SAFEGUARDING CHILD PROTECTION POLICY
2023 – 2024

Designated Safeguarding Leads (Child Protection Officers) at March 2024

BBG Academy:
- Mrs M Ashby (Lead)
- Miss D Williams (Dep Lead)
- Mr Ian Aindow
- Mr L Andre
- Miss T Binns
- Miss O Blackburn
- Ms S Brazier
- Mr R Cattley
- Miss E Hayes
- Miss R Jones
- Mr C McDonald
- Miss C Sanderson
- Ms M Wilkinson

Brayton Academy:
- Miss J Eden (Deputy Lead)
- Mr P Beaumont
- Mrs S Graham (Lead)
- Mr J Howard
- Ms L Jordan
- Mr J Levick
- Mr C Parish
- Mrs C Walker
- Mrs A West

Rodillian Academy:
- Ms S Grant (Lead)
- Mr J Grayston (Dep Lead)
- Mr A Moon
- Miss L Bottomley
- Mrs L Bulliment
- Mrs A Bjelic
- Mrs A Corrigan
- Mr A Amoss

- Miss W Easby
- Mr D Fowler
- Mr S Graham
- Ms S Holdsworth
- Mrs N Kisby
- Mrs S Laycock
- Miss R McGowan
- Mr J Naylor
- Mrs F Nordoff
- Mr D Paul
- Mr T Riley
- Mr I Shah
- Mr A Shields
- Miss K Sowden
- Mr D Stevens
- Mrs C Roebuck
- Ms V Rowntree
- Mr D Thomas
- Mrs A Williams
- Mrs L Weaver
- Mrs G Wright
- Mrs N Wright

Southway:
- Mr A Percival (Lead)
- Mr C Miller (Dep Lead)
- Mrs D Millar (Dep Lead)
- Mrs C Boardman
- Mrs M Callaghan
- Mr A Collins
- Ms R Greenwood
- Miss L Jones-Cohen
- Mrs C Hezlewood
- Miss K Lockwood
- Mr T Moon

- Mr M Reilly
- Ms G Roberts
- Mrs L Waterson

The Featherstone Academy:
- Mr K Paddy (Lead)
- Mrs A Balance
- Mr B Eaton
- Mrs A Howarth
- Mr C McColl
- Ms D Townshend
- Mrs Claire Robert
- Mrs E Broxholme
- Miss C Kelso

UTC Leeds:
- Mr T Smeaton (Lead)
- Mrs M Barthorpe (Dep Lead)
- Mrs N Barrett
- Mrs S Ellis
- Mr A Saunders
- Miss H Wilson
- Mrs E Robinson

The Rodillian Multi Academy Trust:
- Mrs D Kriens (Lead)
- Mrs A Farmery
- Mrs S Luffman
- Mrs G Warren
- Ms H A Headley (Trustee)

Summary	The purpose of the policy is to ensure all stakeholders understand their responsibilities regarding safeguarding and child protection and that all reporting and necessary action is taken in the appropriate methods and timescales to ensure children's welfare.
Responsible Person/Author:	D Kriens, Director of HR
Applies to: (please circle/delete as appropriate)	**Staff** ☒　　　**Student**☒　　　**Community** ☒
Ratifying Committee(s) and Date of Final Approval:	Trust Board
Version:	3
Available On:	Trust and Academy Website, Staff Drives and On Demand
Effective from:	30 August 2023
Date of Next Formal Review:	July 2024

Document control

Date	Version	Action	Amendments
September 2020	1	Reformatted Policy first issued	N/A
November 2020	1.1	Updated DSL on front page	Front page
August 2021	2	Updated DSL details and full policy in line with updated guidance	Throughout
July 2022	3	Updated DSL details and full policy in line with updated guidance	Throughout
June 2023	4	Updated DSL details	Front Page
Sept 2023	5	Updated DSL details inc UTC Leeds	Front Page
December 23	6	Updated DSL details	Front page

Contents

This Policy is reviewed and ratified annually by the Trust Board or as events, or legislation requires. Any deficiencies or weaknesses identified will be remedied without delay.

Introduction

1.   The Rodillian Multi Academy Trust ("the Trust") is committed to safeguarding and promoting the welfare of children and young people and expects all staff, members of Trust Governance, volunteers, contractors and visitors to share this commitment.

2.   This policy is based on the Leeds City Council Safeguarding and Child Protection model policy 2022 – 2023 to reflect the Trust.

Policy Statement

3.   The Trust aims to ensure that:

   - Appropriate action is taken in a timely manner to safeguard and promote children's welfare
   - All staff are aware of their statutory responsibilities with respect to safeguarding with respect to safeguarding, identifying children in need of early help, at risk of harm or those that have been harmed. Staff are properly trained in recognising and reporting safeguarding issues
   - A culture of vigilance is created and maintained to ensure that we will also act in the best interests of children to protect them online and offline.
   - Systems for reporting abuse are well promoted, easily understood and easily accessible for children

4.   The Trustees and staff of the Trust take as our first priority the responsibility to safeguard and promote the welfare of our students, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our Trust to identify, assess and support those children who are suffering harm and to keep them safe and secure whilst in our care.

5.   The responsibilities set out in this policy apply (as appropriate) to all members of the Trust community including students, staff, members of Trust Governance, visitors/contractors, volunteers, supply staff and trainees working within the Trust. It is fully incorporated into the whole Trust ethos and is underpinned throughout the teaching of the curriculum, within Personal Social and Health Education ("PSHE") and within the safety of the physical environment provided for students.

Scope

6.   This policy applies to all students, parents, staff and members of Trust Governance who are associated with Trust Academies. Safeguarding and Child Protection is everyone's responsibility.

7.   This policy applies to all students, parents, staff and Directors of Southway and has been approved by the Directors of Rodillian at Southway Limited which operates Southway and references in this document to the Trust should be read as if Southway was an Academy in the Trust.

Publication and Implementation

8.   Following any review of the policy resulting in an updated version being adopted by the Trust, staff will be advised by email/alert where they may access it and advised as to whether they are required provide confirmation that they have read the document.

9.   Appropriate training and guidance will be provided by Human Resources ("HR") regarding the implementation of the policy for staff in relation to any new or revised procedures and guidelines within an appropriate timescale.

Definitions Used in this policy

10.   **All staff** refers to all paid adults, volunteers (including members of Trust Governance) or students on placement, working in any capacity in the Trust or in activities organised by the Trust which brings them in to contact with students attending a Trust Academy.

11.   **Child Protection** refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

12.   **Safeguarding** refers to the protection, safety and promotion of the welfare of all students including when in offsite provision or activities and using Information Communications Technology ("ICT"). This includes the building of resilience and awareness of risk through the formal and informal curriculum.

13.   **Child or Children** is anyone under the age of 18.

14.   **Glossary**

- DSL   Designated Safeguarding Lead
- DDSL   Deputy Designated Safeguarding Lead
- SENDCo   Special Education Needs and Disabilities Coordinator
- DT   Designated Teacher for Looked After and previously Looked After Children
- PSHE   Personal, social health and economic
- RSE   Relationships and Sex education
- CSWS   Children's' Social Work Services

Visitors

15.   All visitors must sign in on arrival and collect a visitor's badge and an Academy Information Leaflet which outlines Child Protection and Safeguarding procedures and how to report any concerns regarding a child/young person or another adult in the establishment. This badge must be worn at all times. Staff must remain with their visitors at all times unless they have had the required statutory checks to allow them to be unaccompanied as referenced in Part 3 of Keeping Children Safe in Education ("KCSIE"). All contractors must follow the school's signing in arrangements as set out in contractual commissioning agreements.

COVID-19

16.   This policy ran concurrently with the following addendums issued in April 2020 during the COVID-19 pandemic:

- Trust Safeguarding & Child Protection Policy Addendum - COVID19 Academy closure arrangements for Safeguarding and Child Protection, and:
- Trust Safer Working Practice Policy

Should COVID-19 restrictions be imposed on the Trust again, these addendums will be reviewed and will be used again alongside these Policies.

17. **Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment;
- Preventing impairment of children's mental or physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

18. **Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer significant harm.

19. Appendix 1 explains the different types and indicators of abuse.

20. Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

21. We give special consideration to children who:

- Have special educational needs, disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, disability, religion, gender identification, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of Female Genital Mutilation ("FGM"), sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are missing from education
- Children who are in care, previously looked after or any children not growing up with their birth family (this covers private fostering and all kinship arrangements)
- Whose parent/carer has expressed an intention to remove them from an Academy to be home educated.

Role and Responsibilities

22. Safeguarding and child protection is **everyone's** responsibility. Our policy and procedures also applies to extended Academy and off-site activities. All staff are expected to read this policy as part of their induction arrangements as well as the documents referenced below and any updates.

