



Safeguarding Policy

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DEFINITION

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

'Children' includes everyone under the age of 18.

1 Purpose and Aims

- 1.1 Ernesford Grange Community Academy fully recognises its responsibilities for safeguarding children and working in their best interests at all times.
- 1.2 Our policy applies to all staff, governors, directors and volunteers working in the academy. The protection of children is the responsibility of all.
- 1.3 There are five main elements to our policy:
 - Ensuring we practise safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
 - Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
 - Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
 - Supporting pupils who have been abused in accordance with his/her agreed child protection plan
 - Establishing a safe environment in which children can learn and develop
- 1.4 We recognise that because of the day to day contact with children, academy staff are well placed to observe the outward signs of abuse. The academy will therefore:
 - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
 - Ensure children know that there are adults in the academy whom they can approach if they are worried
 - Safeguarding will be promoted to children through our curriculum , including PSHCE, SMSCE, SRE, SEAL and British Values in order that they can develop the skills they need to recognise and stay safe from abuse.

2 Statutory Framework

- 2.1 In order to safeguard and promote the welfare of children, the academy will act in accordance with the following legislation and guidance:
 - Working Together to Safeguard Children (DfE, 2015)
 - 'Information Sharing' and 'What to do if you are worried a child is being abused' (March 2015)

Keeping Children Safe in Education (DfE, September 2016), which is available at https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

- Procedures set out by the Coventry Safeguarding Children Board.

2.2 More specifically, we will:

- Ensure we have a designated senior person for child protection, and deputy senior person for child protection, who have received appropriate training and support for their roles
- Ensure we have a nominated governor responsible for child protection
- Ensure every member of staff (including temporary and supply staff and volunteers), the governing and the MAT Board knows the name and role of the designated senior person for child protection and their deputy
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person for child protection
- Ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy prospectus
- Notify Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at case conferences
- Keep detailed, accurate, secure written records of concerns about children, even where there is no need to refer the matter immediately
- Ensure all safeguarding and child protection records are kept securely, separate from the main pupil file, and in locked locations
- Follow the procedures set out in section 15 of this document, if an allegation is made against a member of staff or volunteer
- Ensure safe recruitment practices are always followed.

3. Safeguarding Training

- 3.1 The Head Teacher will undertake training on child protection at least once every three years at Level 1 or above. (statutory requirement). If the Head Teacher is the DSP then he/she shall meet the training requirements set out in 3.2 below.
- 3.2 The Designated Senior Person (DSP) will attend the LSCB Level 2 'Working Together to Safeguard Children' Refresher training annually, or undertake refresher safeguarding training at Level 3 at least every two years (statutory requirement).
- 3.3 The Deputy DSP will also meet the training requirements in section 3.2.
- 3.4 Any newly appointed DSP will attend the LSCB Level 2 'Working Together to Safeguard Children' training before taking lead responsibility for safeguarding. The deputy DSP will take a leading role on safeguarding for the short time that the DSP is waiting to receive training

- 3.5 The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years
- 3.6 All members of staff will undertake safeguarding and child protection training at Level 1 (this should be carried out by the Designated Safeguarding Lead) at least once every three years (statutory requirement). The academy recognises that Refresher staff training annually is recognised as good practice and will endeavour to meet this standard.
- 3.7 All new members of staff will receive child protection training as part of their induction programme.
- 3.8 Briefings and updates on child protection and safeguarding procedures will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the academy policy as they occur.
- 3.9 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The academy will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

4 The Head Teacher's Roles and Responsibilities re Safeguarding

- 4.1 In line with the statutory guidance (DfES, 2006), the Head Teacher will ensure that:
 - “the policies and procedures adopted by the governing body or proprietor are fully implemented, and followed by all staff;
 - sufficient resources and time are allocated to enable the designated person and other staff to discharge their responsibilities, including taking part in strategy discussions and other interagency meetings, and contributing to the assessment of children;
 - all staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies, where appropriate.”
- 4.2 Ensure that the academy is alert to possible private fostering arrangements, and that in the academy admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

