Social Care	CYPReferrals@blackburn.gov.uk Child Protection – Safeguarding Children T: 01254 666400    Out of Hours: 01254 587547
Local Authority Designated Officer (LADO)	Megan Dunpleton T: 01254 585184
LCSB website	www.lscb.org.uk

Key Documentation (including hyperlinks)
<a href="#">Keeping Children Safe in Education (DfE 2015)</a>
<a href="#">Working Together To Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE 2015)</a>
<a href="#">What To Do If You’re Worried A Child Is Being Abused (DfE 2015)</a>
<a href="#">Disqualification Under the Childcare Act 2006</a>
<a href="#">Prevent Duty Guidance for England and Wales</a>
<a href="#">DBS Identification Checking Guidelines</a>
<a href="#">The Use of Social Media for Online Radicalisation (Home Office, 2015)</a>
<a href="#">Teacher Status Checks - Employer Access Online</a>
<a href="#">Guidance for the Employment Of Overseas Applicants</a>
<a href="#">Guidance for the Employment of Overseas Trained Teachers</a>

Useful Sites
<a href="#">Channel general awareness online training module</a>
<a href="#">UK Safer Internet Centre</a>

## 1 Scope and Purpose

- 1.1 Tauheedul Education Trust (TET) recognises its moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment in all our schools where children are respected and valued.
- 1.2 This policy is written with regard to:
  - 1.2.1 Department for Education (DfE) guidance “Keeping Children Safe in Education” issued in 2015;
  - 1.2.2 Home Office guidance “Channel: Protecting Vulnerable People From Being Drawn into Terrorism” issued in 2015;
  - 1.2.3 Home Office guidance “Prevent Duty Guidance in England and Wales” issued in 2015 and the associated ‘The Prevent Duty: Departmental advice for schools and childcare providers’ subsequently issued by DfE in 2015;
  - 1.2.4 Home Office guidance “Channel: Vulnerability Assessment Framework” issued in 2012.
  - 1.2.5 DfE guidance “Working Together to Safeguard Children” issued in 2015;
  - 1.2.6 DfE guidance “What To Do If You’re Worried A Child Is Being Abused” issued in 2015;
  - 1.2.7 DfE guidance “Disqualification Under the Childcare Act 2006” issued in 2015.
  - 1.2.8 It also draws upon good practice within Local Safeguarding Children Board procedures.
- 1.3 It applies to all governors, teaching, non-teaching and volunteer members of staff.
- 1.4 Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children. In line with this requirement, Tauheedul Education Trust schools have systems in place which are designed to:
  - 1.4.1 prevent unsuitable people working with, or coming into contact with students within school;
  - 1.4.2 promote safe practice and challenge poor or unsafe practice;
  - 1.4.3 identify students who are suffering or likely to suffer *significant harm*<sup>1</sup> and take appropriate action with the aim of making sure they are kept safe both at home and at school;
  - 1.4.4 identify students who may be susceptible to messages of violence and radicalisation and take appropriate action to ensure early intervention challenges extreme ideologies and diverts young people from the risk they face before illegality occurs;

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<sup>1</sup> Significant harm can be defined as ‘the ill-treatment or impairment of health and development of a child or young person’ where:

- *development* includes physical, intellectual, emotional, social or behavioural development
- *health* includes physical and mental health
- *ill-treatment* includes sexual abuse and other forms of ill-treatment which are not physical.

- 1.4.5 contribute to effective partnership working between all those involved with providing services for students.
- 1.5 There are three main elements to the Safeguarding (Child Protection) Policy:
  - 1.5.1 prevention – a commitment to early help and identification of unmet needs and vulnerabilities and partnerships with agencies to promote the welfare of students and keep children safe;
  - 1.5.2 protection - all staff and volunteers are trained to recognise and respond to abuse and neglect and are expected to be vigilant and act quickly when they suspect a child is suffering, or is likely to suffer, harm (in line with the Local Safeguarding Children’s Board procedures);
  - 1.5.3 support – recognition of the sensitivity and complex nature of safeguarding and child protection, ensuring that students, staff and families are supported appropriately.

## **2 Aims**

- 2.1 To ensure that all practices of a TET school and its stakeholders contribute towards the safeguarding and promoting of the welfare of all of our young people – the students’ welfare is of paramount importance.
- 2.2 To emphasise how the safeguarding and promoting of the welfare of all of our young people is the primary responsibility of all staff, volunteers and governors.
- 2.3 To detail the procedures to follow to ensure the safe recruitment of staff, governors and volunteers to a TET School.
- 2.4 To outline the safe working practices that all staff, governors and volunteers should undertake when working with young people at a TET School.
- 2.5 To communicate clear procedures for identifying, reporting and recording of suspected cases of abuse, extremism and radicalisation.

## **3 Who is Responsible for the Policy?**

- 3.1 The Trust has overall responsibility for the development and effective operation of this policy.
- 3.2 The Trust will review the Safeguarding (Child Protection) Policy annually to ensure it is compliant with the latest national guidance.
- 3.3 The Trust has delegated day-to-day responsibility for operating the policy to the Governing Body and Principal at each Trust school.
- 3.4 The Senior Leadership Team at each Trust school has a specific responsibility to ensure the fair application of this policy and all are responsible for supporting colleagues and ensuring its success.
- 3.5 **This policy must be implemented alongside the procedural guidance set out by the Local Authority and Local Children’s Safeguarding Board.**

## **4 Terminology**

- 4.1 **Safeguarding and promoting the welfare of children** is defined for the purposes of this policy as: protecting children from maltreatment; preventing impairment of children’s health or

development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, DfE, 2015).

- 4.2 **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm (Children Act 1989).
- 4.3 **Radicalisation** refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism (Prevent Strategy, Home Office, 2011).
- 4.4 **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. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas (Prevent Strategy, Home Office, 2011).
- 4.5 **Non-violent extremism** is extremism, as defined above, which is not accompanied by violence (Prevent Duty Guidance, Home Office, 2015).
- 4.6 The current UK definition of '**terrorism**' is given in the Terrorism Act 2000 (TACT 2000). In summary this defines terrorism as 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 (Prevent Duty Guidance, Home Office, 2015).
- 4.7 An **ideology** is a set of beliefs (Prevent Strategy, Home Office, 2011).
- 4.8 **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity.
- 4.9 **Child** refers to all young people who have not yet reached their 18th birthday.
- 4.10 **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents or legal guardian.

## 5 The Trust's commitment

- 5.1 Everyone who comes into contact with children and their families has a role to play in safeguarding children. TET school staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating.
- 5.2 The Trust is committed to providing safe, caring and welcoming environments where every child is able to reach their full potential free from harm, abuse and discrimination. All staff and volunteers are expected to discharge their safeguarding responsibilities effectively and recognise that high self-esteem, confidence, peer support and clear lines of communication with trusted adults helps all children, especially those at risk of or suffering abuse, to thrive.
- 5.3 The Trust Schools are alert to the signs of abuse, neglect and radicalisation and follow procedures to ensure that children receive effective support, protection and justice.
- 5.4 The Trust Schools will work with social care, the police, health services and other services (such as Channel co-ordinators/Police Practitioners where appropriate) to promote the welfare of children and protect them from harm.

## 6 Role of Tauheedul Education Trust

- 6.1 The Trust has responsibility for development and review of the Safeguarding (Child Protection) Policy and for ensuring compliance with the relevant statutory framework. The policy is designed to ensure that effective systems and procedures are in place to safeguard and promote the welfare of young people.
- 6.2 The TET Central Office will support the Trust Schools to ensure the effective implementation of the Safeguarding (Child Protection) Policy.

## **7 Role of the Local Governing Body**

- 7.1 The Local Governing Body is expected to:
  - 7.1.1 monitor the School's compliance with the Safeguarding (Child Protection) Policy and ensure that is provided to and read by all staff – including temporary staff and volunteers on induction;
  - 7.1.2 ensure all staff read at least Part 1 of Keeping Children Safe in Education (DfE 2015);
  - 7.1.3 have a lead person for safeguarding and child protection on the Governing Body who liaises with the Principal, Local Authority and/or partner agencies on these matters;
  - 7.1.4 ensure that the school contributes to inter-agency working in line with the statutory guidance Working Together to Safeguard Children (DfE, 2015) including providing a coordinated offer of early help when additional needs are identified, contributing to inter-agency plans to provide additional support to children subject to child protection plans and allowing the Local Authority to conduct a section 17 or section 47 assessment;
  - 7.1.5 ensure that school systems and procedures take into account the procedures and practice of the Local Authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board;
  - 7.1.6 verify that the School operates safer recruitment procedures and fulfils its statutory duty to ensure that appropriate checks are carried out on all staff and volunteers at the School;
  - 7.1.7 ensure that the School has clear steps for dealing with allegations of abuse against members of staff and volunteers that comply with locally agreed guidance and Keeping Children Safe in Education (2015);
  - 7.1.8 ensure that a member of the Governing Body is nominated to liaise with the Local Authority and partner agencies in the event of an allegation being made against the Principal;
  - 7.1.9 ensure the Staff Code of Conduct is upheld and provided to all staff including temporary members of staff;
  - 7.1.10 ensure that a senior leader(s) (Designated Safeguarding Lead) in the School is designated with lead responsibility for dealing with child protection issues who will provide support to staff members to carry out their safeguarding duties and liaise closely with other services such as Children's Social Care and where appropriate Channel co-ordinators/Police Practitioners;
  - 7.1.11 ensure that the Designated Safeguarding Lead(s) within school have regular training from the Local Safeguarding Children's Board;

- 7.1.12 ensure that a senior leader in the School is designated to promote the educational achievement of children who are looked after and to ensure that this person has appropriate training;
  - 7.1.13 ensure that the Designated Safeguarding Lead(s) receives regular training from appropriate agencies with regard to the Prevent Agenda and raising awareness and vigilance to reduce extremism and protect vulnerable people from radicalisation;
  - 7.1.14 ensure there are procedures in place to make a referral to the Disclosures and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been had they not resigned;
  - 7.1.15 ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe through provision of regular training on child protection issues;
  - 7.1.16 ensure appropriate safeguarding procedures and responses are in place for children who go missing in education;
  - 7.1.17 ensure there are procedures in place to handle allegations against other children;
  - 7.1.18 ensure there is a clear accountability for the commissioning and/or provision of the services designed to safeguard and promote the welfare of children;
  - 7.1.19 where services of activities are provided on the school premises by another body, ensure the body concerned has the appropriate policies and procedures in place in regard to safeguarding children and child protection and liaises with the School on these matters where appropriate;
  - 7.1.20 ensure it considers how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through personal, social health and economic education (PSHE), and/or through sex and relationship education (SRE).
- 7.2 For the purposes of accountability the Governing Body will receive and scrutinise the Principal's Annual report with regards to safeguarding and, subject to any amendments which may be necessary, this report will be submitted to key stakeholders including the Local Authority. This report will be signed by the Chair of Governors and any amendments accepted by the signature of the Principal. A copy of the finalised report will be provided to the Trust Central Office on an annual basis.