23.   To improve recording, support and multi-agency working around Safeguarding, the Trust has implemented the CPOMS electronic system for our students across all academies to ensure that information is shared and stored appropriately. Cause for Concerns where referrals to external agencies are necessary are made through CPOMS, which are then closely monitored to support our students. Staff have been trained to access and use CPOMS to support students.

All staff

24.   All staff working directly with children **must** read and understand their statutory responsibilities outlined in Part 1 and Annex A of the Department for Education's statutory safeguarding guidance, KCSIE September 2023 , and review this guidance at least annually.

25.   Staff who do not work directly with children are required to read either Part 1 or Annex A as determined by the DSL dependent on their roles, responsibilities and contact with children.

26.   All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in the Trust Safer Working Practice Policy, understanding the role of the designated safeguarding lead ("DSL"), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the Academy day or otherwise and reading and understanding the academies ICT and E-safety policy.

- The early help process and their role in it, including being alert to emerging problems that may warrant Early Help intervention, particularly those identified in Part 1 of KCSIE. All staff should report emerging problems that may warrant early help intervention.

- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand children's experiences of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.

- The process for making referrals to Local Authority ("LA") children's social work service ("CSWS") and for statutory assessments that may follow a referral, including the role they might be expected to play.

Procedure

27.   Figure 1 gives a summary of Trust procedures to follow where there are concerns about a child. This illustrates the procedure to follow if you have concerns about a child's welfare. Staff must speak to the DSL or DDSL in the first instance. If the concern is deemed serious then the DSL or DDSL must liaise with the Principal as soon as possible in the same day, prior to taking action, contacting parents/carers or seeking external advice. If the Principal is not available then the DSL or DDSL should consult with the Trust DSL (Director of HR, Safeguarding and H&S) or the Chief Executive to agree a course of action. Following consultation with the Principal

the DSL or DDSL will contact children's social work duty and advice team or the police if they believe a child is at immediate risk of significant harm.

28. Our work in partnership with other agencies in the best interests of children. Requests for service to CSWS will (wherever possible) be made by Safeguarding Designated Staff, to the CSWS Duty and Action team. Where a child already has a child protection social worker, the Academy will immediately contact the social worker involved or in their absence, the team manager of the child protection social worker.

29. Our procedure explains what action a member of staff should take if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation ("FGM"), how to report to a DSL and how a DSL should maintain an appropriate level of confidentiality while liaising with relevant professionals.

30. The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation ("CSE"), child criminal exploitation ("CCE") FGM, radicalisation, child-on-child sexual abuse and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside an Academy or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.

31. Children missing education/absconding during the academy day can also be a sign of CCE, including involvement in County Lines.

32. Children may not feel ready or know how to tell someone that they are being abused, exploited, neglected, and/or they may not recognise their experiences as harmful.

33. Appendix 1 details different kinds of abuse. Appendix 2 provides guidance to staff on how to respond to children who report abuse.

The designated safeguarding lead (DSL) and deputy designated staff.

34. Our DSLs across the Trust are listed on the front page of this policy. The Academy DSL takes lead responsibility for child protection and wider safeguarding in each Academy.

35. The optimal scenario is to have a trained DSL or DDSL available on site. Where this is not possible due to absence, a trained DSL or DDSL will be available to be contacted via phone or online video.

36. During term time, the DSLs will be available during Academy hours for staff to discuss any safeguarding concerns. Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

37. Out of Academy hours please use the DSL/DDSLs works mobile number or if the matter is not urgent their email address.

38. The DSL will be given the time, training, resources and support to:

   • Provide advice and support to other staff on child welfare and child protection matters.

- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so.
- Contribute to the assessment of children by providing as much information as possible as part of the referral process to help social care assessments consider contexts outside the home and enable a contextual approach to harm
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, Disclosure and Barring Service, Teaching Regulation Agency and/or police), and support staff who make such referrals directly. Provide support for staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Keep the Principal informed of any issues, and liaise with LA officers and relevant professionals for child protection concerns as appropriate.
- Respond to domestic abuse notifications from the LA and providing support to children and their families as appropriate
- Provide reports as required for meetings. If a representative from the Academy is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in the Trust is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- Liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other students deemed vulnerable. It is essential therefore that the DSL works in close collaboration with the DT and SENDCO as children who are in need of help and protection must also have their learning needs prioritised in planning to ensure education is a protective factor and not only by way of regular attendance at Academy.

39.   The full responsibilities of the DSL are set out in Annex C of KCSIE – Role of the designated safeguarding lead. The DSL's, DDSL's and other trained DSL's have their duties in this area outlined in a Trust Roles and Responsibilities document. All DSL's, DDSL's and other trained DSLs must read and comply with this.

40.   Within the Trust there are many more trained DSLs as shown on the front of this policy. They will take an active role in supporting the DSL and Deputy DSLs in the individual academies to safeguard children and young people.

41.   The Trust will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.

The Trust Board

42.   The Trust Board will approve this policy at each review, and hold the Chief Executive and Academy Principals to account for its implementation and any actions/recommendations made by any LA in which a Trust Academy is situated in respect to strengthening the Trust's safeguarding arrangements.

43.   The Trust Board will create a strong culture of safeguarding in each Academy in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.

44.   The Trust Board will complete a safeguarding and child protection training/briefing on their strategic roles and responsibilities every three years including online safety and as part of their induction on joining the Trust.

45.   The Trust Board will appoint a lead Trustee to monitor the effectiveness of this and other related safeguarding policies (i.e.: online safety, whistleblowing, behaviour etc.) in conjunction with the Trust Board. The Lead Trustee should access the designated safeguarding governor training every three years including online safety training.

46.   In the event that safeguarding concerns or an allegation of abuse is made against the Chief Executive, the Chair of the Trust will act as the 'case manager' with the support of the Trust DSL.

47.   The Trust Board will ensure that the Trust has robust IT filtering and monitoring systems in place and should be informed in part, by the risk assessment required by the Prevent Duty in order to limit children's exposure to online risks.

48.   The Trust Board, through the Academy Principals are responsible for satisfying themselves and obtaining written assurances from any relevant Academy lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE. Individual academies hold records of the alternative or off-site providers used and have written evidence of safeguarding arrangements. This includes ensuring that the provision has effective safeguarding policy/procedures/training in place for all staff. The provision follows safer recruitment processes and have clear allegation management processes. Students who attend alternative provisions can often have complex needs and it is important that these settings are aware of the additional risk of harm that their students may be vulnerable to and appropriate risk assessments/support plans are in place where students access provision offsite. Where alternative or off-site providers are used the Trust will have written evidence of safeguarding arrangements. Individual academies hold this information alongside their Single Central Record (SCR) details.

49.   The Trust board will supply information as requested by a Local Safeguarding Board and the LA Education Safeguarding Team in the different LA areas across the Trust.

50.   The full responsibilities of the Trust board are set out in Part Two of KCSIE – The management of safeguarding. The Trust board will ensure that the Trust is fully compliant with their statutory safeguarding responsibilities.