5 The Designated Senior Person for Child Protection's Roles & Responsibilities

- 5.1 The Designated Senior Person for Child Protection will co-ordinate action on safeguarding and child protection within the academy. They will ensure that all staff, volunteers and visitors to the academy know who the DSP is and who acts in his/her absence, and that they are aware of their responsibilities in being alert to the signs of abuse and of their responsibility to report and record any concerns. The responsibilities of the post are as follows:
 - To ensure that each member of staff / volunteer has access to and understands the academy's child protection policy (including all new or part-time staff who may work with other academies)
 - To ensure that all staff / volunteers have induction training covering child protection and are able to recognise and report any concerns immediately they arise
 - To be available for staff/volunteers who have a concern about a child
 - To keep detailed, accurate, secure, written records of all information concerning Safeguarding and Child Protection issues and concerns, and to keep this information away from the regular pupil records.

- To refer cases of suspected abuse or allegations of abuse to the Referral and Assessment Service (please see section 10.5 for details)
- To liaise as appropriate with other agencies e.g. Police, Social Care, Health service, etc.
- To represent the academy at any Child Protection Conferences or arrange for a representative from the academy to attend in their absence.
- To ensure any recommendations made by the conference which involve academy staff are carried out as agreed at the conference
- To be a member of any subsequent 'Core Group' following a child's registration on the Child Protection Register
- In the event of an allegation against a member of academy staff or a volunteer, to pass the allegation to the Head Teacher (please see section 15 of this policy).
- In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Coventry's Children's Social Care Thresholds and Practice Standards, available at:
<http://coventryscb.proceduresonline.com/>
- The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.
- For further details of role see Appendix 2: 'Role of Designated Safeguarding Lead'

6 The Role of the Governing Body and MAT Board of Directors

6.1 Part 2 of Keeping Children Safe in Education (DfE, 2016) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body and MAT Board will:

- Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the academy management or Governing Body
- Ensure that a senior member of staff of the academy's leadership team is identified to take the role of Designated Safeguarding Lead as defined in *Keeping Children Safe in Education*, and given in Appendix 1 of this document. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.
- Ensure that the academy has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the academy conforms to this policy.
- Ensure that on arrival at academy all visitors (including contractors) are provided with a leaflet making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead or his/her Deputy, and the names of the Designated Safeguarding Leads and his/her Deputy.
- Make this policy available to parents and carers through the academy and MAT websites and ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy prospectus.
- Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues (eg Child Sexual Exploitation), set out in Appendix 1.
- Ensure that the academy contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2015). This includes providing a co-ordinated offer of early help¹ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:

- Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
- Working to help identify children and young people who are privately fostered
- Working with the Child Sexual Exploitation (CSE) Team
- Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.
- Ensure that the academy develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
 - Attendance at case conferences
 - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
 - Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- Ensure that the academy's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board.
- Ensure there is a staff behaviour (code of conduct) policy, which links to this child protection policy, and which is shared with all current staff and forms part of the induction training for new staff.
- Ensure that² any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer³.
- Review this Safeguarding/Child Protection policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

6.2 In light of this statutory guidance the Governing Body will nominate a governor who will be responsible for Safeguarding and Child Protection and will liaise with the DSP on matters relating to Safeguarding and Child Protection.

6.3 The Governing Body and MAT Board will ensure that:

- The academy has a child protection policy and procedures in place that are in accordance with local authority guidance and locally agreed interagency procedures.
- Make this policy available to parents and carers through the academy website and ensure that parents have an understanding of the responsibility placed on the academy and staff for child protection by setting out its obligations in the academy prospectus.
- The academy operates safe recruitment procedures and makes sure that all appropriate checks are carried out on staff and volunteers who work with children;
- The academy has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the local authority and locally agreed interagency procedures;
- Ensure there is a staff behaviour (code of conduct) policy, which links to this child protection policy, and which is shared with all current staff and forms part of the induction training for new staff.