## **8 Role of the Principal**

- 8.1 The Principal is expected to:
  - 8.1.1 ensure that the Safeguarding (Child Protection) Policy and procedures are implemented and followed by all staff;
  - 8.1.2 ensure the Designated Safeguarding Lead(s) is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children;

- 8.1.3 be the case manager and liaise with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against a member of staff or volunteer;
- 8.1.4 ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- 8.1.5 ensure that students' safety and welfare is addressed through the curriculum;
- 8.1.6 provide a signed annual report to the Governing Body and the Trust Central Office.

## **9 Role of the Designated Safeguarding Lead(s)**

- 9.1 The Designated Safeguarding Lead will be a member of the Senior Leadership Team and their responsibilities will be set out in their Job Description (see Appendix 1).
- 9.2 All safeguarding concerns, suspicions and disclosures are reported to the School's Designated Safeguarding Lead for Safeguarding and Child Protection.
- 9.3 The Designated Safeguarding Lead will:
  - 9.3.1 have a working knowledge of how the Local Authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
  - 9.3.2 ensure each member of staff has access to and understands the Safeguarding (Child Protection) Policy and procedures and has read at least Part 1 of Keeping Children Safe in Education (DfE, 2015), especially new and part time staff;
  - 9.3.3 be alert to the specific needs of children in need, those with Special Educational Needs and young carers;
  - 9.3.4 keep detailed, accurate, secure written records of concerns and referrals;
  - 9.3.5 encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them;
  - 9.3.6 work with the Trust in the annual review of the Safeguarding (Child Protection) Policy and procedures;
  - 9.3.7 ensure the Safeguarding (Child Protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
  - 9.3.8 link with the Local Safeguarding Children's Board to ensure staff are aware of training opportunities and the latest local policies on safeguarding;
  - 9.3.9 link with appropriate outside agencies to ensure staff receive training on the Prevent Agenda, and the means by which to identify extremism and prevent radicalisation;
  - 9.3.10 ensure the School Single Central Record is maintained and up-to-date;
  - 9.3.11 keep a record of staff attendance at safeguarding and child protection training;
  - 9.3.12 where children leave the school, ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main student file, ensuring secure transit and confirmation of receipt is obtained;

- 9.3.13 understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- 9.3.14 understand the Channel Panel referral system.
- 9.4 In managing referrals, the Designated Safeguarding Lead will:
  - 9.4.1 refer all cases of suspected abuse to the Local Authority Children’s Social Care team and:
    - 9.4.1.1 the Local Authority Designated Officer (LADO) for child protection concerns (all cases which concern a staff member);
    - 9.4.1.2 Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child);
    - 9.4.1.3 Police (cases where a crime may have been committed).
  - 9.4.2 liaise with the Principal to inform them of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations;
  - 9.4.3 act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- 9.5 The Designated Safeguarding Lead is also the designated teacher with responsibilities for promoting the educational achievement of children who are looked after and is expected to undertake appropriate training.

## **10 Role of the Every Child Matters Group**

- 10.1 The Every Child Matters (ECM) Group will play an important role in safeguarding and promoting the welfare of children in the School. The aim of the ECM Group is to:
  - 10.1.1 enhance the School’s provision for the safeguarding and promotion of the welfare of learners;
  - 10.1.2 provide a comprehensive Student Support Package that will allow the School to put into place support measures which are fully inclusive and wide ranging;
  - 10.1.3 ensure that pastoral and spiritual support to learners is personalised and responsive to need;
  - 10.1.4 ensure that learners with personalised pastoral and spiritual needs make good to outstanding academic progress in line with their peers in school;
  - 10.1.5 ensure that external support is sought where relevant and appropriate for particular students with complex pastoral and spiritual needs or who are from ‘vulnerable groups’.
- 10.2 The ‘ECM’ group will maintain a risk register of vulnerable students who require sustained pastoral or spiritual support. Students will be assessed based on criteria for referral based on the Local Authority’s ‘continuum of need and response’ and guidance related to extremism and radicalisation as part of the Prevent Agenda.

- 10.3 The risk register will place all learners in the school into one of five categories:
- 10.3.1 **Category 1** – Learners who have no discernible spiritual or pastoral needs, or have needs which are met through general provision in the school. This group will not be addressed by the ECM Group.
  - 10.3.2 **Category 2** – Learners who have a discernible spiritual or pastoral need, but there is a low risk and impact of harm to development and the need is being addressed through a single strategy or response (e.g. a student with Special Educational Needs). This group will not be addressed by the ECM Group.
  - 10.3.3 **Category 3** – Learners who have several or complex discernible needs, and there is a moderate risk and impact of harm to their development. The need is being met through multiple approaches and strategies (e.g. a student with bereavement and who is going through a stressful time, but is receiving mentoring and targeted support in lessons). The ECM Group will briefly discuss provision for each learner in this category.
  - 10.3.4 **Category 4** – Learners who have several or complex discernible needs, and there is a moderate risk of harm to their development. The need requires a multi-faceted approach, but remains inadequately addressed as yet. Examples include the same as that for Category 3, but without the adequate provision in place (e.g. a student who is self-harming). The ECM Group will discuss, agree and review provision for each learner in this category.
  - 10.3.5 **Category 5** – Learners who have a significant need or are most immediately vulnerable, where there is a substantial and immediate risk and impact of harm to their development, where the learner has experienced significant harm or where they are at risk of causing harm to others. The need requires urgent and significant multi-agency support, including external provision (e.g. a student who is being abused or at immediate risk of being abused, a student who discusses causing harm to members of the armed forces). The ECM Group will discuss, agree and review provision for each learner in this category.
- 10.4 The ECM Group will meet half-termly to agree and then review strategies for students placed in groups 3, 4 and 5.

## **11 Role of staff**

- 11.1 All staff have a responsibility to identify children who may be in need of extra help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are thus vulnerable to radicalisation and to take appropriate action, working with other services as needed.
- 11.2 All staff are expected to:
  - 11.2.1 read at least part one of the DfE guidance document 'Keeping Children Safe in Education' 2015;
  - 11.2.2 be aware of systems within the School which support safeguarding (e.g. Safeguarding Policy, Staff Code of Conduct, identity and role of the Designated Safeguarding Lead);

- 11.2.3 be familiar with, and implement, safe working practices outlined in this policy (see Appendix 2) and other school procedures;
- 11.2.4 be familiar with and alert to the key indicators of abuse, neglect and vulnerability to radicalisation;
- 11.2.5 ensure that they take all reasonable steps to minimise the risk of harm to young people at the School and home;
- 11.2.6 ensure they take all reasonable steps to challenge extremist ideologies;
- 11.2.7 contribute to a supportive culture where young people are able to report concerns;
- 11.2.8 report any abuse, suspected abuse or concerns regarding extremism/radicalisation to the Designated Safeguarding Lead(s) immediately and where required support social workers to take decisions about individual children;
- 11.2.9 report any concerns regarding the behaviour of an adult working at the School to the Principal; and if the concern is regarding the Principal, then report this to the Chair of Governors;
- 11.2.10 undertake regular safeguarding and child protection training;
- 11.2.11 maintain an attitude of 'it could happen' here;
- 11.2.12 promote the fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs (as set out in the Staff Code of Conduct).

## **12 Safeguarding information for students to build resilience, awareness and keep children safe**

- 12.1 The School recognises that high self-esteem, confidence, supportive friends and clear lines of communication with a trusted adult helps all students, and especially those at risk of, or suffering from, abuse.
- 12.2 The School will therefore:
  - 12.2.1 establish and maintain an ethos where students feel secure and are encouraged to talk, and are listened to;
  - 12.2.2 ensure that students know that there are adults in the school who they can approach if they are worried or are in difficulty;
  - 12.2.3 ensure students are aware of the Safeguarding (Child Protection) Policy and the Designated Safeguarding Lead(s);
  - 12.2.4 provide a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of young people;
  - 12.2.5 include in the curriculum activities and opportunities for PSHE/Citizenship/SRE which equip students with the skills they need to stay safe from abuse (including recognising and managing risk, resisting pressures) and which will help them develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills;

- 12.2.6 embed opportunities for children and young people to learn right from wrong, mix and share with children and value others' views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes;
- 12.2.7 promote community cohesion through partnership work and community service activities;
- 12.2.8 develop and deliver a curriculum to safeguard children online, including information on the ways in which social media is used to radicalise young people;
- 12.2.9 implement systems to ensure children are safe from terrorist and extremist material when accessing the internet in school, including establishing appropriate levels of filtering;
- 12.2.10 embed the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs in the School curriculum and all activities in and out of school;
- 12.2.11 ensure that, wherever possible, every effort is be made to establish effective working relationships with parents and colleagues from other agencies;
- 12.2.12 make arrangements for consulting with and listening to students through the Student Shura (Council), displays and suggestion boxes to ensure children and young people have safe spaces to discuss sensitive topics including terrorism and extremist ideologies.

### **13 Safeguarding information for parents**

- 13.1 The School will ensure the Safeguarding (Child Protection) Policy is available publicly via the School website and parents are aware of the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation may be made and the role of the School in this.
- 13.2 Parents will be expected to support the School's ethos and the Safeguarding (Child Protection) Policy by demonstrating mutual respect and tolerance for all, promoting fundamental British values and rejecting all forms of discrimination and extremism (as set out in the Home School Agreement).

### **14 Recognising abuse**

- 14.1 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. They may be abused by an adult or adults or another child or children. Abuse can take many forms.
- 14.2 **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Possible signs of physical abuse include:
  - 14.2.1 any injuries not consistent with the explanation given for them;
  - 14.2.2 injuries which occur to the body in places which are not normally exposed to falls or rough games;
  - 14.2.3 injuries which have not received medical attention;

- 14.2.4 reluctance to change for, or participate in, games or swimming;
  - 14.2.5 bruises, bites, burns and fractures, for example, which do not have an accidental explanation;
  - 14.2.6 inconsistent accounts for the cause of injuries.
- 14.3 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone. Possible signs of emotional abuse include:
- 14.3.1 depression, aggression, extreme anxiety, changes or regression in mood or behaviour, particularly where a child withdraws or becomes clingy;
  - 14.3.2 obsessions or phobias;
  - 14.3.3 sudden underachievement or lack of concentration;
  - 14.3.4 seeking adult attention and not mixing well with other children;
  - 14.3.5 sleep or speech disorders;
  - 14.3.6 negative statements about self;
  - 14.3.7 highly aggressive or cruel to others;
  - 14.3.8 extreme shyness or passivity;
  - 14.3.9 running away, stealing and lying.
- 14.4 **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. Possible signs of sexual abuse include:
- 14.4.1 the child has an excessive preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour for their age, or regularly engages in sexual play inappropriate for their age;
  - 14.4.2 sexual activity through words, play or drawing;
  - 14.4.3 repeated urinary infections or unexplained stomach pains;

- 14.4.4 the child is sexually provocative or seductive with adults;
  - 14.4.5 inappropriate bed-sharing arrangements at home;
  - 14.4.6 severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations;
  - 14.4.7 eating disorders such as anorexia or bulimia.
- 14.5 **Child sexual exploitation (CSE):** involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Possible signs of child exploitation include:
- 14.5.1 children who appear with unexplained gifts or new possessions;
  - 14.5.2 children who associate with other young people involved in exploitation;
  - 14.5.3 children who have older boyfriends or girlfriends;
  - 14.5.4 children who suffer from sexually transmitted infections or become pregnant;
  - 14.5.5 children who suffer from changes in emotional well-being;
  - 14.5.6 children who misuse drugs and alcohol;
  - 14.5.7 children who go missing for periods of time or regularly come home late;
  - 14.5.8 children who regularly miss school or education or don't take part in education.
- 14.6 **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Possible signs of neglect include:
- 14.6.1 dirty skin, body smells, unwashed, uncombed hair and untreated lice;
  - 14.6.2 clothing that is dirty, too big or small, or inappropriate for weather conditions;
  - 14.6.3 frequently left unsupervised or alone;
  - 14.6.4 frequent diarrhoea;
  - 14.6.5 frequent tiredness;
  - 14.6.6 untreated illnesses, infected cuts or physical complaints which the carer does not respond to;
  - 14.6.7 frequently hungry;

14.6.8 overeating junk food.