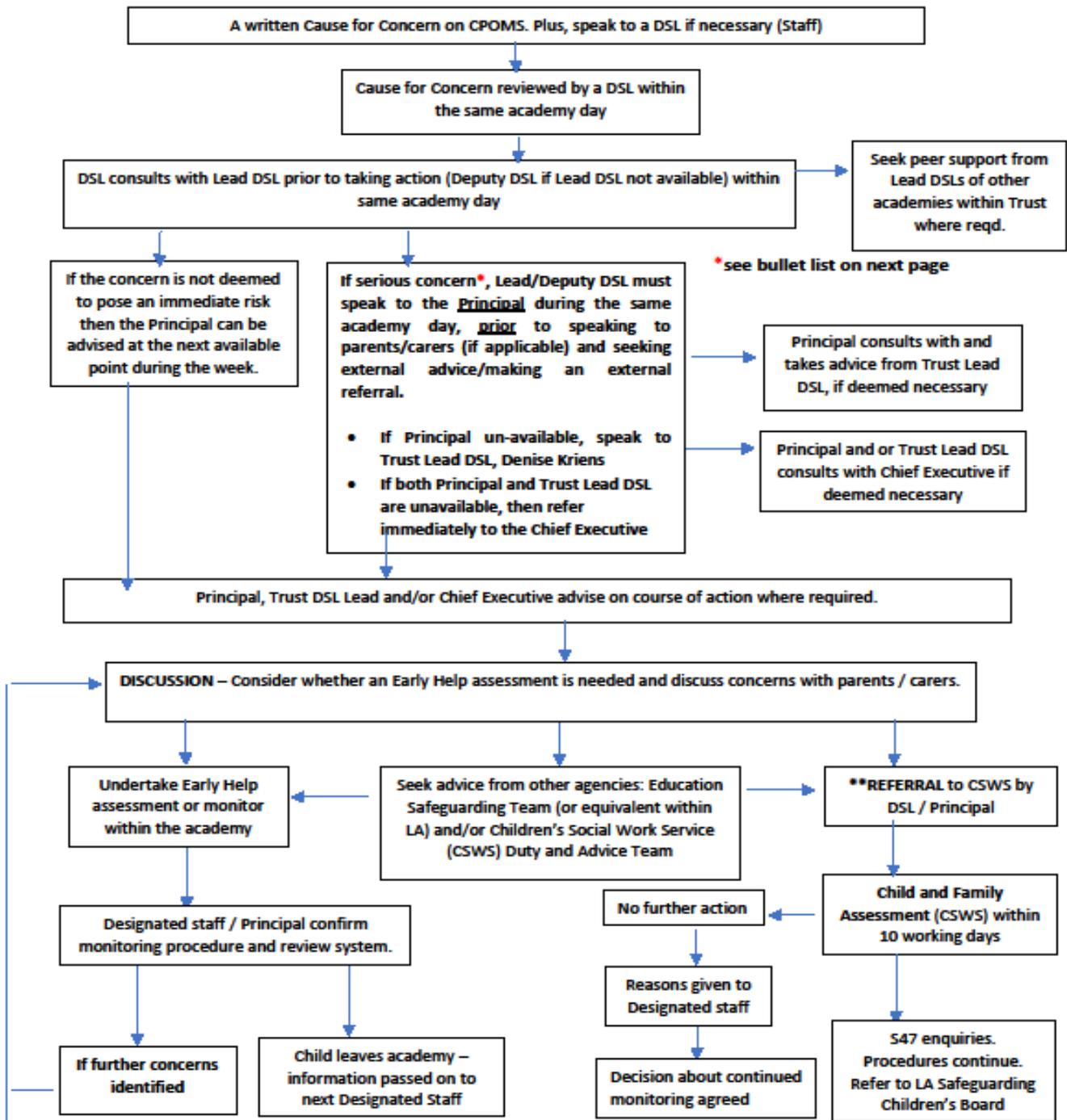## The Chief Executive and the Academy Principals

51.   The Chief Executive is responsible for ensuring that the Principals implement this policy within their individual Academy.

52.   The Chief Executive will be held to account by the Trust Board for their implementation of any actions/recommendations made by the LA in respect to strengthening the Trust's safeguarding arrangements.

53. The Chief Executive will ensure that there is a strong culture of safeguarding across the Trust in order to ensure that safeguarding and child protection are at the forefront and underpin all aspects of policy and procedure development.

54. Each Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction.
- Communicating this policy to parents when their child joins the Academy and via the Academy website.
- Ensuring that the roles and responsibilities of the DSL/DDSL as referenced in Annex C of KCSIE (2023) are reflected in their DSL/DDSL Role and Responsibilities document.
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that they complete the relevant course for Principals on safeguarding and child protection and that all staff undertake appropriate safeguarding and child protection training and update every three years.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate, under the direction of the Director of HR, Safeguarding and H&S.
- Ensuring that all recommendations made by the LA in relation to strengthening the Academy's safeguarding arrangements are actioned in a timely fashion.

The Director of HR, Safeguarding and Health & Safety

55. The Director of HR who is also the Trust Central Services DSL, will ensure with the Academy Principal, that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision.

56. The Director of HR, Safeguarding and H&S will work in partnership with the Chief Executive and the Principals to ensure that there is a strong culture of safeguarding across the Trust.

57. The Director of HR, Safeguarding and H&S will review and develop safeguarding and child protection related policies and procedures across the Trust, and support the Principals with their implementation.

58. The Director of HR, Safeguarding and H&S and the HR team will deliver Safeguarding and Child Protection training and guidance to new employees through the Induction programme also having an overview of the statutory training required across the Trust.

59. The Director of HR, Safeguarding and H&S will liaise with the Trust's lead DSLs providing guidance, support and supervision as necessary.

60. The Director of HR, Safeguarding and H&S will ensure that all the required policies and procedures are implemented and adhered to across the Trust, in line with the requirements of KCSIE and Working Together to Safeguarding Children.

Figure 1 - Summary of in-academy/Academy procedures to follow where there are concerns about a child

A written Cause for Concern on CPOMS. Plus, speak to a DSL if necessary (Staff)

Cause for Concern reviewed by a DSL within the same academy day

Seek peer support from Lead DSLs of other academies within Trust where reqd.

DSL consults with Lead DSL prior to taking action (Deputy DSL if Lead DSL not available) within same academy day

*see bullet list on next page

If the concern is not deemed to pose an immediate risk then the Principal can be advised at the next available point during the week.

If serious concern*, Lead/Deputy DSL must speak to the Principal during the same academy day, prior to speaking to parents/carers (if applicable) and seeking external advice/making an external referral.

- If Principal un-available, speak to Trust Lead DSL, Denise Kriens
- If both Principal and Trust Lead DSL are unavailable, then refer immediately to the Chief Executive

Principal consults with and takes advice from Trust Lead DSL, if deemed necessary

Principal and or Trust Lead DSL consults with Chief Executive if deemed necessary

Principal, Trust DSL Lead and/or Chief Executive advise on course of action where required.

DISCUSSION – Consider whether an Early Help assessment is needed and discuss concerns with parents / carers.

Undertake Early Help assessment or monitor within the academy

Seek advice from other agencies: Education Safeguarding Team (or equivalent within LA) and/or Children's Social Work Service (CSWS) Duty and Advice Team

**REFERRAL to CSWS by DSL / Principal

Designated staff / Principal confirm monitoring procedure and review system.

No further action

Child and Family Assessment (CSWS) within 10 working days

Reasons given to Designated staff

If further concerns identified

Child leaves academy – information passed on to next Designated Staff

Decision about continued monitoring agreed

S47 enquiries. Procedures continue. Refer to LA Safeguarding Children's Board

** If unhappy about the outcome of the referral to CSWS, please refer to LA Safeguarding Board Procedures and protocols.

Follow on from Figure 1 (page 11)

*Serious Causes for Concern

Internal reporting procedures where the Principal, Trust Lead DSL and Chief Executive will need to be consulted:

Causes for concern may fall into various categories and this Policy gives guidance and outlines causes of action in specific areas, some where statutory reporting applies.

Within the appendices of this policy are various checklist tools to support referrals and assessments made by DSLs in safeguarding students. These should also be referred to and used where deemed necessary.

Examples of serious causes for concern which MUST be reported to the Principal, who will then take advice from the Trust DSL Lead and the Chief Executive where required.

These should be for concerns relating to:

- Risk of Suicide
- Radicalisation and Terrorism (possible referral to Prevent)
- Child Criminal Exploitation (CCE) including County Lines
- Child Sexual Exploitation (CSE)
- Female Genital Mutilation (FGM)
- Child Missing in Education (deemed at risk)
- Peer on Peer abuse
- Serious abuse disclosure
- Possible criminal offences – Police involvement – possible Risk Assessments required

This list is not exhaustive but outlines examples.

The Trust Lead DSL will be available to offer advice and guidance to Lead DSLs across the Trust on an ad-hoc basis if required.

We would also ask that Lead DSLs seek peer support from Lead DSLs at other academies/schools within the Trust where required.

FAST SLOW THINKING is required.

Confidentiality and Information Sharing

64. **Confidentiality** is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

65. The Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to the Trust should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a DSL.

66. Confidentiality is addressed throughout this policy with respect to record-keeping, dealing with reports of abuse and allegations of abuse against staff (see Trust procedure for managing allegations against staff). Appendix 12 holds an example of a LA Designated Officer ("LADO") notification form. Each LA will have a different form / reporting process which must be followed as required. The Director of HR will liaise with LADOs across the Trust as necessary.

67. The Trust recognises that when sharing information, they must always take into account the responsibility to safeguard the individual student and promote their welfare.

68. **Information sharing -** Timely information sharing is essential for effective safeguarding. The Trust will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, **Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018)**. This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

69. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

70. All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and the UK General Data Protection Regulation ("GDPR"). Any questions regarding GDPR should be referred to the Trust Data Protection Officer.

71. If staff are in any doubt about sharing information, they must speak to designated staff, and/or their Principal.

Working with parents and other agencies to protect children

72. Parents/carers will be made aware of our Academy procedures in respect to taking any reasonable action to safeguard the welfare of its students. In cases where the Academy has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSWS Duty and Advice team in the relevant LA to discuss their concerns.

73. In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in each Academy in case of emergencies, and in case there are welfare concerns at the home.

74. In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

75. Parents/carers are informed about our Safeguarding & Child Protection policy through: Academy prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in each Academy foyer/reception area.