² Following guidance from the LADO

³ Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

- Ensure that⁴ any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer⁵.
- A senior member of the academy's leadership team is designated to take lead responsibility for dealing with safeguarding and child protection issues, providing advice and support to other staff, liaising with the local authority, and working with other agencies;
- In addition to basic child protection training the designated senior person undertakes training in inter-agency working that is provided by, or to standards agreed by, the LSCB, and refresher training at two yearly intervals to keep his or her knowledge and skills up to date;
- The head teacher, and all other staff who work with children, undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at, at least, three yearly intervals, and temporary staff and volunteers who work with children are made aware of the academy's arrangements for child protection and their responsibilities;
- The head teacher remedies without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to his/her attention;
- A member of the MAT Board (usually the chair) is nominated to be responsible for liaising with the Local Authority Designated Officer (LADO) in the event of allegations of abuse being made against the head teacher (Contact details of the LADO are given in section 7.4); and
- The Governing Body reviews the child protection policy and procedures annually.

7 The Role & Responsibilities of all Staff within Academy

- 7.1 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure that they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns. This means that they must:
- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
 - Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.
- 7.2 It is recognised that a child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore important that **all** the staff are aware of the signs and behaviour which **may** indicate abuse (see section 9 and Appendix 1).
- 7.3 If any member of staff has a concern about a particular child in their care, they must report their concerns to, and seek advice from the Designated Senior Person, or in their absence, the Deputy Designated Senior Person. Staff must provide the Designated Person for Safeguarding or the Deputy Designated Senior Lead with a signed and dated written record of their concerns.

⁴ Following guidance from the LADO

⁵ Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

- 7.4 In the unlikely event that the Designated Safeguarding Lead, Deputy Safeguarding Lead and Assistant Child Protection Officer are all not contactable, staff should follow the protocol in Appendix 8 -*What to do if you have a Safeguarding issue*.
- 7.5 If there is an allegation or concern raised against the Head Teacher, then the process outlined in sections 14.10 and 14.11 of this document will be followed.

8 Promoting Children and Young People's Well-being

- 8.1 The academy will teach children about safeguarding and ensure that the academy contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2015). This includes providing a co-ordinated offer of early help⁶ when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 8.2 The aim of this model is to provide support to families at the earliest opportunity so that children and young people's well-being is promoted
- 8.3 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the **Common Assessment Framework (CAF)**
- 8.4 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm

9 When to be Concerned

- 9.1 All staff and volunteers must be aware that the main categories of abuse are:
- Neglect
 - Physical abuse
 - Sexual abuse
 - Emotional abuse

These categories are described in more detail in Appendix 3 and signs indicating the possibility of abuse are described in Appendix 4. The abuse may be instigated by one or more adults, and/or other children and young people.

- 9.2 **If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the *Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead*, as soon as possible, and never later than the end of the working day. Concerns must be recorded on the CPOMS Referral system. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.**

⁶ Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- 9.3 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse, as noted in 9.1.
- 9.4 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 3 for details).
- 9.5 All staff/volunteers must be alert to the vulnerability of young people/children, signs and symptoms with regard to FGM (Female Genital Mutilation), CSE (Child, Sexual, Exploitation) (See Appendix 3), the PREVENT agenda re radicalisation and extremism (See Preventing Extremism and Radicalisation policy) and peer on peer abuse, including bullying, cyber bullying, gender based violence, sexual assault and sexting.