## 15 Recognising extremism and radicalisation

- 15.1 Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have “due regard to the need to prevent people from being drawn into terrorism”. ‘Having due regard’ means that schools should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- 15.2 The following guidance provides examples of potential indicators for assessing an individual’s vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other way; there is not simple profile. The guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” (2015) and “Channel: Vulnerability Assessment Framework” (2012).
- 15.3 **Engagement:** Example needs, susceptibilities, motivations and contextual influences that make individuals **vulnerable** to engagement with an extremist group, cause or ideology include:
- 15.3.1 feelings of grievance and injustice;
  - 15.3.2 feeling under threat;
  - 15.3.3 a need for identity, meaning and belonging;
  - 15.3.4 a desire for status;
  - 15.3.5 a desire for excitement and adventure;
  - 15.3.6 a need to dominate and control other;
  - 15.3.7 susceptibility to indoctrination;
  - 15.3.8 a desire for political or moral change;
  - 15.3.9 opportunistic involvement;
  - 15.3.10 family or friends involvement in extremism;
  - 15.3.11 being at a transitional time of life;
  - 15.3.12 being influenced or controlled by a group;
  - 15.3.13 relevant mental health issues.
- 15.4 Example indicators that an individual *is* engaged with an extremist group, cause or ideology include:
- 15.4.1 spending increasing time in the company of other suspected extremists;
  - 15.4.2 changing their style of dress or personal appearance to accord with the group;
  - 15.4.3 their day-to-day behaviour becoming increasingly centred around an extremist ideology, group or cause;
  - 15.4.4 loss of interest in other friends and activities not associated with the extremist ideology, group or cause;

- 15.4.5 possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups);
  - 15.4.6 attempts to recruit others to the group/cause/ideology;
  - 15.4.7 communications with others that suggest identification with a group/cause/ideology.
- 15.5 **Intent to cause harm:** Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a *readiness to use violence* and address what the individual would do and to what end. They can include:
- 15.5.1 over-identification with a group or ideology;
  - 15.5.2 'Them and Us' thinking;
  - 15.5.3 dehumanisation of the enemy;
  - 15.5.4 attitudes that justify offending;
  - 15.5.5 harmful means to an end;
  - 15.5.6 harmful objectives.
- 15.6 Example indicators that an individual has an *intention to use violence* or other illegal means include:
- 15.6.1 clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills;
  - 15.6.2 using insulting or derogatory names or labels for another group;
  - 15.6.3 speaking about the imminence of harm from the other group and the importance of action now;
  - 15.6.4 expressing attitudes that justify offending on behalf of the group, cause or ideology;
  - 15.6.5 condoning or supporting violence or harm towards others;
  - 15.6.6 plotting or conspiring with others.
- 15.7 **Capability to cause harm:** Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Example indicators that an individual is capable of directly or indirectly causing harm include:
- 15.7.1 having a history of violence;
  - 15.7.2 being criminally versatile and using criminal networks to support extremist goals;
  - 15.7.3 having occupational skills that can enable acts of terrorism (such as civil engineering, pharmacology or construction);
  - 15.7.4 having technical expertise that can be deployed (e.g. IT skills, knowledge of chemicals, military training or survival skills).

## 16 Further information of specific safeguarding issues

- 16.1 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. NSPCC offers information for schools on its

website [www.nspcc.org.uk](http://www.nspcc.org.uk). Broad government guidance on the issues listed below can also be accessed via the [www.gov.uk](http://www.gov.uk) website:

- 16.1.1 [child sexual exploitation \(CSE\)](#)
- 16.1.2 [bullying including cyberbullying](#)
- 16.1.3 [domestic violence](#)
- 16.1.4 [drugs](#)
- 16.1.5 [fabricated or induced illness](#)
- 16.1.6 [faith abuse](#)
- 16.1.7 [female genital mutilation \(FGM\)](#)
- 16.1.8 [forced marriage](#)
- 16.1.9 [gangs and youth violence](#)
- 16.1.10 [gender-based violence/violence against women and girls \(VAWG\)](#)
- 16.1.11 [mental health](#)
- 16.1.12 [private fostering](#)
- 16.1.13 [preventing radicalisation](#)
- 16.1.14 [PREVENT for schools](#)
- 16.1.15 [sexting](#)
- 16.1.16 [teenage relationship abuse](#)
- 16.1.17 [trafficking](#)
- 16.1.18 [use of social media for online radicalisation](#)

## **17 Recognising children who may be particularly vulnerable**

- 17.1 Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.
- 17.2 **Children who are looked after** are particularly vulnerable - the most common reason for children becoming looked after is as a result of abuse and/or neglect. The Designated Safeguarding Lead will ensure that staff have the skills, knowledge and understanding necessary to keeping children who are looked after safe. In particular, they will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. They will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The Designated Safeguarding Lead will keep details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- 17.3 The School recognises that, statistically, children with behavioural difficulties and disabilities are particularly vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of abuse.
- 17.4 To ensure that all of our students receive appropriate protection, we will give special consideration to children who are:
- 17.4.1 disabled or have Special Educational Needs;
  - 17.4.2 living in a domestically abusive situation;
  - 17.4.3 affected by parental substance misuse;
  - 17.4.4 asylum seekers;
  - 17.4.5 regularly absent from school;
  - 17.4.6 attending alternative provision or subject to a managed move;
  - 17.4.7 living away from home (frequent movers);
  - 17.4.8 vulnerable to being bullied, or engaging in bullying;
  - 17.4.9 living in temporary accommodation;
  - 17.4.10 living a transient lifestyle;
  - 17.4.11 living in chaotic and unsupportive home situations;
  - 17.4.12 vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality;
  - 17.4.13 involved directly or indirectly in prostitution or child trafficking;
  - 17.4.14 speakers of another first language;
  - 17.4.15 children that are subject to a Child Protection Plan;
  - 17.4.16 children that may be vulnerable to messages of violence and extreme ideologies.

## **18 Children missing from education**

- 18.1 A child going missing from education is a potential indicator of abuse or neglect. The School will ensure its procedures for dealing with children who go missing from education, particularly on repeat occasions, are rigorously implemented to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in the future.

## **19 Allegations by children against other children**

- 19.1 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 procedures where necessary. However, there will be occasions when a student's behaviour warrants a response under child protection rather than anti-bullying procedures.

- 19.2 Some children who have experienced abuse may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.
- 19.3 The School recognises that the care of children and young people with sexually harmful behaviour is complex and the School will work with other relevant agencies to maintain the safety of the whole school community. The child protection procedures will be followed for both victim and perpetrator.

## **20 Responding to a disclosure**

- 20.1 If a child reports that they are being abused and neglected, staff should listen to them, take their allegation seriously, and reassure them that action will be taken to keep them safe.
- 20.2 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.
- 20.3 If a student talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the student know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the student this is a matter for professional judgement. If they jump in immediately, the student may think that they do not want to listen. If left until the very end of the conversation, the student may feel that they have been misled into revealing more than they would have otherwise.
- 20.4 During their conversations with the students, staff will:
- 20.4.1 allow them to speak freely; listening carefully and uncritically;
  - 20.4.2 endeavour to utilise a neutral translator if necessary;
  - 20.4.3 remain calm and collected – the student may stop talking if they feel they are upsetting their listener;
  - 20.4.4 give reassuring nods or words of comfort and reassure the student that they are right to tell – ‘I’m sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’;
  - 20.4.5 not be afraid of silences – staff must remember how hard this must be for the student;
  - 20.4.6 consider their own body language and the messages it may send a child regarding the nature of the disclosure;
  - 20.4.7 under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the student’s mother think;
  - 20.4.8 tell the student that in order to help them, the member of staff must pass the information on;
  - 20.4.9 do not automatically offer any physical touch as comfort - it may be anything but comfort to a child who has been abused;

- 20.4.10 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 interpreted by the child to mean that they have done something wrong;
- 20.4.11 tell the student what will happen next - the student may agree to go to see the Designated Safeguarding Lead otherwise it is the duty of the member of staff to inform the Designated Safeguarding Lead of what has been discussed (if the student does agree to go and see the Designated Safeguarding Lead, the staff member should inform the Designated Safeguarding Lead that the child will be coming to see them at some point).
- 20.5 Following the conversation the staff will report the disclosure as outlined in Section 22, taking precaution to report to the Designated Safeguarding Lead even if the child has promised to do it by themselves and following up with a written record. Staff should seek support if they feel distressed.

## **21 Responding to a suspicion that a child is at risk**

- 21.1 There will be occasions when, in the absence of a disclosure, staff may suspect that a student may be at risk, but have no ‘real’ evidence. The student’s behaviour may have changed, their artwork could be bizarre or concerning, students might write stories or poetry that reveal confusion, distress or extreme beliefs, or physical but inconclusive signs may have been noticed. In these circumstances, staff will give the student 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. It is fine for staff to ask the student if they are OK or if they can help in any way.
- 21.2 If the member of staff remains concerned, they should report their concerns as outlined in Section 22.