76. Where a parent/carer has expressed their intention to remove a child from a Trust Academy with a view to educating the child at home, the Academy will, working in partnership with the LA and other key professionals invite parents/carers to a meeting where possible Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of the child. This is especially important where a child has Special Educational Needs or Disabilities ("SEND"), is vulnerable, and/or has a social worker.

Multi-agency work

77. We will co-operate with CSWS in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

78. In the best interests of our students, we will work with all relevant professionals and agencies as required to safeguard children and promote their welfare.

Opportunities to teach safeguarding

79. Our role in the prevention of abuse:

- We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and wellbeing:

- We will ensure that students are taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children may be needed.

- As part of providing a broad and balanced curriculum relevant issues will be addressed through PSHE within the curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), sharing nudes and semi nudes' youth generated images, FGM, preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education

(DfE 2020). Academies can seek advice on the PSHE curriculum within the relevant LA area.

- Relevant issues will be addressed through other areas of the curriculum. For example, English, History, Drama, PSHE, Art and assemblies.

80.   Other areas of work:

- All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, Positive Handling, Behaviour, On-line Safety will be linked to ensure a Trust-wide approach.

- Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the Trust which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

- The Trust's ICT and E-Safety Policy is reflective of the requirements set out in KCSIE (2023) in regards to content, contact, conduct and commerce. The Trust's online safety policy is aligned to the Trust's behaviour policy and reflects our approach to issues of online safety (including the sharing of nudes and semi-nudes) that empowers us to protect and educate the whole Academy community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Our role in supporting children

81.   We will offer appropriate support to individual children who have experienced abuse or who have abused others.

82.   In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the student (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. learning mentor, key worker) and the child's wishes and feelings. A copy of the individual support plan will be kept in the student's child protection record (see appendix 5 for a template)

83.   For children who have sexually harmed or may have sexually harmed peers, where appropriate an Assessment Intervention Moving On ("AIM") Risk Assessment Management Plan (RAMP)will be completed that includes safety and support planning.

Children with additional needs, disabilities or health issues

84.   We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents' mental health issues, learning disabilities, children who are in care or previously looked after, children having adverse childhood experiences etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration

- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students

- The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs

- Communication barriers and difficulties in managing or reporting these challenges

85. When an Academy Principal is considering suspending or permanently excluding, a vulnerable student/a child with additional needs and/or a student who has social care involvement is either subject to a Section 47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, the DSL in the individual Academy will make a professional judgement around preserving the safeguarding of the child, prior to making the decision to exclude. This could include recommending that the child be educated at an offsite alternative provision. In situations that a looked after child is at risk of exclusion the Academy will notify the LA Virtual School. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, a risk assessment would be completed by the DSL prior to the exclusion and the necessary agencies informed. A multi-agency meeting may be called if appropriate.

86. All staff have a role in preventing impairment of children's mental health/emotional wellbeing, including promoting positive mental health and identifying where students are struggling with their Mental Health. We regularly communicate messages to students regarding wellbeing and the promotion of positive mental health strategies through the curriculum, PSHCE and Form Time. Further support may be available through the LA.

87. Concerns regarding a student's mental health/emotional wellbeing should be reported to a member of the academies safeguarding team in keeping with the Academy's safeguarding reporting arrangement so that students can be offered appropriate support, this may include local or national online services where appropriate. In addition, the Academy are able to make referrals to a wide range of external services to secure additional appropriate support for students.

Children in Specific Circumstances

88. The Trust follows the individual Academy LA online locally agreed multi-agency procedures, in circumstances where children are at risk of or specific forms of abuse as outlined in Part 1 and Annex of B KCSIE.

Remote Learning and Remote Welfare

89. If children are being asked to learn online at home, for example because of the coronavirus pandemic, the Trust follow advice from the DfE on **safeguarding and remote education** (DfE, 2021). In addition to following the Trust's Safer Working Practice Policy and the supporting COVID Addendum for Guidance for Safer Working Practice.

90. Where children are remote learning and the DSL has identified a child to be vulnerable, on the edge of social care support, or who would normally receive pastoral-type support in their Academy, they should ensure that a robust communication plan is in place for that child or young person. The communication plans can include remote contact, phone

contact, door-step visits. Other individualised contact methods should be considered and recorded. Details of this plan must be recorded, as should a record of contact made.

91. We recognise that the Trust is a protective factor for children and situations such as periods of national lockdown can affect the mental health of students and their parents/carers. Staff will be aware of these issues and have due regard for them in setting expectations of students' work where they are at home.

FGM: The Mandatory Reporting Duty including Teachers' individual responsibility to report directly to the Police.

92. KCSIE explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

93. FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

94. **It is very important to note that any teacher who discovers that an act of FGM appears to have been carried out on a student under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.**

95. The duty above does not apply in cases where a student is at risk of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine students.

96. Any other member of staff who discovers that an act of FGM appears to have been carried out on a student under the age of 18 must speak to the DSL and follow our local safeguarding procedures.

97. Any member of staff who suspects a student is at risk of FGM or discovers that a student age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow their local LA safeguarding procedures.

Radicalisation and Terrorism

98. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to one or more persons; 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.

99. If staff are concerned about a change in the behaviour of an individual or see something that concerns them (this could be a colleague too) they must seek advice appropriately with the DSL who must contact their LA Education Safeguarding Team or the Prevent Education Officer for further advice.

100. Academies are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be

at risk of radicalisation and what to do to support them. The LA Safeguarding Teams and the Prevent team can advise and identify local referral pathways.

101. Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our Trust will ensure that as far as possible all staff will undertake Prevent awareness training upon induction.

102. **Channel** is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the Academy may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Child on child abuse

103. We recognise that children are capable of abusing their peers and that child on child abuse can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, initiation/hazing, inappropriate/harmful sexualised behaviours, sharing of nudes and semi-nudes up-skirting (taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm) and abuse within intimate partner relationships.

104. It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up or boys being boys. Our Trust has a zero tolerance approach to such attitudes and behaviours.

105. We will take steps to minimise the risk of child-on-child abuse by ensuring students recognise behaviour that is not appropriate and understand how to stay safe and challenge and report unwanted behaviours. We will also regularly review the Academy site and activities to further minimise the risk of child-on-child abuse occurring.

106. We recognise that abuse can often go unreported or be reported latterly. We will encourage and support students to report child-on-child abuse to trusted adults in the academies or the NSPCC helpline.

107. Most cases of students hurting other students will be dealt with under the Trust's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

108. All concerns around child on child abuse must be taken seriously, reported investigated, recorded and managed in line with the child protection procedures outlined in this policy. Our Trust will ensure that at least one member of the Academy's safeguarding team has completed the relevant training on understanding and managing harmful sexual behaviour in education settings. The DSL is responsible on responding to such concerns in keeping with LA protocols referenced below. The DSL is responsible for providing support to any victims, and the perpetrators. Where incidents of child-on-child abuse involve children attending another educational setting we will liaise with the relevant DSL/Designated Officer at the setting to ensure appropriate information is shared.

109. We recognise that sexual violence and/or sexual harassment can happen anywhere including educational settings. Where concerns of sexual violence or sexual harassment are witnessed, disclosed or reported to the Academy (including those that have happened outside of the Academy or online) the concern will be taking seriously. We recognise that sexual violence and harassment exist on a continuum and may overlap; they can occur online and face to face (both physical and verbal) and are never acceptable. In responding to such concerns DSL will (where appropriate) complete an AIM checklist and contact the Duty and Advice team if appropriate and follow the principles set out in Part 5 of KCSIE and the DfE guidance on **Sexual Violence and Sexual Harassment (2021)**.

110. We will ensure that the needs of children who may have/have sexually harmed others will be considered separately from the needs of those who have/may have been subject to sexual harm. Children who have/may have sexually harmed others will be responded to in a way that meets their needs as well as protecting others within the Academy community through a RAMP assessment. Where appropriate there must be a coordinated multi-agency approach to risk assessment which will include involvement of parent/carers, social care, health, police and youth justice (where appropriate). From a best practice perspective, the RAMP assessment should be independently chaired. Further support and advice on AIM Checklists and/or undertaking a RAMP assessment can be obtained from the individual LA Education Safeguarding Team.

111. We will ensure that all children who may have/has been sexually harmed will be taken seriously and that they will be supported and kept safe. Where appropriate support plans will be put in place for children subjected to sexual harm.

112. In cases where allegations of sexual violence and/or harassment are found to be unsubstantiated, unfounded, false or malicious, the DSL will consider whether the child or person who has made the allegation is in need of support or may have been abused by someone else. In cases where the report is found to be deliberately invented or malicious the Academy will consider whether it is appropriate to take any disciplinary action in keeping with the Academy's behaviour management policy.