10 Dealing with a Disclosure

- 10.1 If a child discloses that he or she has been abused in some way the member of staff must:
- find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
 - listen to what is being said without displaying shock or disbelief
 - not make false promises which may not be able to be fulfilled and do not promise confidentiality
 - allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify
 - not criticise the alleged perpetrator
 - reassure the child that what has happened is not his or her fault
 - stress that it was the right thing to tell
 - explain what has to be done next and who has to be told
 - find out just enough to be sure of the need to refer, and keep any questions open rather than closed
 - make records that are factual, accurate and relevant and avoid subjective judgements. It is not the academy's responsibility to 'check out' what any child tells nor should any alleged abuser be questioned.
 - sign and date the record of disclosure
 - speak with the Designated Senior Person for Child Protection or DDSL, and provide him/her with the signed, dated written record via the CPOMS Referral process without delay.
- 10.2 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- 10.3 Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- 10.4 When the Designated Senior Person for Child Protection, or the Deputy Senior Person for Child Protection, has been informed, he/she will make the decision whether or not to refer the concern to Social Care. On the question of how to decide whether to refer to Social Care, the Coventry

Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' states:

"Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

**has suffered significant harm; or
Is likely to suffer significant harm.**

All referrals to Children's Social Care must be made in writing using the Multi-Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised." (Section 8, p.6)

The full Children's Social Care Thresholds and Practice document is available at: <http://coventryscb.proceduresonline.com/> The Referral and Assessment Service will be consulted when there is uncertainty about whether to refer.

- 10.5 Referrals will be made as soon as possible and the appropriate forms completed and sent within 24 hours of referral. Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at:

Children's Social Care Referral and Assessment Service

4th Floor Broadgate House

Broadgate

Telephone: 024 7678 8555 (the same telephone number as previously) Send online referrals to:

RAS@coventry.gcsx.gov.uk

- 10.6 Additional referral guidance is provided in Appendix 5.

11 Confidentiality

- 11.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff /volunteers in academy. All staff/volunteers in academy have a responsibility to share relevant information about the protection of children with other professionals only as part of the agreed school and Coventry Safeguarding Children Board protocols.
- 11.2 If a child discloses to a member of staff/volunteer and asks that the information is kept secret, it is important that the member of staff / volunteer tells the child in a manner appropriate to the child's age / stage of development that they cannot promise complete confidentiality – instead he/she must explain that he/she may need to pass information to other professionals to help keep the child or other children safe.
- 11.3 Staff / volunteers who receive information about children and their families in the course of their work shall share that information only within appropriate contexts.

12 Communication with Parents

- 12.1 Parents and carers will be made aware of academy policy through published information and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain

circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

- 12.2 The Governing Body and MAT Board make this policy available to parents, carers and children through the academy website. A hard copy is also available on request.

13 Recording Keeping

- 13.1 The completed forms/records will be kept for the duration of the child's academy career and where a child changes academy the forms/records will be forwarded to the Link Teacher at the receiving academy. The academy will retain a receipt for the records signed by the receiving academy.
- 13.2 The information contained will be regarded as confidential. Any request for access to the information by non Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

14 Safer Recruitment

- 14.1 The Academy will comply with the guidance set out in Part 3 of Keeping Children Safe in Education.
- 14.2 Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

14.3 Disqualification By Association

Staff working with reception and year 1 pupils or at before and after school clubs attended by children under eight years of age are required to confirm that they are not disqualified from working in those settings

Staff are made aware of the relevant legislation and must advise the Headteacher if they are concerned that they may be disqualified.

14.4 Volunteers

Volunteers undertake various roles in the academy.

If a volunteer is teaching or working with children in an unsupervised capacity (regulated Activity) the academy will obtain an enhanced DBS Certificate (including barred list information).

The academy will obtain an enhanced DBS Certificate (not including barred list information) for volunteers who are not engaging in regulatory activity but have the opportunity to come into contact with children on a regular basis e.g supervised volunteers.

Supervision must be:

- by a person who is in regulated activity
- regular and day to day
- must be reasonable in all circumstances to ensure the protection of children

All volunteers will be given a copy of the Child Protection Policy and Training.

Volunteers will be included on the single central record:

<http://bit.ly/SCR-OE>

Where the volunteer is under 16 years of age, character references will be obtained and appropriate supervision put in place.