## **22 Reporting safeguarding concerns**

- 22.1 Recording procedures will be fully explained to all staff to ensure concerns are reported quickly and records are as concise and unambiguous as possible.
- 22.2 All concerns, suspicions and disclosures should be recorded using the School’s Safeguarding Concern Form (see Appendix 3). Blank copies of the Safeguarding Concern Form should be kept in the staffroom for all to access when necessary.
- 22.3 Staff should immediately report:
- 22.3.1 any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play;
  - 22.3.2 any explanation given which appears inconsistent or suspicious;
  - 22.3.3 any behaviours which give rise to suspicions that a child may have suffered harm (e.g. significant changes in behaviour, worrying drawings or play);
  - 22.3.4 any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment;
  - 22.3.5 any concerns that a child is presenting signs or symptoms of abuse or neglect;
  - 22.3.6 any significant changes in a child’s presentation, including nonattendance;

- 22.3.7 any hint or disclosure of abuse or neglect received from the child, or from any other person, including disclosures of abuse or neglect perpetrated by adults outside of the family or by other children or young people;
- 22.3.8 any concerns regarding person(s) who may pose a risk to children (e.g. staff in school or person living in a household with children present) including inappropriate behaviour e.g. inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images;
- 22.3.9 any expressions of extremist ideologies that suggest vulnerability to radicalisation.
- 22.4 Where no disclosure has been made, but a member of staff has concerns regarding the welfare or well-being of a student, they should make a written account of such concerns using Part 1 of the Safeguarding Concern Form (and Part 3 if applicable).
- 22.5 Where a disclosure has been made, a written factual account record, using the child's own words, should be made using Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable).
- 22.6 When completing the Safeguarding Concern Form, professional opinion may be expressed, but should be supported by stating the facts with observations upon which the opinion is based (e.g. Adam appeared angry as he was kicking the table and swearing). **All notes should differentiate clearly between fact, opinion, interpretation, observation, and/or allegation.**
- 22.7 All recorded concerns should be passed to the Designated Safeguarding Lead as soon as is possible, and in any case within 24hrs. In some cases it may be necessary to pass concerns verbally and follow it up in writing soon after. In the absence of this person, the Deputy Designated Safeguarding Lead should be approached.
- 22.8 Any records should be dated and signed with the name of the signatory clearly printed. Any handwritten notes made immediately after the event, can act as evidence of them being written at the time in any future court case. Therefore these should not be destroyed if the details are recorded more formally, but instead kept securely attached to the Safeguarding Concern Form.
- 22.9 Staff will follow the reporting procedures outlined in this policy. However, **anybody can make a direct referral**. They may share information directly with Children's Social Care, police or the NSPCC if:
  - 22.9.1 the situation is an emergency and the Designated Safeguarding Lead, their deputy, the Principal and the Chair of Governors are all unavailable;
  - 22.9.2 they are convinced that a direct report is the only way to ensure the student's safety.
- 22.10 Key points for staff to remember for taking action are:
  - 22.10.1 report the concern to the Designated Safeguarding Lead as soon as is possible, within 24hr at latest;
  - 22.10.2 in an emergency, take the action necessary to help and protect the child, for example, call 999;
  - 22.10.3 do not start own investigation;
  - 22.10.4 share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;

22.10.5 complete the Safeguarding Concern Form;

22.10.6 seek support if distressed.

## **23 Responding to safeguarding concerns**

23.1 A concern raised may not progress any further than a discussion with the Designated Safeguarding Lead. A record of the discussion and any initial action taken will be recorded in Part 4 of the Safeguarding Concern Form.

23.2 When dealing with a case, the Designated Safeguarding Lead will consider:

23.2.1 Am I dealing with 'risk' or 'need'? (by definition, a child at risk is also a child in need. However, what is the priority / level and immediacy of risk / need?)

23.2.2 Can the level of need identified be met:

23.2.2.1 in or by the school or by accessing universal services without referral to Children's Social Care or other targeted services

23.2.2.2 by working with the child, parents and colleagues?;

23.2.3 What resources are available to me / the School and what are their limitations?;

23.2.4 Is the level of need such that a referral needs to be made to Children's Social Care which requests that an assessment of need be undertaken?;

23.2.5 Is the level and/or likelihood of risk such that a child protection referral needs to be made (i.e. a child is suffering or is likely to suffer significant harm?;

23.2.6 What information is available to me: child, parents, family and environment?;

23.2.7 What information is inaccessible and, potentially, how significant might this be?;

23.2.8 Who do I/don't I need to speak to now and what do they need to know?;

23.2.9 Where can I access appropriate advice and/or support?;

23.2.10 If I am not going to refer, then what action am I going to take?

23.3 The Designated Safeguarding Lead will make a referral to Children's Social Care if it is believed that a student is suffering or is at risk of suffering significant harm. The student (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

23.4 In making this decision, the Designated Safeguarding Lead will **consider the Local Safeguarding Children's Board's threshold document and framework for action** that includes:

23.4.1 the process for the early help assessment and the type and level of early help services to be provided;

23.4.2 the criteria, including the level of need, for when a case should be referred to Local Authority Children's Social Care for assessment and for statutory services.

23.5 Where a Designated Safeguarding Lead or Deputy Designated Safeguarding Lead considers that a referral to Children's Social Care may be required, they must consider:

23.5.1 *Is this a Child In Need?* - Under section 17 (s.17 (10)) of the Children Act 1989, a child is 'in need' if:

- 23.5.1.1 the child is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority;
  - 23.5.1.2 the child's health or development is likely to be impaired, or further impaired, without the provision of such services;
  - 23.5.1.3 the child is disabled.
- 23.5.2 Is this a Child Protection Matter? - Under section 47(1) of the Children Act 1989, a local authority has a duty to make enquiries where they are informed that a child who lives or is found in their area:
- 23.5.2.1 is the subject of an Emergency Protection Order;
  - 23.5.2.2 is in Police Protection;
  - 23.5.2.3 or where they have reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

Therefore it is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under s.47 must therefore provide information which clearly outlines that a child is suffering or is likely to suffer significant harm. The Designated Safeguarding Lead will make judgements around 'significant harm', levels of 'need and risk' and when to refer.

- 23.6 Once a referral has been made, Children's Social Care should respond within one working day indicating what further action they have decided to take. This may include further assessment of the child either through an early help assessment, through a Child In Need Assessment (section 17 Children Act 1989) or a Child Protection Enquiry (section 47 Children Act 1989). The School will participate in Strategy Discussions and Child Protection Conferences as required.
- 23.7 Referrals regarding extremism will be made to Children's Social Care. In line with government advice, a Channel Co-ordinator/Police Practitioner will be fully embedded in the safeguarding arrangements of Children's Social Care if required. Where assessment does not indicate a genuine vulnerability to being drawn into terrorism, a case will be signposted to other more appropriate support services following consultation with the LADO.

## **24 Recording keeping**

- 24.1 A Child Protection File will be started for an individual child as soon as the School is aware of any child protection concerns about them. This may arise in a number of ways:
- 24.1.1 if a member of staff raises a concern about the welfare or well-being of a student (this should be recorded in writing using Appendix 3 Part 1 (and 3 if applicable));
  - 24.1.2 if a child makes a disclosure (this should be recorded in writing using Appendix 3 Part 1 and 2 (and 3 if applicable));
  - 24.1.3 if information is passed to the School by a previous school attended by the student;
  - 24.1.4 if the school is alerted by another agency (e.g. police, health or social care) of child protection concerns about that child.

- 24.2 The Child Protection File will have a front sheet (see Appendix 4) on the file which records the child's full name, date of birth, address and information about family members.
- 24.3 Separate files will be kept for individual siblings, cross referencing to other children in the family. Relevant, and as necessary, redacted information will be copied and placed on each individual sibling's file.
- 24.4 If more than one file exists in relation to an individual child, this will be indicated on each file. Each file will be numbered and dated (e.g. January 2015, Vol. 1 of 3).
- 24.5 The Child Protection File will contain:
- 24.5.1 a detailed chronology, updated on a regular basis, at the front of the file (see Appendix 5);
  - 24.5.2 any concerns raised by staff;
  - 24.5.3 all safeguarding/concern reports, notes and correspondence referring to the child;
  - 24.5.4 copies of any referrals;
  - 24.5.5 any child protection information received from previous schools or other agencies;
  - 24.5.6 notes/minutes of any Child Protection Conferences etc.
- 24.6 The School will record whether the child is subject to a Child Protection Plan or if they are a Child in Care.
- 24.7 The Child Protection File will also cross-reference other relevant records held in school (e.g. relating to the Common Assessment Framework (CAF), early support, Special Educational Need).
- 24.8 All records of child protection concerns, disclosures or allegations will be treated as sensitive information and kept together. Child protection information will be stored separately from the student's school file and the school file will be 'tagged' to indicate that separate information is held. All staff who may need to consult a child's school file will be made aware of what the symbol means, and who to consult if they see this symbol. The information will be shared with those who need to have it. If information is removed from the file for any reason, a card will be placed indicating where the information has gone, when it was removed and who removed it. The Designated Safeguarding Lead will be notified of the removal of any information from a file.
- 24.9 All Child Protection Files will be kept together in a secure place. The filing system will be accessed via the Designated Safeguarding Lead. Any electronic information will be password protected and only made available to relevant individuals.
- 24.10 Child protection information will be stored and handled in line with Data Protection Act 1998 principles such that information is:
- 24.10.1 processed for limited purposes;
  - 24.10.2 adequate, relevant and not excessive;
  - 24.10.3 accurate;
  - 24.10.4 kept no longer than necessary;
  - 24.10.5 processed in accordance with the data subject's rights;
  - 24.10.6 secure.

24.11 Every effort will be made to prevent unauthorised access, and sensitive information will not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as a CD or flash drive, these items will also be kept in locked storage.

## 25 Record transfers

25.1 It is imperative that relevant child protection information is forwarded to the new/receiving establishment by the establishment that the subject child is departing and that this happens as quickly as possible.

25.2 Such information sharing should occur between Designated Safeguarding Leads and/or Principal as soon as possible and, in any event, within 5 days of the child's departure.

25.3 When a file is to be transferred, a 'Record of Child Protection File Transfer' should be completed and attached to the Child Protection File (see Appendix 6).

25.4 It is inappropriate to simply forward all relevant documentation as this leaves the former school with no record. Rather:

25.4.1 where feasible, Designated Safeguarding Leads from former and receiving schools should arrange to meet and share relevant information, with copies of relevant and appropriate documentation being provided; or

25.4.2 alternatively, telephone discussions should take place followed-up with appropriate summaries / chronologies and copies of key records.

25.5 The new school/college should be provided with the ORIGINAL documentation.

25.6 Where a parent elects for Home Education, the child is from a traveller, migrant or Roman family, and/or where the receiving school's identity is not known, the Designated Safeguarding Lead at the former school should contact Children's Social Care for advice.

## 26 Access to Child Protection Files

26.1 The safety and welfare of a child must always be considered when making decisions about whether to share confidential information.

26.2 Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that, individuals (including children and parents) do not have an **automatic** right to see them.

26.3 Any child who has a Child Protection File does have the right to access their personal record, unless to do so would affect their health or well-being or that of another person, or would be likely to prejudice an ongoing criminal investigation.

26.4 Parents (i.e. those with parental responsibility in law) are entitled to see their child's Child Protection File, on behalf of their child, with the same exceptions applying as to the child's right to access. An older child may be entitled to refuse access to their parents. The School will take advice about information sharing with parents if they have particular concerns about doing so. However, it is generally good practice to share information held, unless there is a valid reason to withhold it, e.g. if by doing so would put the child at significant risk of harm. If a parent makes a request to access the file on the child's behalf, it should be done in writing.