113. Where child exploitation (i.e.; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, staff must notify the DSL in line with the child protection policy reporting systems.

114. The DSL should use the child exploitation risk identification tool for partners (see Appendix 7) and refer to the table at the end of the tool to help decide how to proceed. If completed, a copy must be kept in the child's child protection records for future reference. The DSL can also refer a student to the monthly Multi-agency Child Exploitation ("MACE") meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to the LA allocated support team. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE meeting for a short discussion.

115. If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation. Where children may currently be looked after or previously looked after the DSL should also notify the Designated Teacher for looked after children.

116. A copy of the child exploitation risk identification tool for partners for partners can be obtained from the relevant Academy LA Website.

117. We will ensure the Academy works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

Sharing Nudes and Semi Nudes

Staff responsibilities when responding to an incident

118. If any adult in school is made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

119. They must not:

- View, copy, print, share, store or save the images yourself, or ask a student to share or download it (if you have already viewed the images by accident, you must report this to the DSL)
- Delete the images or ask the student to delete it
- Ask the student(s) who are involved in the incident to disclose information regarding the images (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the student(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

DSL Responsibilities

120. Following a report of an incident, the DSL will hold an initial review meeting with appropriate Academy staff – this may include the staff member who reported the incident and the safeguarding or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to student(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)
- What further information is required to decide on the best response
- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images or videos from devices or online services
- Any relevant facts about the students involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the students involved (in most cases parents/carers should be involved)

121. The DSL in consultation with the Principal, will make an immediate referral to police and/or children's social care if:

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

122.   If none of the above apply then the DSL, in consultation with the Principal and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

Children missing from education

123.   A child going missing from education is a potential indicator of abuse or neglect. Trust staff members must follow the Children's Services LA procedure.

124.   Children who are absent, abscond or go missing during the Academy day are vulnerable and at potential risk of abuse, neglect, CSE or CCE including involvement in county lines. Academy staff members must follow the Academy's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future (See appendix 8).

125.   We will comply with our statutory duty to inform the LA of any student who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2016).

A Safer Academy Culture

126.   The Trust board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- Academy procedures for managing children who are missing education
- Safer Working Practice Policy
- Safeguarding and Child Protection policy (including online safety).
- The names, roles and responsibilities of the designated safeguarding lead, deputies and other trained DSL (Child Protection Officers).
- Personal and Professional Code of Conduct
- ICT and E-Safety Policy
- Positive Discipline Policy
- Procedure for Dealing with Allegations Against Staff (and other adults)

Safer Recruitment, selection and pre-employment vetting

127.   The Trust pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in KCSiE (2023). Each Academy will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (see KCSiE 2023).

128.   All recruitment materials will include reference to the Trust's commitment to safeguarding and promoting the wellbeing of students.

129.   The Trust will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the DfE 7For individuals who have lived or worked outside the UK, in addition to the same checks as all other staff, the Academy will complete any additional checks required to satisfy themselves that the individual is suitable to work with children. This may include obtaining a letter from the professional regulatory authority in the country (countries) in which the candidate has worked confirming that they have not imposed any sanctions or restrictions, and /or that they are aware of any reason why they are unsuitable to teach where possible.

130.   The Trust will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity.

Managing allegations or safeguarding concerns against a member of staff or person

131.   In the event of an allegation against a member of staff or person in the Trust the Procedure for dealing with Allegations Against Staff (and other adults) should be followed. A copy of this procedure is on the Trust website. Any advice please contact the Director of HR, Safeguarding and H&S.

132.   Where a staff member feels unable to raise an issue with their employer they may choose to use the Whistleblowing Policy.

133.   The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: **help@nspcc.org.uk.**

Child Protection Records

134.   The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and GDPR principles is the responsibility of the DSL and any deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, the Academy Principal and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. For further information please see Early Help. The following information must be kept securely with restricted access, whether it is recorded on paper or electronically:

- Chronology (summary of significant events and the actions and involvement of the Academy)
    - A clear and comprehensive summary of the concern
    - Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and the outcome
- All completed child protection cause for concern records
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters and emails sent and received relating to child protection matters
- Referral forms sent to CSWS, other external agencies or education based services
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate
- Formal plans for, or linked to, the child e.g. child protection plans, Early Help (previously known as CAF's), risk assessments etc.
- A copy of any support plan for the student concerned (appendix 5)

135. Where a student leaves their existing provision, we will ensure that the child protection file is transferred securely and separately from the main student file to the receiving educational establishment (where this is known) as soon as possible and within 5 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Student Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes.

136. Where there is an existing risk management plan/assessment in place for behaviours that are deemed potentially harmful to the student or others (i.e. self-harming or harmful sexualised behaviour), this information must be shared with the destination provision prior to the student starting so that appropriate care and control measures can be put in place to mitigate the potential of any risk of further harm occurring. The DSL will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving, for example prior to a transfer programme.

137. Where a child leaves the Trust before statutory school leaving age, the child protection file must be transferred to the new Academy or college. There is no need to keep written or electronic copies of the child protection records, therefore these will be deleted from electronic systems once the successful transfer has been confirmed. The exception to this rule will be in any of the following instances:

- Where a vulnerable young person is moving to a Further Education ("FE") establishment, consideration will be given to the student's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate, relevant child protection information must be shared via the FE Safeguarding Information Sharing Form only. The original records will be retained and archived by the Academy. Due consideration must be given to the sharing of any additional information requested by the receiving establishment.

- Where the destination establishment is not known (the original records will be retained by the Academy)

- Where the child has not attended the nominated establishment (the original records will be retained by the Academy)
- There is any on-going legal action (the original file will be retained by the Academy and a copy sent)
- Where a child moves to a different establishment outside of the Academy in which the LA is situated a copy of the child protection record will be retained for reference.

138. Student records will be transferred in a secure manner, for example, through secure electronic file transfer or by hand. When hand-delivering student records, a list of the names of those students whose records are being transferred and the name of the establishment they are being transferred to must be made and a signature obtained from the receiving establishment as proof of receipt. When sending records through secure electronic file transfer, a delivery and read receipt must be retained for audit purposes.

139. If a student moves from our Trust, child protection records will be forwarded onto the named DSL at the new establishment, with due regard to their confidential nature. Good practice suggests that this will always be done with a face to face handover between designated staff or a verbal conversation is had over the telephone if a face to face handover is not possible. A signed receipt of file transfer or electronic delivery and read receipt must be obtained for audit purposes by the delivering Academy.

140. If sending by post, children records will be sent "Special Delivery". A note of the special delivery number will also be made to enable the records to be tracked and traced via Royal Mail.

141. For audit purposes a note of all student records transferred or received will be kept. This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology will also be retained for audit purposes and kept securely.

142. If a student is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Student Information – England) Regulations 2005, following the above procedure for delivery of the records.

143. If a parent chooses to electively home educate ("EHE") their child, please contact the relevant LA EHE team for information on where the child protection record must be sent. The child protection record must be forwarded to the LA allocated team following the above procedure for delivery of the records.

144. When a DSL resigns their post or no longer has child protection responsibilities, there will be a full face to face handover/exchange of information with the new post holder.

145. In exceptional circumstances when a face to face handover is unfeasible, it is the responsibility of the Principal to ensure that the new post holder is fully conversant with all procedures and case files.

146. All DSLs receiving current (live) files or closed files must keep all contents and not remove any material.

147. All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information, refer to the archiving section.

Children's and parents' access to child protection files

148.   Under Data Protection legislation (General Data Protection Regulation & Data Protection Act 2018) a student or their nominated representative have a number of legal rights in respect of information relating to them. These rights include the right to access and the right to rectification of inaccurate data. All information will be accurately recorded, objective in nature and expressed in a professional manner.

149.   Any child who has a child protection file has a right to request access to it. However, neither the child nor the parent has an automatic right to see all the information held in child protection records. Information can be withheld if disclosure:

- could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person; or
- could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child; or
- is likely to prejudice an on-going criminal investigation; or
- information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the LA.

150.   It is best practice to make reports available to the child or their parents unless the exceptions described above apply.

151.   The establishment's report to the child protection conference will (wherever possible) be shared with the child, if old enough, and parent(s) at least two days before the conference.

Archiving

152.   The Academy that the student attended until statutory school leaving age (or the Academy where the student completed sixth form studies) is responsible for retaining any child protection records they may hold. The recommended retention periods are 35 years from closure when there has been a referral to an LA CSWS. If no referral has been made to the LA CSWS, the child protection record will be retained until the child's 25th birthday, after which point the file will be destroyed confidentially/deleted from our electronic system. The decision of how and where to store child protection files will be made by the Academy via the Data Protection Officer. Due to sensitivity of the information, the records will continue to be held in a secure area with limited access e.g. designated officer or Principal. The DSL is responsible for ensuring that all CP files are archived in accordance with the timescales referenced above. Records on the electronic system, CPOMS, will be held securing in line with this guidance. The DSL is responsible for ensuring that the appropriate timeframes for archiving and destroying child protection records referenced above are set on electronic systems accordingly for each student.