14.5 **Governors and MAT Directors**

An enhanced DBS check will be obtained on all governors by the Chair of Governors, who will have been checked by the DFE. An enhanced DBS check will be obtained on all members of MAT Board by the Chair of the Board, who will have been checked by the DFE

14.6 **Contractors**

In accordance with the academy's **local Site Security Policy**, the academy will ensure that a contractor, or any employee of the contractor, working at the school has been subject to the appropriate level of DBS check, if they have the opportunity for unsupervised contact with children.

If a contractor is working at the academy in an unsupervised capacity (regulated Activity) the academy will obtain an enhanced DBS Certificate (including barred list information).

The academy will obtain an enhanced DBS Certificate (not including barred list information) for contractors who are not engaging in regulatory activity but have the opportunity to have regular contact with children.

The identity of contractors and their staff will be checked on arrival at the academy.

15 **Dealing with Allegations against Academy Staff or Volunteers.**

(in accordance with Part 4 of KCSIE DFE Sept 2016; see Appendix 7 for Professional Abuse Flow Chart)

15.1 To reduce the risk of allegations, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.

15.2 An allegation is any information which indicates that a member of staff / volunteer may have:

- Behaved in a way that has, or may have, harmed a child
- Possibly committed a criminal offence against or in relation to a child

- Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- 15.3 This applies to any child the member of staff / volunteer has contact with in their personal, professional or community life.
- 15.4 All members of staff/volunteers must report any such concerns to the Designated Safeguarding Lead (or in his/her absence to the Deputy DSL), unless the concern relates to these members of staff (in which case they should report directly to the Headteacher). Failure to report it in accordance with procedures is a potential disciplinary matter.
- 15.5 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:
- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
 - Listen to what is being said without displaying shock or disbelief.
 - Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that you tell the person that you cannot promise complete confidentiality.
 - Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
 - Not criticise the alleged perpetrator.
 - Stress that it was the right thing to share the concerns.
 - Explain what has to be done next and who has to be told.
 - Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the academy's responsibility to 'check out' what any child tells nor should any abuser be questioned.
 - Sign and date the record of the disclosure.
- 15.6 The member of staff must provide the Designated Safeguarding Lead (or in his/her absence, his/her deputy) with an immediate accurate, written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This should be signed.
- 15.7 The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.
- 15.8 The Head Teacher will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO) for Education. If the allegation meets any of the three criteria set out in section 15.2 then the Head Teacher shall contact the LADO (Education) without delay, and provide the LADO with written confirmation of the allegation. The name and contact telephone of the LADO are given on the front cover of this policy.
- 15.9 The Head Teacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the allegation and procedures must be followed in accordance with *Part 4 of 'Keeping Children Safe in Education' (DFE Sept 2016)*.
- 15.10 If there is an allegation or concern raised against the Head Teacher, then the Chair of Governors and Chair of the MAT Board will be contacted, whose names and contact telephone numbers are given on

the front cover of this policy.

- 15.11 In the event of allegations or concerns against the Head Teacher the Chair of the MAT Board will contact the LADO (within one working day), whose contact details are given as in 15.8 above.

Special Circumstances

16 Peer on Peer Abuse

- 16.1 All incidents of bullying, will be managed in accordance with the academy's local *Anti-Bullying Policy*.
(Please see appendix 8 for *Anti-Bullying Policy*)
- 16.2 Allegations and disclosures of sexual abuse will be reported to DSL who will notify RAS if threshold is met.
- 16.3 In cases of allegations and disclosures of sexual abuse, Parents/Carers of both Victim and Perpetrator will be informed but should leave investigation to appropriate agency.
- 16.4 Both Victim and Perpetrator will receive Mentoring and/or Counselling, as appropriate. Perpetrator will be sanctioned in accordance with local Academy Behaviour Policy.

17 Children who are looked after

- 17.1 The most common reason for children becoming looked after is as a result of abuse or neglect. The academy ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

18 Children with Medical Needs and Administration of Medicine

The academy will strive to meet the medical needs of students in accordance with the local academy's *Medical Needs of Students Policy*.