- 26.5 When staff have information they feel needs to be shared within the school or with an external agency such as the Police, they should seek advice from the Designated Safeguarding Lead. The Designated Safeguarding Lead may consult the LADO.
- 26.6 In the vast majority of cases, the child and family's consent to sharing should be sought. If consent has been withheld, this must be recorded including the reason given for withholding consent. Exceptions to the requirement to gain consent are that if seeking such consent could:
- 26.6.1 increase the risk of harm to the child or someone else;
  - 26.6.2 undermine the prevention, detection or prosecution of a serious crime (a crime that causes or is likely to cause significant harm to a child, young person or adult);
  - 26.6.3 interfere with any potential investigation.
- 26.7 Access to the information on file should be on a need-to-know basis among the staff. This can only be decided on a case-by-case basis. The confidentiality of the child and family should be respected as far as possible, but the **welfare of the child is paramount**. It would be unlikely that every member of staff needs to know the details of a case. Generally speaking, the closer the day-to-day contact with the child, the more likely the need to know an outline of the case. Essentially, if someone receives information in *his/her professional capacity* and the person giving that information *believes* it will be treated securely, and that belief is reasonable, then the recipient of the information will be *under a duty* to treat it securely.
- 26.8 The names of any other children, other than the student who is the subject of the record, should be removed when disclosing records, unless consent is obtained from the individual/s concerned (or their parent/carer on their behalf). Care should be taken to ensure all identifying information is removed from the copy of the record to be shared.
- 26.9 Child protection information should not ordinarily be shared with agencies other than statutory agencies such as the Police (e.g. information should not be released to solicitors etc). Where such a request is made, advice should be sought from the Trust's HR Advisory Service.
- 26.10 Conversations between designated personnel at different schools (e.g. sharing concerns or asking for information about sibling groups) are perfectly acceptable. Where possible, consent from parents should be sought before a conversation takes place. **Any** relevant child protection information coming to light should be carefully logged.

## **27 Retention of Child Protection Files**

- 27.1 According to current guidance from the Records Management Society's Schools Retention Schedule, records must be kept (securely) until the subject's 25<sup>th</sup> birthday, after which they should be shredded (Child Protection records relating to Children's Social Care involvement will be retained for much longer than this by the Local Authority in any event).
- 27.2 The Data Protection Act requires that schools, or other bodies that keep information, maintain a list of records which have been destroyed and who authorised their destruction. Members of staff should record at least:
- 27.2.1 file reference (or other unique identifier);
  - 27.2.2 file title (or brief description);

- 27.2.3 number of files;
- 27.2.4 the name of the authorising officer;
- 27.2.5 date action taken.

This could be kept in an Excel spreadsheet or other database format.

## **28 Support for those involved in a child protection issue**

- 28.1 The School will support students, their families, and staff by:
  - 28.1.1 taking all suspicions and disclosures seriously;
  - 28.1.2 nominating a link person (Designated Safeguarding Lead) who will keep all parties informed and be the central point of contact;
  - 28.1.3 nominating separate link people for the child and member of staff, where a member of staff is the subject of an allegation made by a student, to avoid any conflict of interest;
  - 28.1.4 responding sympathetically to any request from students or staff for time out to deal with distress or anxiety;
  - 28.1.5 maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
  - 28.1.6 storing records securely;
  - 28.1.7 offering details of helplines, counselling or other avenues of external support;
  - 28.1.8 following the procedures laid down in the School's whistleblowing, complaints and disciplinary procedures;
  - 28.1.9 cooperating fully with relevant statutory agencies;
  - 28.1.10 making sure a neutral interpreter is available when English is not the child's first language.
- 28.2 The School recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. This school may be the only stable, secure and predictable element in the lives of children at risk. Whilst at school, their behaviour may still be challenging and defiant and there may even be moves to consider suspension or exclusion from school.
- 28.3 The School will endeavour to support students through:
  - 28.3.1 the curriculum, to encourage self-esteem and self-motivation;
  - 28.3.2 the School ethos, which promotes a positive, supportive and secure environment and which gives all students and adults a sense of being respected and valued;
  - 28.3.3 the implementation of behaviour management policies;
  - 28.3.4 a consistent approach, which recognises and separates the cause of behaviour from that which the child displays. This is vital to ensure that all children are supported within the school setting;
  - 28.3.5 regular liaison with other professionals and agencies who support the students and their families, in-line with appropriate confidentiality parameters;

- 28.3.6 a commitment to develop productive, supportive relationships with parents, whenever possible and so long as it is in the child's best interests to do so;
- 28.3.7 the development and support of a responsive and knowledgeable staff group trained to respond appropriately in child protection situations.

## **29 Confidentiality**

- 29.1 All staff are expected to:
  - 29.1.1 ensure that information they receive about students is treated in a discreet and confidential manner;
  - 29.1.2 seek advice from a senior member of staff if they are in any doubt about sharing information they hold or which has been requested of them;
  - 29.1.3 be cautious about passing information to others about a student.

## **30 Safer recruitment**

- 30.1 The 'Equal Opportunities Policy' sets out the Trust's approach to safer recruitment. All staff should endeavour to follow this during the recruitment and vetting of new staff.
- 30.2 The School will also adhere to the guidance set out in Keeping Children Safe in Education Part 3 (2015).
- 30.3 In particular, the School will:
  - 30.3.1 ensure that all posts are advertised, ensuring that the advertisement makes prospective applicants aware of the School's commitment to safeguarding and the requirement for an enhanced DBS disclosure with barred list information for people working in regulated activity with children;
  - 30.3.2 ensure that an application form is used and that C.Vs are not accepted;
  - 30.3.3 prepare and provide a Job Description and Person Specification when posts are advertised;
  - 30.3.4 check the application form so that it has a full employment history with no gaps;
  - 30.3.5 ensure that at least one member of staff involved in the recruitment process has undertaken accredited safer recruitment training;
  - 30.3.6 ensure shortlisting is undertaken with reference to the person specification for the post;
  - 30.3.7 ensure that the necessary due diligence checks are completed before interview (see Due Diligence and Vetting Policy in the case of volunteers, governors and speakers);
  - 30.3.8 ensure two written references are sought on all shortlisted candidates, including internal ones, directly from referees before interview so that any concerns can be explored further with the referee prior to interview and taken up with the candidate at interview;
  - 30.3.9 explore the candidate's commitment to safeguarding and promoting the welfare of young people during the interview process;
  - 30.3.10 use original documents to confirm qualifications, identity and address of the successful candidate.

- 30.4 The School will ensure that any appointment is conditional upon:
- 30.4.1 receipt of two satisfactory references;
  - 30.4.2 verification of identity (through photographic ID and proof of address);
  - 30.4.3 verification of a certificate for an enhanced DBS check which will include barred list information, for those who will be engaging in regulated activity;
  - 30.4.4 a separate barred list check if an individual will start work in regulated activity before the DBS certificate is available;
  - 30.4.5 verification of the person's mental and physical fitness to carry out their work responsibilities;
  - 30.4.6 verification of professional status if a teacher or Principal;
  - 30.4.7 verification that a candidate is not subject to a prohibition order issued by Secretary of State if a teacher via the [Employer Access Online Service](#);
  - 30.4.8 verification of qualifications;
  - 30.4.9 satisfactory completion of checks to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009 (where applicable);
  - 30.4.10 verification of the person's right to work in the United Kingdom;
  - 30.4.11 any further checks considered appropriate where the person has lived or worked outside the UK.
- 30.5 The School will also ensure that the checking of each of these aspects prior to appointment is evidenced through a Single Central Record. The Single Central Record will cover the following people:
- 30.5.1 all staff (including supply staff, and teacher trainees on salaried route) who work at the School;
  - 30.5.2 all members of the Local Governing Body;
  - 30.5.3 all members of the proprietor body.
- 30.6 As a minimum, the Single Central Record will include whether the following checks have been carried out or certificates obtained, and the date on which each check was completed/certificate obtained:
- 30.6.1 an identity check;
  - 30.6.2 a barred list check;
  - 30.6.3 an enhanced DBS check/certificate;
  - 30.6.4 a prohibition from teaching check;
  - 30.6.5 further checks on people living or working outside the UK;
  - 30.6.6 a check of professional qualifications; and
  - 30.6.7 a check to establish the person's right to work in the United Kingdom.
- 30.7 A copy of the DBS Certificate will be retained for a period of up to six months, to allow for the consideration and resolution of any disputes or complaints. If, in very exceptional circumstances, it is considered necessary to keep certificate information for longer than six months, the School will consult the DBS about this and will give full consideration to the Data Protection and Human Rights of the individual before doing so. A copy of the other

documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

- 30.8 Where the School has concerns about an existing member of staff or a member of staff begins to work in a regulated activity, the School will carry out all relevant checks as if the person were a new member of staff.

## **31 Disqualification Under the Childcare Act 2006**

- 31.1 All 'relevant' staff working in a 'relevant setting' will be checked, via a declaration form, in accordance with the requirements of the Childcare (Disqualification) Regulations 2009 and Childcare Act 2006 (see Appendix 7). The following categories of staff in nursery, primary or secondary school settings are covered by the Childcare (Disqualification) Regulations 2009:

31.1.1 staff who work in early years provision (including teachers and support staff working in school nursery and reception classes);

31.1.2 staff working in later years provision for children who have not attained the age of 8 including before school settings, such as breakfast clubs, and after school provision;

31.1.3 staff who are directly concerned in the management of such early or later years provision.

- 31.2 The Regulations refer to employing a person "in connection with" these provisions and it is therefore concluded that:

31.2.1 In Infant and Nursery Schools - **all staff** will be covered by the Regulations;

31.2.2 Primary/Junior Schools - **all staff** will be covered by the Regulations as it is unlikely in such settings that staff are always exclusively working with those over the age of 8;

31.2.3 Secondary Schools - will need to undertake checks on relevant staff (including managers) where any services are provided where under 8s may be in attendance e.g. childcare facilities, before or after school clubs.

- 31.3 'Staff' includes individuals employed by the School, those undertaking training in the School (both salaried and unsalaried), casual workers and volunteers.

- 31.4 Checks will be conducted in line with the above annually for existing staff and at the point of conditional job offer for new staff. Refusal to participate in such checks may be dealt with under the Trust's Disciplinary Policy.

- 31.5 Where trainee teachers are fee-funded it is the responsibility of the Initial Teacher Training Provider to carry out the necessary checks. Similarly, it is the responsibility of any Supply Agency to carry out the checks. In such instances, the School will obtain confirmation from the provider/agency that these checks have been carried out and that the individual has been judged suitable to work with children.

- 31.6 A record of all checks will be entered on the Single Central Record and disclosure forms will be held on staff personnel files.

- 31.7 Where a declaration is made, advice will be sought immediately from the Trust HR Advisory Service to verify whether a 'relevant' offence has been committed. Advice may also be sought directly from the Department for Education ([mailbox.disqualification@education.gsi.gov.uk](mailto:mailbox.disqualification@education.gsi.gov.uk)) or Ofsted ([disqualification@ofsted.gov.uk](mailto:disqualification@ofsted.gov.uk)) if required.