153.   Safeguarding records which contain information about allegations of sexual abuse will be retained for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry.

Safe Destruction of the student record

154. Where records have been identified for destruction, they will be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction will be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of Data Protection legislation or they will contain information which is confidential to the Academy or the LA. Information will be shredded (or deleted as appropriate) prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the Academy will maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Safeguarding responsibilities for students in transition

155. In the event that a student transitions full-time from a primary setting into a secondary setting before the end of their academic year 6, the Academy must place a student on their admissions register on the first day that the student attends and submit a new starter form to the LA admissions team. Once the student is registered at the new Academy, the previous establishment can remove the student from their register. All safeguarding responsibilities, including attendance management, for the student will transfer to the Principal and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in this policy.

156. Where a vulnerable student transitions from an Academy setting to a post16 provision the Academy must complete the FE Safeguarding Information Sharing Form only (Appendix 11). All existing child protection records must be archived in keeping with the guidance outlined in this policy – Archiving.

Training and Support

157. All staff members will be made aware of systems within the Trust that support safeguarding and these will be explained to them as part of our staff induction. This includes: The Trust's safeguarding/child protection policy; the Trust's Safer Working Practice Policy, the Trust's whistleblowing procedures, the Trust's ICT and E-Safety Policy and Personal and Professional Code of Conduct, the Trust's Positive Discipline Policy, the Trust's Attendance Policy and many more as well as their responsibilities to read and understand KCSIE Part 1 and Annex B, this must be done as part of their induction and reviewed annually.

158. We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff who is a trained DSL to regularly and timely supervision is an essential form of support for all designated safeguarding staff. LA Children's Services Education Safeguarding teams are also potentially available for advice and support (see individual LA websites).

159. Designated Safeguarding staff must have attended a 3-day Children's Services Education child protection training course, and the LA multiagency Working Together to Safeguard Children and Young People training. They will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training to enable them to provide

advice and support to other members of staff on protecting children from the risk of radicalisation.

160. The Trust will ensure all staff including temporary staff and volunteers receive induction appropriate to their roles and responsibilities, especially staff new to the Academy/Trust. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Training will include briefings on how to manage a report of child-on-child sexual violence or harassment and on the government's anti-radicalisation strategy, PREVENT, to enable staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Access to training can be via the Children's Services Education Safeguarding Team and their Local Safeguarding Board. The Trust may also use other training providers where deemed appropriate.

161. Contractors who are provided through a private finance Initiative ("PFI") or similar contract must also access safeguarding training that reflects the locally agreed protocols and referral pathways.

162. Principals will attend appropriate 1-day safeguarding training at least every three years.

163. Trustees, including the nominated safeguarding Trustee will attend specific training for their role upon induction, updated at least every three years.

164. Any training accessed through third party/independent providers must reflect the Local Safeguarding protocols and the minimum standards checklist. This training will be recorded by the Academy on the Single Central Record.

165. At least one member of the Trust Board and The Principal of each Academy must complete the National Safer Recruitment Training. The HR Team will also complete Safer Recruitment Training.

Monitoring

166. HR will monitor the implementation and effectiveness of the policy by liaising with DSL's/Principal's in each Academy on a termly basis. Issues arising from regular reporting/audits from HR will also help inform this process as will any ad hoc concerns raised by staff, students or the community. HR will monitor the relevant legislation, guidelines and information forthcoming from the relevant statutory bodies for any recommendation or changes. Where a gap, potential inequality or shortfall in performance is identified within the policy, HR will advise the responsible Director of any changes that are needed and a proposal will be submitted to the Trust Board within an appropriate timescale. There will be a full review of the policy by HR prior to the stated review date where recommendations will be made for consideration by the Trust Board.

References

167. This policy is based on KCSI 2022 and **Working Together to Safeguard Children (WTTSC 2018)** and the Governance Handbook. We comply with this guidance and the procedures set out by our Local Safeguarding Children Partnership (LSCP) within each LA area across the Trust.

168. This policy should be read in conjunction with individual LA area Safeguarding procedures and requirements as they differ depending upon LA area.

169. This policy is also based on the following legislation and guidance:

- Section 175 of the Education Act 2002, which places a duty on Academy's and local authorities to safeguard and promote the welfare of students

- The **Academy Staffing (England) Regulations 2009**, which set out what must be recorded on the single central record and the requirement for at least one person on a Academy interview/appointment panel to be trained in safer recruitment techniques

- Part 3 of the schedule to the **Education (Independent Academy Standards) Regulations 2014**, which places a duty on academies and independent Academy's to safeguard and promote the welfare of students at the Academy

- Part 1 of the schedule to the **Non-Maintained Special Academy's (England) Regulations 2015**, which places a duty on non-maintained special Academy's to safeguard and promote the welfare of students at the Academy

- The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- **Statutory guidance on FGM**, which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- **The Rehabilitation of Offenders Act 1974**, which outlines when people with criminal convictions can work with children

- Schedule 4 of the **Safeguarding Vulnerable Groups Act 2006**, which defines what 'regulated activity' is in relation to children

- Statutory **Guidance on the Prevent duty**, which explains an Academy's duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

- Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2022) A Trust Policy

- **Guidance for safer working practice for those working with children and young people in education settings (Safer Recruitment Consortium Addendum April 2020)**

- **Sexual violence and sexual harassment between children in Academys and colleges (DfE 2021)**

- **Sharing nudes and semi-nudes: advice for education settings working with children and young people (Department for Digital, Culture, Media & Sport and UK Council for Internet Safety 2020)**

- **Safeguarding and remote education during coronavirus (COVID-19) (DfE, 2021b)**

- **Children Missing Education – Statutory guidance for local authorities (DfE September 2016)**

- Education and Training (Welfare of Children) Act 2021 https://www.legislation.gov.uk/ukpga/2021/16/contents/enacted.

- **When to call the police – Guidance for Academies and colleges (NPCC – 2020)**

- Academies and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It must be read in conjunction with other relevant policies and procedures and KCSIE.

- This policy should also be read in conjunction with the Trust's ICT and E-Safety Policy and The Acceptable Use Policies for Staff, Students and Visitors which set out the acceptable use of ICT, including the use of 3/4G devices.

- This policy also complies with our funding agreement and articles of association.

Diversity

170. The Rodillian Multi Academy Trust is committed to a policy of celebrating diversity, promoting equality of opportunity, providing an inclusive workplace and eliminating any unfair treatment or unlawful discrimination. This overriding objective applies to all policies and procedures relating to staff and students. The Trust will comply at all times with the requirements of the Equality Act 2010 and associated guidance produced by the Department for Education.

Appendix 1: Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex B.

Neglect: Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result 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)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Examples which may indicate neglect (it is not designed to be used as a checklist):
- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor Academy attendance or often late for Academy
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

Physical abuse: Physical abuse 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.

Examples which may indicate physical abuse (not to be used as a checklist):
- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning ⬚ Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help

- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):
- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness ⯈ Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self-mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):
- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders

- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

Child Sexual Exploitation: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

All staff should ensure they are aware of and respond to wider safeguarding issues outlined in KCSiE 2023 Annex B, this includes further information on:

- Child abduction and community safety incidents
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)
- County lines
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Domestic abuse
- Homelessness
- 'Honour-based' abuse (including Female Genital Mutilation and Forced Marriage)
- Preventing radicalisation (including the Prevent duty and Channel)
- Peer on peer/ child on child abuse
- Sexual violence and sexual harassment between children in schools and colleges (including Upskirting)

Responses from parents

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four categories:

- An unexpected delay in seeking treatment that is obviously needed

- An unawareness or denial of any injury, pain or loss of function (for example, a fractured limb)
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development
- Reluctance to give information or failure to mention other known relevant injuries
- Frequent presentation of minor injuries
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child. The LA LSCP have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.
- Not getting enough help with feeding leading to malnourishment
- Poor toileting arrangements
- Lack of stimulation
- Unjustified and/or excessive use of restraint
- Rough handling, extreme behaviour modification e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries ▯ Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures

Appendix 2 Responding to children who report abuse.

When a child tells me about abuse they have suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell them you are pleased that they are speaking to you.
- Never enter into a pact of secrecy with the child. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed.
- Tell the child that it is not their fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that they have a right to be safe and protected.
- Do not tell the child that what they have experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what they have told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined in **Figure** 1: Summary of in-Academy procedures to follow where there are concerns about a child

Appendix 3 Chronology of key events

EXAMPLE TEMPLATE (this information can be retained on CPOMS in a different format)

Strictly Confidential

Guidance Notes: Briefly summarise decisions reached, the services offered and/or provided to the child(ren) and family, and other action taken.