## **32 Allegations against members of staff**

- 32.1 If anyone makes an allegation that any member of staff (including any volunteer or governor) may have:
- 32.1.1 committed an offence against a child;
  - 32.1.2 placed a child at risk of significant harm;
  - 32.1.3 behaved in a way that calls into question their suitability to work with children (including the promotion of extreme ideologies)
- then the allegation will be dealt with in accordance with national guidance and agreements, as implemented by the Local Safeguarding Children's Board.
- 32.2 The Principal, rather than the Designated Safeguarding Lead, will handle such allegations as Case Manager, unless the allegation is against the Principal, when the Chair of Governors will act as Case Manager and handle the School's response.
- 32.3 In all instances, the Case Manager will have no role in the investigation at the onset of the allegation and the Principal and/or Chair of Governors must discuss the allegation with the Local Authority Designated Officer. The full procedures for dealing with allegations against staff can be found in the Local Safeguarding Children's Board policy on allegations against staff.
- 32.4 Parents or carers of a child or children involved will be told about the allegation as soon as possible if they do not already know. However, there will be some cases that require a strategy discussion with Children's Social Care and/or the police and it will be within the strategy discussion that decisions are made as to what information can be disclosed to parents or carers.
- 32.5 In the event of an allegation being made, the School will make every effort to maintain confidentiality and guard against unwanted publicity. Parents and carers will be made aware that under s141F of the Education Act 2011, there is a prohibition on reporting or publishing allegations about teachers, this includes via social media e.g. Facebook, Twitter etc and if breached this could lead to prosecution. If parents or carers wish to apply to the court to have reporting restrictions removed, they will be advised to seek legal advice.
- 32.6 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 32.7 The School will make a referral to the Disclosure and Barring Service (DBS) if any member of staff is disciplined, dismissed, is currently under investigation or leaves prior to the end of an investigation for causing emotional, psychological, physical or sexual harm, neglect or risk of harm to children.

## **33 External speaker and charities**

- 33.1 As outlined in the Trust's External Speakers and Charities Policy, all external speakers and charities will be vetted to ensure students are not exposed to inappropriate political or controversial messages and charitable activity is free from harm and consistent with the values of the School.

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

- 34.1 Children have their photographs taken to provide evidence of their achievements for developmental records (The Early Years Foundation Stage, EYFS 2014).
- 34.2 Under the Data Protection Act 1998, the School must seek parental consent to take photographs and use video recorders.
- 34.3 On admission, parents will be asked to sign the consent for photographs to be taken in school or by the media for use in relation to promoting/publishing the school. This consent will last for a maximum of 5 years only. This does not cover any other agency and if any other agency requests to take photographs of any child then separate consent before photographs are taken will be sought.
- 34.4 Staff, visitors, volunteers and students are not permitted to use their own mobile phones to take or record any images of children for their own records during session times.
- 34.5 The School's digital camera/s or memory cards must not leave the school setting unless on an official school trip. Photographs will be printed/uploaded in the setting by staff and once done images will be immediately removed from the camera's memory.
- 34.6 It is acknowledged that often photographs may contain other children in the background.
- 34.7 Cameras and mobile phones are prohibited in all toilet areas.

## **35 Induction**

- 35.1 All new members of staff will undergo an induction that includes familiarisation with the School's Safeguarding (Child Protection) Policy and identification of their child protection training needs.
- 35.2 The School's Induction Policy outlines the procedures for the induction of new staff.
- 35.3 New staff will be inducted fully so that they are able to contribute towards safeguarding and promoting the welfare of students.
- 35.4 Induction includes ensuring new staff are:
  - 35.4.1 aware of school systems and structures for supporting the wellbeing of students;
  - 35.4.2 provided with adequate training on safeguarding issues;
  - 35.4.3 introduced to the Designated Safeguarding Leads in school who have responsibility for safeguarding.
- 35.5 On Induction, all staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2015. All staff will sign to confirm they have received these documents and will work within them (see Appendix 8).

## **36 Training**

- 36.1 Designated Safeguarding Leads will be expected to participate in training every two years. This will focus on identifying abuse, local reporting arrangements and disseminating training to school staff.
- 36.2 All staff will participate in training on safeguarding on a regular basis. The School will provide training to all existing staff at least every three years and all new staff during their induction

(as outlined above). This training will focus on identifying and reporting abuse and neglect and safe working practices. Staff will be advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.

- 36.3 Safeguarding training will also include the core elements of the 'Workshop to Raise Awareness of Prevent' (WRAP) an interactive and facilitated workshop developed by Office for Security and Counter Terrorism. The training will provide staff with:
  - 36.3.1 an awareness and understanding of the Prevent agenda and their role within it;
  - 36.3.2 the ability to use existing expertise and professional judgement to recognise potentially vulnerable individuals who may be susceptible to messages of violence and radicalisation;
  - 36.3.3 the confidence to use a common sense based response.
- 36.4 Staff will also be encouraged to undertake the Channel general awareness online training module as a supplementary source of support.
- 36.5 As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2015. All staff will sign to confirm they have received these documents and will work within them (see Appendix 8).
- 36.6 Supply staff and other visitors will be given the School's Visitor Guide which outlines core safeguarding measures.
- 36.7 Senior governors, the Principal and senior leaders will undertake safer recruitment training. This will enable them to participate in the recruitment of staff.

### **37 Extended school and off-site arrangements**

- 37.1 This policy is also applicable to all students undertaking extended service activities. Where extended school activities are provided by and managed by the School, our own child protection policy and procedures apply.
- 37.2 If other organisations provide services or activities on our site, the School will check that they have appropriate procedures in place, including safer recruitment procedures.
- 37.3 When students attend off-site activities, the School will check that effective child protection arrangements are in place. This includes alternative provision and managed moves.
- 37.4 All organisations will be vetted to ensure students are not exposed to inappropriate political or controversial messages or activities.

### **38 Related school policies**

- 38.1 Attendance and Punctuality
- 38.2 Anti-bullying
- 38.3 Behaviour
- 38.4 Complaints
- 38.5 Off Site Visits / Requirements for Off Sites Visits and Adventurous Activities
- 38.6 Equal Opportunities
- 38.7 ICT Acceptable Use

- 38.8 Equalities
- 38.9 Health and Safety (includes First Aid, intimate personal care)
- 38.10 Home School Agreement
- 38.11 Induction
- 38.12 PSHE
- 38.13 Sex and Relationships Education
- 38.14 Use of Reasonable Force
- 38.15 Powers of Search
- 38.16 SEN – Information, Policy and Guidance
- 38.17 Social Media Policy
- 38.18 Staff Code of Conduct
- 38.19 Disciplinary
- 38.20 Whistleblowing

### **39 Concerns about safeguarding practices**

- 39.1 Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the School's safeguarding regime.
- 39.2 Where staff or volunteers wish to raise concerns they should be raised with the School's management team under the Whistleblowing Policy.
- 39.3 Where a staff member feels unable to raise the issue with the School or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them.

### **40 Complaints**

- 40.1 The Trust complaints procedure will be followed where a student or parent raises a concern about poor practice towards a student that initially does not reach the threshold for child protection action.

### **41 Monitoring, evaluation and review**

- 41.1 The policy will be promoted and implemented throughout all Trust schools.
- 41.2 The Trust will monitor the operation and effectiveness of arrangements referred to in this policy at each Trust school.
- 41.3 The Trust will review this policy every year in consultation with each Trust school.

## **Appendix 1: Designated Safeguarding Lead Responsibilities**

The broad areas of responsibility for the Designated Safeguarding Lead are:

### **Managing referrals**

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

### **Training**

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding (child protection) Policy and procedures, especially new and part-time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

### **Raising Awareness**

The designated safeguarding lead should ensure the school's policies are known and used appropriately and:

- Work with the Trust in the annual review of the Safeguarding (child protection) Policy and procedures;
- Ensure the Safeguarding (child protection) Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- Link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding;
- Where children leave the school ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.



## **Appendix 2: Safe Working Practices**

### **Propriety and behaviour**

All staff are expected to:

- set high expectations and challenging targets for all students
- promote fundamental British values, including democracy, the rule of law, freedom of religion, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs, fairness, social responsibility, liberty and equality for all
- ensure that they set expectations of the highest standards of behaviour and conduct within school, regardless of whether in class or beyond, and challenge activities by any student that may be considered to be of an inappropriate nature.

All staff are expected to refrain from:

- making inappropriate (innuendo) remarks to, or about, a student
- discussing personal relationships with or in the presence of students
- discussing a student's personal relationships in inappropriate settings or contexts
- making unprofessional personal comments which scapegoat, demean or humiliate, or might be interpreted as such.

All staff are aware that inappropriate behaviour towards students is unacceptable and that their conduct towards students 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 student under 18 may be a criminal offence, even if that student is over the age of consent.

### **Dress and appearance**

All staff are expected to wear clothing which:

- promotes a positive and professional image
- is appropriate to their role
- is not likely to be viewed as offensive, revealing or provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory.

### **Rewards and gifts**

All staff are expected to:

- ensure that gifts received or given in situations which may be misconstrued are declared immediately
- generally, only give gifts to an individual student as part of an agreed reward system

- where giving gifts other than as above, ensure that these are of an insignificant value and given to all children equally
- ensure that the selection processes for gifts and rewards are fair, transparent and (wherever practicable) are undertaken by more than one member of staff.

### **Infatuations**

All staff are expected to report any indications (verbal, written or physical) that suggest a student may be infatuated with a member of staff. This must be reported to a senior leader.

### **Photography, videos and other creative arts**

All staff are expected to:

- refrain from making any visual recordings of students (still or moving) without the prior consent of a senior leader
- seek a child's consent for a photograph to be taken or published
- seek parental consent for a photograph to be taken or published
- ensure that the storage and distribution of such images is approved by senior leaders and care is taken to avoid illicit use of the images
- ensure that all images are available for scrutiny in order to screen for acceptability
- be able to justify images of children in their possession
- avoid making images in one-to-one situations
- refrain from taking images of students using personal mobile phones.

### **Social contact**

All staff are expected to:

- always approve any planned social contact with students or parents with a senior leader
- advise a senior leader of any (unplanned) social contact they have with a student which might cause concern
- report and record any situation which they feel might compromise the School or their own professional standing
- refrain from sending personal communication to students e.g. letters and cards unless agreed with a senior leader.

### **Communication using technology**

All staff are expected to refrain from:

- passing personal contact details to students including email, home or mobile phone numbers unless the need to do so is agreed with a senior leader
- any communication with students which may be construed as grooming
- making any visual recordings of students (still or moving) without the prior consent of a senior leader
- using any personal equipment when communicating with students.

For the purposes of exchanging coursework or homework only, it is permitted for staff to exchange their school email address with students. However, any correspondence whilst using school email must be very cautious and perfunctory to avoid any misconstruing.

## **Safeguarding whilst using ICT**

In using ICT in lessons, the following safeguards will be introduced by the School:

- security software will be installed on all PCs, laptops and the network to filter inappropriate internet sites
- security software to prevent access to social networking sites
- anti-viral software will be installed on all PCs, laptops and the network and renewed as required
- the use of the internet will be monitored using security software to ensure effective safeguarding within and beyond the School
- all network access points will be placed in a safe, adequately monitored area to prevent unauthorised access and physical tampering
- all wireless access points will be secured using administrative passwords.

In using ICT (laptops and PCs), all staff are expected to:

- communicate the expectations in the Acceptable Use of ICT agreement to all students
- communicate a clear, well-defined purpose to the use of the internet during the course of the lesson
- monitor the use of ICT during the lesson to ensure effective safeguarding
- report any access by students, inadvertent or deliberate, to unauthorised or inappropriate sites immediately to their line manager and to the ICT Technician
- be vigilant for signs of, and report, any instances of cyber-bullying (more information is provided in the School's Anti-Bullying Policy)
- take extreme care to ensure that students are not exposed to inappropriate or indecent images
- ensure that they do not use school equipment to access any inappropriate or indecent images themselves.

In the event of indecent images being found on a computer, staff must report the incident to a senior leader as soon as possible.

## **Physical contact**

All staff are expected to:

- refrain from touching students in a way which may be considered as indecent or for the gratification of the adult or the student
- avoid any gratuitous or unnecessary physical contact with students (this includes horseplay, tickling or stroking the head etc)
- be prepared to explain actions and accept that all physical contact is open to scrutiny
- always encourage students, where possible, to complete self-care tasks independently
- avoid using physical contact as a reward (this includes hugs and pats on back etc)
- ensure that physical contact is never secretive or represent a misuse of authority.

## **Behaviour management and physical restraint**

All staff are expected to:

- try to defuse situations before they escalate
- ensure all rewards and sanctions are within the Schools agreed 'Behaviour Policy'
- ensure parents are informed of all sanctions

- avoid the use of sarcasm or demeaning and insensitive comments towards students.

Please see the Behaviour Policy for full details on behaviour management strategies upheld by the School.

Some situations may give rise to the need for physical intervention. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. If an alternative method of control and restraint is possible then these methods should be used first. If physical contact is the only suitable method then the use of 'reasonable force' is permitted.

Force is usually used either to 'control' or 'restrain'. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury. The key point to always remember is that 'reasonable in the circumstances' means using no more force than is needed for that situation.

The following list is not exhaustive but provides some examples of situations where reasonable force can be used:

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

Under no circumstances should staff use force as a punishment.

Please see the 'Use of Reasonable Force Policy' for full guidance.

### **One-to-one situations**

All staff should:

- avoid meeting with students in remote, secluded areas of the school
- ensure that there is visual access and/or an open door in one-to-one situations
- inform other staff of the meeting beforehand, assessing the need to have them present or close by
- avoid any one-to-one situations with students that may result in an interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior leader.

### **Intimate care**

Some students may require intimate care – this may include support with toileting or removing soiled clothing. In supporting such children, staff should:

- adhere to a care plan agreed with parents for students requiring intimate care
- encourage students to act as independently as possible

- ensure that another member of staff is in close vicinity if intimate care is required
- record any instances of intimate care, justifying the need for any variations from the care plan
- share the need for intimate care with parents, if irregular or unexpected.

### **Visual access to classrooms**

All staff are expected to ensure that there is always visual access and/or an open door to their classrooms.

Where staff feel the need to cover the visual access to their door temporarily, they must be able to justify doing so on child protection grounds and must ensure that there is a second member of staff in the classroom at the time.

### **Administration of medication**

In dispensing medication to students, staff should:

- Take account of the school's 'Supporting Students with Medical Conditions' Policy
- Ensure that they are authorised to dispense medication
- Ensure that parental consent has been secured and recorded
- Ensure that all medicines are stored in a locked cupboard, or if refrigerated, in an area not accessible to students
- Record the storage, dispensing and disposal of medication
- Not force a student to take medicine if they refuse to do so - in such a case, parents should be informed immediately and emergency services called if needed.

Staff must also ensure that all personal medication is stored securely in a lock area at all times.

### **Transporting students in staff cars**

Students should only be transported in staff cars as a matter of last resort – where alternative modes of transport are unavailable and only when the student is not distressed in any way. Normally, this will mean when taking students home – trips should not be planned with the intention of using staff vehicles for transport. In transporting students using a staff vehicle:

- the consent of a senior leader should be secured on each occasion
- the member of staff should travel with a colleague, if at all possible
- the member of staff should have 'Business' car insurance on their vehicle
- the member of staff should ensure that the car is roadworthy
- the student should sit at the back of the car – and be instructed to wear a seat belt.

## Appendix 3: Safeguarding Concern Form

### Safeguarding Concern Form

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#### PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL

Name(s) of student:	
D.O.B.	
Class / Year	
<b>What is the nature of your concern?</b>	
<ul style="list-style-type: none"> <li>- What are you most concerned about? i.e. physical, sexual, emotional abuse or neglect, self-harm, bullying, sexual exploitation, sexualised behaviour, honour-based violence / forced marriage, e-safety issues, radicalisation, other ...</li> <li>- Have you had any previous concerns about this student? If so, what, when, action?</li> <li>- <b><i>If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</i></b></li> </ul>	
Are there any injuries of concern?	Yes / No
Describe injury and complete 'Part 3: Body Map' to show where the injury is and its approximate size	
<b>Any action already taken</b>	
Signed	
Name	
Job title	
Time/Date	
<b><i>If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</i></b>	

## PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD

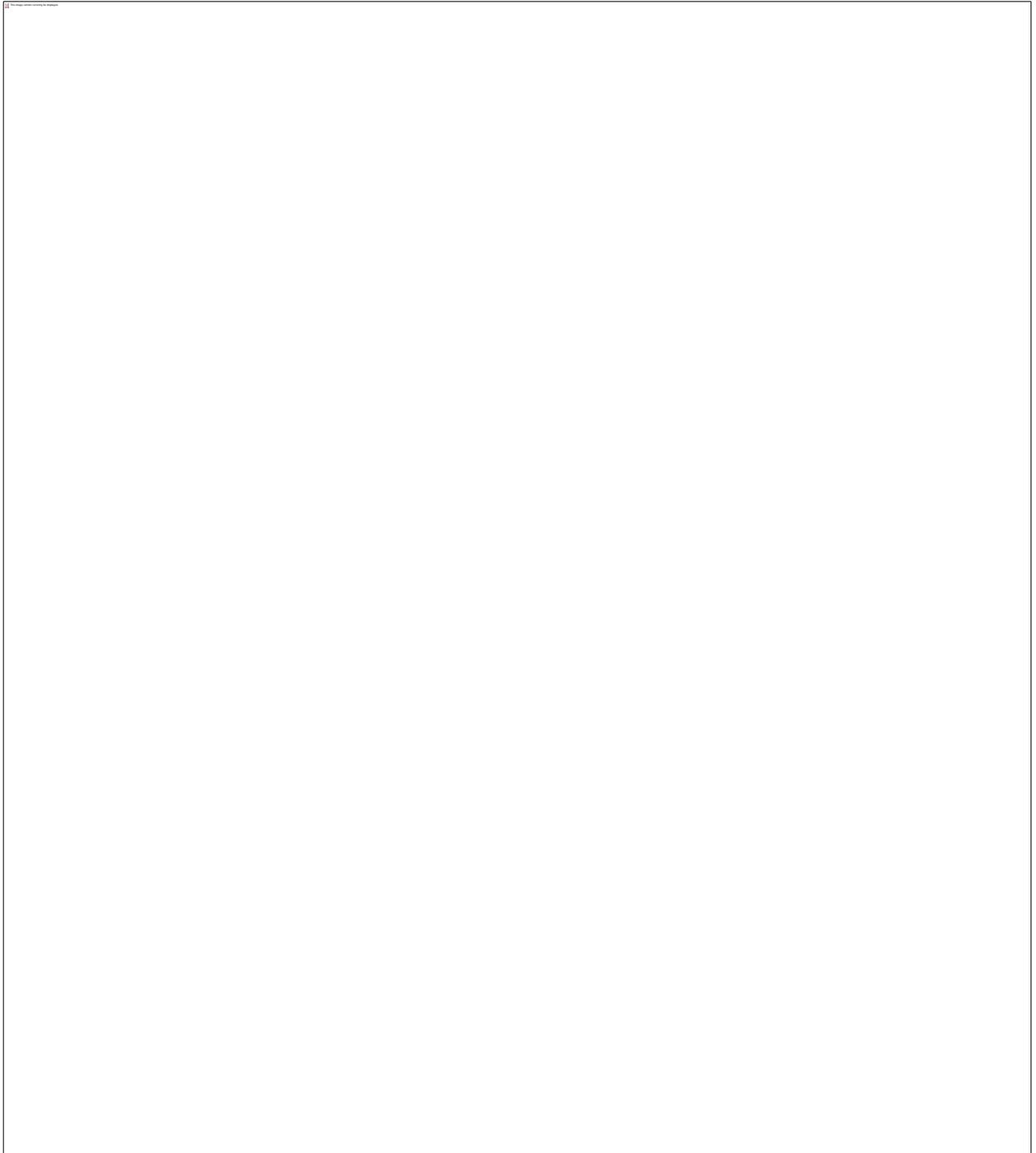
*\*It is not advisable to try and complete this record at the time. The important thing is to listen actively and carefully and reassure the child.*

<b>Name of person to whom the 'disclosure' has been made</b>	
<b>Position / relationship with child</b>	
<b>How did the 'disclosure' come about i.e. when and where?</b>	
<b>Who was present when the disclosure was made?</b>	
<b>Summary of information disclosed</b>	