Name of child……………………Class / Tutor group…………

Date	Event – CFC/Meeting/Telephone Call/Email/Review	Names of family member/professional involved.	Outcome/Follow up action

Appendix 3 Chronology of key events

Appendix 4 Cause for Concern Form

EXAMPLE TEMPLATE (this information can be retained on CPOMS in a different format but must include all the details)

1 of 2

Strictly Confidential

Note: Please do not interpret what is seen or heard; simply record the facts.
After completing the form, pass it immediately to the Designated Safeguarding Lead/Deputy Lead

Name of child…………………………………..   Class / Tutor group…………

Name of staff member completing form……………………………………

Day……………..   Date…………….   Time…………..   Place………
(of observed behaviour / discussion / report of abuse)

Nature of incident / concern including relevant background (Record child's word verbatim and any wishes an d feelings expressed)

Signed: _____

Action/passed to   _____

Appendix 4 contd.
Page 2 of 2

For: Designated Safeguarding Lead / Deputy Lead Officer Use

Name: _____ Date: _____ Time_____

Action Taken	By whom	Outcome
Discuss with child Ensure the child's wishes and feelings are ascertained where appropriate and fully recorded.		
Monitoring sheet		
Check behaviour database, for recent incidents, that might be significant to inform assessment		
Contact parents Please tick Telephone Call ___ Meeting: ___ Email : ____		
Refer as appropriate (i.e CSWS, cluster, family support etc..)		
Other (Please specify)		

Appendix 5 SMART Plan

EXAMPLE TEMPLATE (this information can be retained on CPOMS in a different format)

Child Protection Student Support Plan Information	Name of Student:		
Current Care/living arrangements			
Support needs identified			
	Support/Intervention		
Type of support/intervention	Provider	Start Date	End Date
	Agencies Involved		
Name of professional	Agency	Email	Telephone

Appendix 5 SMART Plan

Appendix 6 Example Recruitment and Selection Checklist (HR)

	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and **signed to confirm that the applicant accepts the content is true.**		
Two References. Sought directly from referee on short-listed candidates. This should be the Principal (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
Online checks – Exploring any content publicly available online that might compromise their professional role so this can be discussed with shortlisted candidates at interview if necessary.		
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for nonteaching posts, a probationary period		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 Letter- For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit		
Prohibition – (for anybody undertaking teaching work in any type of Academy) the member of staff has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given access to the following documents, with signed verification of receipt and that they have read and understood them		
Copy of the Safeguarding and Child Protection Policy		
Copy of the Positive Discipline Policy		
Copy of Safer Working practice Policy		
Copy of organisation's whistleblowing procedures		
Copy of KCSiE Part 1 or Annex A & Annexe B		
Copy of the ICT and E-Safety Policy		

Child Protection training and induction		
Information of the Trust's CME processes		
Personal and Professional Conduct of Staff		
Procedure for dealing with allegations against staff and other adults		

Appendix 7 Child Exploitation Response Checklist

Responding to identified concerns about Child Sexual Exploitation (CSE) in schools

Education professionals can also use their Police authority information report form on the LA LSCB website to share information which could help identify possible perpetrators of CSE, or children at risk of CSE.

Teacher or other school practitioner is concerned that a child or young person may be at risk of CSE
Cause for Concern form is completed and conversation is held with Designated Safeguarding Lead

Decision is made who will complete the CSE Partner Checklist
- This may be the Designated Safeguarding Lead, the person who identified the risk or other
- Completed checklist identifies level of risk – H, M or L
- Contact is made with Duty and Advice Front Door and all completed checklists are shared

Duty & Advice at the Front Door review all checklists
- If outcome of the review is that the risk is identified as Medium or High Risk – a referral made to Cluster Social Work Team by Duty and Advice Team
- If outcome of the review is that the risk is identified as Low - Duty and Advice Team – no referral to Children's Social Work Service (CSWS) at this time

Low Risk
- Duty and Advice Team log the shared CSE Partner Checklist
- Contact is made back to the school practitioner who shared the checklist

Medium or High Risk
- Cluster Social Work Team carry out 10 day Child and Family Assessment or update existing Assessment
- CSE Risk Identification tool carried out (again) by social worker

Managing the Risk and Review
- Conversation establishes how the young person will be supported and the risk managed until it is deemed 'No risk'
- Duty and Advice will record this
- Request made that the checklist is reviewed every three months and shared with Duty and Advice if H, M or L. If no risk, Duty and Advice should be updated

Decision on response
- Decision made on level of response required: If high or medium risk response includes: s47 safeguarding enquiry; 45 day Child and Family Assessment and Child in Need plan;
- No further action for CSWS if low or no risk – if this is the case, contact is made back to the school

Social Work Activity for High or Medium Risk

Appendix 8 - Harmful Sexual Behaviour Response Checklist

Further information and relevant guidance documents referred to, are available electronically from LA Safeguarding Team.

HSB – Initial Response

Sexual incident occurs within the school setting

Designated staff to complete cause of concern and record;

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
- What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
- What was the context within which the behaviour occurred?

Complete the AIM Checklist; AIM Education Guidelines;

- Two members of staff to complete the checklist; designated CP lead to be one member
- Use the cause for concern sheet to inform the checklist
    - Child checklist – page 38/39
    - Adolescent checklist - page 41 /42
    - SEN checklist – page 45/46
- Complete Chronology template from guidelines

Checklist outcome and response

Healthy/ Low Problematic

- If checklist results are: healthy, low problematic use your school behaviour policy, expectations and resources from the AIM curriculum tools section of your AIM guidance.
- Continue to monitor behaviours and support young person.

Medium Problematic/ Harmful

- If checklist results are: medium Problematic to Harmful, seek support from the Education and Early Start Safeguarding Team, Parents will need to be informed and A referral to social care MUST be made.
- Medium Problematic to Harmful - A RAMP assessment may need to be undertaken with either the Education or safeguarding Team or the Health and Safety Team.
- RAMP to be reviewed three montlhy & de-escalation of supervision to occur when appropriate

Appendix 9 Radicalisation Response Checklist

Summary of in-Academy procedures to follow where there are potential radicalisation concerns about a child/member of staff

```
┌─────────────────────────────────────────────┐
│              Cause for concern               │
│   Complete written "Cause for Concern"CPOMS  │
│   Speak to designated safeguarding lead      │
│   (staff)                                    │
└─────────────────────────────────────────────┘
                      │
                      ▼
┌─────────────────────────────────────────────┐
│                 Discussion                   │
│         Concerned party discuss with:        │
│         DSL and the    Principal             │
└─────────────────────────────────────────────┘
```

Immediate Risk
Safeguarding lead contacts emergency services

Risk of significant harm to a child
Contact:
Children's Social Work Service – Duty & Advice Team

Information Gathering
Channel gathers information to determine whether there is a risk of radicalisation.

Referrer informed of decision and where appropriate student referred to other existing safeguarding panels / interventions for support.

Child & family assessment
(CSWS) within 10 working days

Channel Referral Process
LA and Police consult with colleagues to decide whether the referral meets the threshold for Channel / link into existing Child in Need or Child Protection Plan

S47 enquiries procedures continue

If further concerns identified

Further information and relevant guidance documents are available from the Prevent Team within your LA areas

Appendix 10 Missing from Academy Response Checklist

Referral pathway for reporting children and young people missing/absconded during the Academy day

STUDENT IDENTIFIED AS MISSING REPORT IMMEDIATELY
to a member of the senior leadership team   when child or young person is known to have absconded from lesson/Academy.

Determine the nature/reason for absconding/going missing from   lesson (consider recent events or precipitating factors)

Search of Academy premises including grounds and immediate locality. Make contact with the child, establish (where possible) their location, undertake (if appropriate) home visit or suspected/known destination.
Notify parents and/or carers.

FOUND

NOT FOUND

Child located, but refuses to return to Academy.
Risk assessment to be made with regards to circumstances considering the following likelihoods:
- To visit known abuser
- Of being at risk of Child Exploitation
- To use drink o r drugs
- Of self -harm or expressing suicidal ideation

Child located, returned to Academy

Risk assessment to be made with regards to circumstances considering the following likelihoods:
- To visit known abuser
- Of being at risk of Child Exploitation
- To use drink or drugs
- Of self -harm or expressing suicidal ideation

NO CONCERNS

CONCERNS

CONCERNS

No concerns/low risk
Child is truanting/whereabouts of child have been established i.e child has gone home, refusing to return to   Academy
DO NOT REPORT TO POLICE AS MISSING

Notify Safer Academy Officer

Ring 101 where no officer is available.

Update ALL relevant professionals and parents/carers

Follow the Academy's safeguarding procedures

Safer Academy Officer should check Police systems for existing vulnerabilities and follow West Yorkshire Police truancy policy.

Pass all relevant information including a detailed description of the   absconder and where possible an up -to-date photo. Follow West Yorkshire Police truancy policy.

Update parents/carers and advise to contact West Yorkshire Police if child does not return home at the expected time.

If Designated Safeguarding Lead wishes to challenge West Yorkshire Police decision – follow the LSPC concerns resolution process

On student's return to Academy, designated safeguarding lead to talk to student to establish reason behind absconding. Discussion should:
1. Ascertain child's views and perceptions.
2. Explore reason for absconding (push/pull factors).
3. Allow DSL to undertake an assessment of an y presenting safeguarding risks.
4. Ensure that appropriate interventions/referrals/support are actioned to address identified risk and minimalise any further re occurrance of absconding.

Appendix 11 FE Safeguarding Information Sharing Form

Name	
Date of Birth	

Gender Identity	Male ☐	Female ☐	Transgender ☐
	Non-Binary ☐	Gender queer ☐	Gender-fluid ☐

Please indicate the nature of the incident or safeguarding issue that you have been concerned about either in the past or currently?					
Physical Abuse	☐	Sexual Abuse	☐	Emotional Abuse	☐
Neglect	☐	Mental ill Health	☐	Suicidal intent	☐
Self-Harm	☐	Forced Marriage	☐	Risk to others	☐
Prevent	☐	CSE	☐	Faith Abuse	☐
Financial Abuse	☐	Domestic Violence	☐	Female Genital Mutilation	☐
Fabricated/Induced Illness	☐	Gangs and Youth Violence	☐	Harmful Sexual Behaviour	☐
Institutional abuse	☐	Missing from home	☐	Sexting	☐
Trafficking	☐	Missing in education	☐	Substance abuse	☐
*Child Looked After	☐				

Other(Please State):

Are there any current or relevant historical safeguarding concerns?

Please can you provide details of the concerns that you have noted. Please also indicate if the concern was referred to any agencies (i.e. children's social work services, adult social care, police) and the outcome of the referral? Feel free to use additional sheets if required.

Safeguarding Issue	Date	What action was taken / Referred to agency?

Please can you give full details including contact details of which agencies are currently working with the student?

Children's Social Work Services		Adult Social Care	
Probation		Youth Offending Services	
CAMHS		Police	
Other, Please state			

Has the student been subject to a Child in Need Plan, a Child Protection Plan, Early Help Plan, Education Health Care Plan or Personal Education Plan *Please give further details about the support they are currently receiving.*

What areas of support would you recommend the student will need at College?

Additional Learning Support		Life Skills		Family support		Substance Misuse	
				Health Advice			

Risk of offending or reoffending		Financial *CLA are entitled to bursaries and discretionary funding.*				Emotional Wellbeing	
Basic Skills		Housing		Counselling		Other, please state below	
Risk Management Plan		*(Please indicate if this is for risk to others, risk to themselves or relating to sexually harmful behaviour)*					

Please can you provide further information concerning any recommendations for support?

Please can you provide your details below:	
Name:	Position:
Organisation:	Tel No:
Email Address:	Date:

CONSENT TO SHARE INFORMATION PRIOR TO ENROLMENT

To be completed by student

I Insert Name **give consent for the above information to be shared with** Insert name of provider

Date	
Signature of student	

If consent from student has not been sought or you wish the FE provider to contact you directly for further information pertaining to this student, please provide a contact name and number of the relevant designated safeguarding lead.

Name of contact	
Telephone number	

Thank you for taking the time to gather the information requested. Please ensure that the completed form is returned securely to the relevant designated safeguarding officer listed below.

Appendix 12 LADO Sample Notification Form

**This is a sample used by Leeds LA - Each LA has a different format which should be used.
These are completed by the Director of HR for the Trust.**

Leeds
CITY COUNCIL

Children's Services
Integrated Safeguarding Unit
Notification to Local Authority Designated Officer
(Managing Allegations)

ALLEGATIONS OR CONCERN ABOUT A PERSON WORKING WITH CHILDREN
This form has been designed to help all agencies working with children record and refer
information when it has been alleged that a person who works with children has:

Behaved in a way that has harmed a child, or may have harmed a child;
Possibly committed a criminal offence against or related to a child; or
Behaved towards a child or children in a way that indicates she or he may
pose a risk of harm to children.

**PLEASE PROVIDE AS MUCH INFORMATION AS YOU CAN AND SEND TO
LADO@leeds.gov.uk WITHIN ONE WORKING DAY**

Date of Notification:	
Date of Alleged Incident:	
Name of Referrer:	
Agency:	
Contact Details:	

Professional's Details :

Name :	D.O.B :	Employment Sector:	Occupation:	Employer:

Home Address :	

Child/ren's Details (if applicable):

Name :	D.O.B :	Legal Status i.e. Looked after child (S.31,S.20,LASPO)	Social Worker or Case Worker:	Independent Reviewing Officer:

Address :	

Detail of Allegation	***Referral Details*** *(to include name of referrer, date, time, detail of allegation and professional (s) involved)*

Child or young person's view	***Has the young person's views been sought: Yes/No*** *(to include: when, by whom and detail of interview) If not please specify reason and date when young person will been seen)*
Parent or carer's view	***Has the parent/carer been notified and their views sought: Yes/No*** *(to include: when, by whom and detail of interview) If not please specify reason)*

Have you discussed this concern with the appropriate Line Manager and Human Resources within your organisation?
What is their view

Does the professional have children of their own? if known please give names & ages

Previous concerns of a safeguarding nature:	*Please identify (in chronological order) any previous/historical concerns of a safeguarding nature by the professional concerned.*

Does the professional work with children in any other capacity?

Does the professional acknowledge the concern?
Please consult with HR if advice is required about talking to the member of staff

What is their view

Do you believe that the individual concerned poses a current risk of significant harm to children and young people in your organisation?

Please explain your rationale for both a Yes or No response.

In your professional opinion what action should be taken in regard to the individual facing the allegation or concern?

If the professional who these concerns are about, is not a member of staff directly employed by your organisation *(i.e. an agency worker).* **Have you discussed this concern with the appropriate Line Manager for the organisation concerned?** *(If not, please contact the employer and complete the section below, prior to submitting this notification)*

What is their view

Name of employer:

Contact details:

LADO Discussion

Please provide relevant details

Form Completed by:

Contact details:

Information entered on MOSAIC: YES ☐

NO ☐

Appendix 13 Prevent Referral Form – <u>This is a sample form used by Leeds LA</u>

REFERRAL PROCESS
Once you have completed this form, please email via secure email arrangements to: prevent@leeds.gov.uk and nectu.fimu@westyorkshire.pnn.police.uk All public sector organisations (including Academys) have appropriate email security in place. Please contact prevent@leeds.gov.uk if you wish to refer from outside this sector. If you have any questions whilst filling in the form, please call: 0113 535 0810 (Leeds City Council Prevent Team) or 0113 395 4141 (Police Prevent Team).

INDIVIDUAL'S BIOGRAPHICAL & CONTACT DETAILS	
Forename(s):	First Name(s)
Surname:	Last Name
Date of Birth (DD/MM/YYYY):	D.O.B.
Approx. Age (if DoB unknown):	Please Enter
Gender:	Please Describe
Known Address(es):	Identify which address is the Individual's current residence
Nationality / Citizenship:	Stated nationality / citizenship documentation (if any)
Immigration / Asylum Status:	Immigration status? Refugee status? Asylum claimant? Please describe.
Primary Language:	Does the Individual speak / understand English? What is the Individual's first language?
Contact Number(s):	Telephone Number(s)
Email Address(es):	Email Address(es)
Any Other Family Details:	Family makeup? Who lives with the Individual? Anything relevant.

DESCRIBE CONCERNS

Please Describe

- **FOR EXAMPLE:** How / why did the Individual come to your organisation's notice in this instance? Does it involve a specific event? What happened? Is it a combination of factors? Describe them.
- Has the Individual discussed personal travel plans to a warzone or countries with similar concerns? Where? When? How?
- Does the Individual have contact with groups or individuals that cause you concern? Who? Why are they concerning? How frequent is this contact?
- Is there something about the Individual's mobile phone, internet or social media use that is worrying to you? What exactly? How do you have access to this information?
- Has the Individual expressed a desire to cause physical harm, or threatened anyone with violence? Who? When? Can you remember what was said / expressed exactly?
- Has the Individual shown a concerning interest in hate crimes, or extremists, or terrorism? Consider *any* extremist ideology, group or cause, as well as support for "Academy-shooters" or public-massacres, or murders of public figures.
- Please describe any other concerns you may have that are not mentioned here.