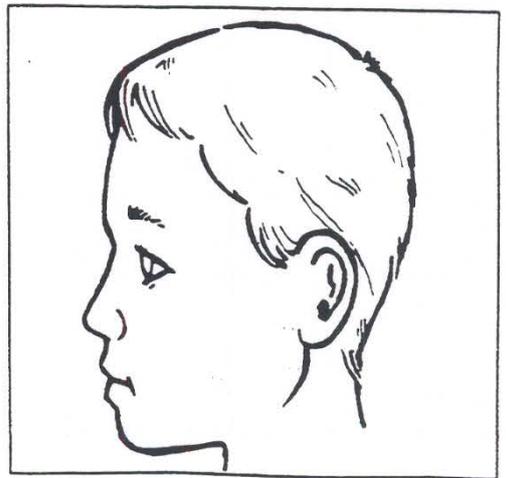
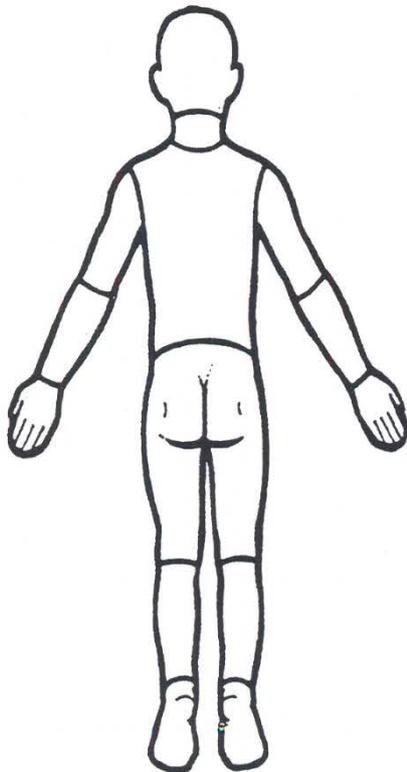
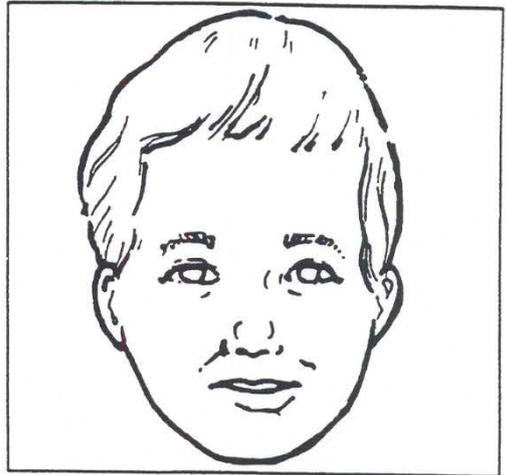
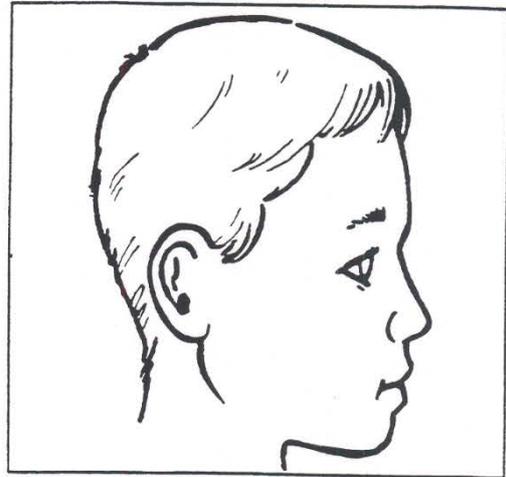
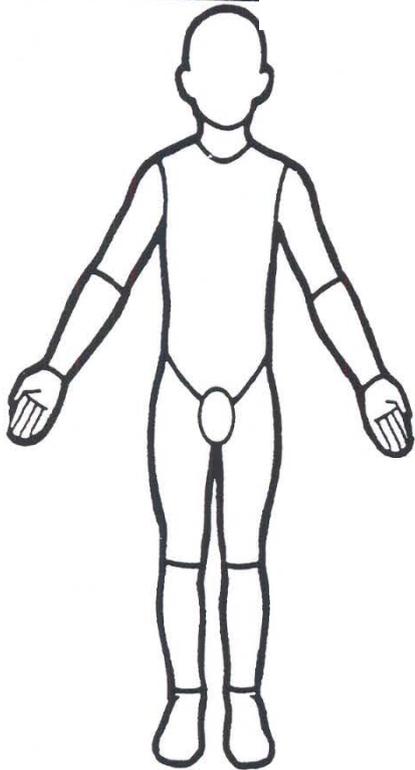
<b>WHO is said to be involved</b>	
<b>WHAT is said to have happened / be happening?</b>	
<b>WHERE is this said to have happened / be happening?</b>	
<b>WHEN is this said to have happened / be happening i.e. duration, most recent occasion etc?</b>	
<b>WHO else may have witnessed what happened?</b>	
<b>HOW and where is the student now?</b>	
<b>Continuation sheet added</b>	YES / NO
<b>Note:</b> <ul style="list-style-type: none"> <li>- Differentiate clearly between fact, opinion, interpretation and stick to the facts as you understand them wherever possible.</li> <li>- If you have used quotes please ensure that they are accurate.</li> <li>- Make a note of any open questions asked or minimal prompts used.</li> <li>- Any notes made 'at the time' should be attached to this pro-forma; these may be required as evidence if the matter goes to court.</li> </ul>	

<b>Signed</b>	
<b>Name</b>	
<b>Job title</b>	
<b>Time/Date</b>	

### PART 3: BODY MAP



Older Child



**PART 4: ACTION TAKEN BY DSL**

<b>Time and date information received by DSL and from whom</b>	Time	
	Date	
	From	
<b>Action taken (internal &amp; external advice sought, referral to SENCO, Attendance Officer, Children’s Social Care, continued monitoring etc)</b> Include time, dates, names, who information shared with and when etc		
<b>Parents informed and reasons?</b>	Yes / No	
<b>Student Child Protection File created?</b>	Yes / No	
<b>Front Sheet populated?</b>	Yes / No	
<b>Chronology Record started/updated</b>	Yes / No	

<b>Signed by DSL</b>	
<b>Name</b>	
<b>Time/Date</b>	

**Appendix 4: Child Protection File – Front Sheet**

**Child Protection File  
Front Sheet**



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<b>Student name</b>			
<b>Date of birth</b>			
<b>Any other name by which child is known</b>			
<b>Home address</b>		<b>Current address (if different)</b>	
<b>Contact tel no.</b>		<b>Contact tel no.</b>	
<b>Family members i.e. parents / carers / siblings</b>			
<b>Name</b>	<b>Relationship</b>	<b>Address</b>	<b>School Details</b> (in the case of siblings)
<b>Date file started</b>			
<b>Are records held in school relating to other connected children?</b>			
<b>Contact details of other professionals</b>			
<b>Name</b>	<b>Agency</b>	<b>Address</b>	

**Appendix 5: Child Protection File – Chronology of Significant Events**

**Child Protection File  
Chronology of Significant Events**



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<b>Student name</b>	
<b>Date of birth</b>	

Date of event	Date info received/ recorded	Significant event	Source of information	Actions taken and outcomes (include advice sought, dates, names, who information shared with and when etc)	Parents informed Y/N and reasons	Recorded by (full name and job title)

## Appendix 6: Record of Child Protection File Transfer

### Record of Child Protection File Transfer



Tauheedul  
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#### PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL

Name of child	
D.O.B.	
Name of school sending CP File	
Address of sending school	
Date file sent	
Name of Principal / Designated Safeguarding Lead	
Method of delivery	
Signature	

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#### PART 2: TO BE COMPLETED BY RECEIVING SCHOOL

Name of school/college receiving file	
Address	
Date received	
Name of Principal/ Designated Safeguarding Lead receiving file	
Had the file been tampered with in transit?	
Signature	

## Appendix 7: Disqualification by Association Declaration

### Disqualification Declaration

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This Declaration is to be completed by all new staff and volunteers when they commence their employment/placement and completed by all staff and volunteers on an annual basis.

#### BACKGROUND

In October 2014, the Department for Education (DfE) issued an update to its Statutory Guidance “Keeping Children Safe”. This update requires schools which provide care for pupils under the age of 8, to ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) Regulations 2009.

A person is disqualified if any of the following apply:

- They have been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children;
- They have been subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children;
- They have had a registration refused or cancelled in relation to childcare or children’s homes or have been disqualified from private fostering;
- They live in the same household as someone who is disqualified by virtue of the points above (this is known as “disqualification by association”).

The *Schedules to the Regulations* (which detail the disqualification orders, offences etc) provide the full details of offences covered by the requirement:

<http://www.legislation.gov.uk/uksi/2009/1547/schedule/1/made>

<http://www.legislation.gov.uk/uksi/2009/1547/schedule/2/made>

<http://www.legislation.gov.uk/uksi/2009/1547/schedule/3/made>

A list of the offences covered is also provided in the DfE guidance document ‘[Disqualification Under the Childcare Act 2006](#)’. A copy of this document is available to staff and volunteers on request.

A disqualified person is NOT permitted to continue to work in a setting providing care for children under age 8, unless they apply for and are granted a waiver from Ofsted.

Please answer the questions below to the best of your knowledge and sign the declaration at the end of this form. Please note you must answer all questions yourself AND for all others who live or work in the same household as you.

The definition of “others in the household” is wide and includes anyone who lives or works in the same property as you including partners, spouses, children, parents, flatmates, lodgers, tenants on a permanent or temporary basis.

If there are any aspects of the declaration that you are not able to meet, you should disclose immediately to the school.

All responses will be treated in the strictest confidence.

Name:		Post:	
-------	--	-------	--

Please circle 'YES' or 'NO' against each statement.

Questions relating to <b>you</b> as a member of staff			
1.	Have you ever been cautioned or convicted of any offences against a child?	YES	NO
2.	Have you ever been cautioned or convicted of any violent or sexual offences against an adult?	YES	NO
3.	Have you ever been barred from working with children by the Disclosure and Barring Service (formerly CRB)?	YES	NO
4.	Have your children ever been taken into care?	YES	NO
5.	Have your children ever or are they currently the subject of a child protection order?	YES	NO
6.	Has a court order ever been made against you in respect of a child under your care?	YES	NO
7.	Have you ever been refused registration or had registration cancelled in relation to childcare or a children's home or have you ever been disqualified from private fostering?	YES	NO
If you have answered YES to any of the questions above, please provide further information below (please complete on a separate sheet if necessary):			

Questions relating to <b>anyone else</b> who lives in your household			
1.	Has anyone in your household ever been cautioned or convicted of any offences against a child?	YES	NO
2.	Has anyone in your household ever been cautioned or convicted of any violent or sexual offences against an adult?	YES	NO
3.	Has anyone in your household ever been barred from working with children by the Disclosure and Barring Service (formerly CRB)?	YES	NO
4.	Does anyone living or working in your household have children that have been taken into care either currently or in the past?	YES	NO
5.	Does anyone in your household have children that have been or are the subject of a child protection order?	YES	NO
6.	Has anyone in your household ever had a court order made against them in respect of a child under their care?	YES	NO
7.	Has anyone living in your household been refused registration or had a registration cancelled in relation to childcare or a children's home or have they ever been disqualified from private fostering?	YES	NO

If you have answered YES to any of the questions above, please provide further information below (please complete on a separate sheet if necessary):

--

**DECLARATION**

I confirm the information I have declared above is correct. I understand that I have a duty to inform the Principal or Designated Safeguarding Lead should any of this information change at any time during my employment with the Trust.

***Note:** Tauheedul Education Trust takes its responsibility to safeguard children very seriously. If any concerns regarding conduct, contrary to the Safeguarding (Child Protection) Policy/Declaration, come to our attention, appropriate action will be taken.*

Print name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

**TO BE COMPLETED BY THE PRINCIPAL**

**I have reviewed the answers provided above and no further action is required.**

Print name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

OR

I have reviewed the answers provided above and the following action has been taken.

Print name: \_\_\_\_\_

Sign: \_\_\_\_\_

Date: \_\_\_\_\_

## Appendix 8: Staff Safeguarding Declaration

### Safeguarding Declaration



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1. I have received and read the School's Safeguarding (Child Protection) Policy, including the appendices.
2. I have received and read Part 1 of the DfE guidance 'Keeping Children Safe in Education', (DfE 2015).
3. I have received and read the Tauheedul Education Trust Staff Code of Conduct.
4. I have completed the School's safeguarding training, including PREVENT training, within the last three years.
5. I understand that supplementary safeguarding guidance is available at [www.gov.uk](http://www.gov.uk)
6. I agree to adhere to the protocols set out in the School's Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance 'Keeping Children Safe in Education', (DfE 2015).

**Note:** *Tauheedul Education Trust takes its responsibility to safeguard children very seriously. If any concerns regarding conduct contrary to the Safeguarding (Child Protection) Policy come to our attention, appropriate action will be taken.*

Print name: .....

Sign: .....

Date: .....