- Staff will not administer medication to students, with the exception of the emergency use of an EpiPen when a pupil suffers an allergic reaction and is unable to administer his/her EpiPen him/herself. All staff who have regular contact with pupils are trained in the use of Epi pens and this is refreshed annually.
- Parents must inform the academy in writing of any pupil requiring medication during academy hours or out of academy hours under academy supervision. They should provide signed, written permission for staff to assist the student in self medication.
- Any pupil requiring medication should self-medicate in the medical room in the presence of

- first aid/medical assistants. The exceptions to this are the use of Epipens and inhalers.
- Staff will record all incidents of pupils self-medicating.
 - No pupil should carry any medication on his/her person. This includes non-prescription drugs e.g. Paracetamol; Ibuprofen etc. All medicines/drugs should be handed in to medical assistants, immediately upon arrival at the academy for safe-keeping.
 - All medicines/drugs will be clearly labelled with the student's name and locked within a secure cupboard until required.
 - All students requiring Inhalers and/or Epipens should provide an additional Inhaler or Epipen to be named and kept securely by Medical Assistants in the academy, in case it should be required in an emergency by the respective student.
 - Students requiring long term medication for serious conditions are recorded in a diary, in order that their administration of medication can be checked and monitored e.g diabetics, epileptics, etc
 - In cases of food allergy, the Catering Manager will be informed of students' dietary requirements.
 - When a student requires/requests First Aid, action taken will be logged, including date and time.
 - Students with long term/serious conditions/illnesses/injuries will have a documented Medical Support Plan. This will be created in collaboration between House Head, Parent/Carer, Academy Medical Support Staff and any external agencies, as appropriate.

19 Educational Visits

Students involved in trips, including residential visits, do so in accordance with the Guidance on off site visits and residential activities which follows *Coventry City Council's Policy on Educational Visits*, which can be located at <http://clg.coventry.gov.uk>

20 Educational Visitors

We positively vet those external agencies, individuals or speakers whom we engage to provide learning opportunities or experiences for our pupils. This includes checking the DBS of all external providers, viewing material that will be used beforehand and conducting a social media check on such agencies or individuals.

21 Work experience

The Academy has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2016*.

22 Children staying with host families

The academy may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the academy follows the guidance in *Keeping Children Safe*

in Education 2016, **Appendix 1** to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during academy terms and we will work with the Local Authority to check that such arrangements are safe and suitable.

23 Physical Control and Restraint

Promotion of good conduct should always be through reiteration of positive values and academy behaviour policy. However, it is recognised that, on rare occasions, for protection and safety, an appropriate form of physical restraint might be required in accordance with the *SSA MAT 'Control and Restraint of Students' Policy September 2016*.

24 Site Security

- Measures will be adopted to aid the safety and security of staff, pupils and visitors to the academy, as well as helping to reduce the potential for arson, theft and vandalism.
- Building security procedures will include arrangements to ensure as far as is reasonably practicable that unauthorised visitors are prevented from entering the academy premises and that, should these systems fail, procedures are in place to deal with unauthorised visitors should they gain access.
- Any visitor working with children who is not DBS cleared must be accompanied by a member of staff at all time.
- All visitors must report to the reception desk on arrival. – signage on site advises of this.
- All visitors are issued with a badge to be worn at all times. This includes parents, helpers, contractors, LA staff and any other person that is not academy staff. Along with a badge, visitors are also issued with details of whom they should contact if they are concerned about the welfare of any student whilst on site.
- Any person on site without a badge will be asked to accompany a member of staff to the Reception desk or asked to leave the site.
- Any refusal will be reported immediately to Site Services and the Business Manager. Any aggression will be reported to the police.
- Visitors will not remove any items of academy property without the express permission of academy staff.
- For their own safety any authorised visitors will be given appropriate information on the academy's health & safety procedures such as parking, fire safety and first aid.

The above practice is in accordance with the academy's local Site Security Policy

25 Monitoring & Evaluation

- Thoughts, wishes and feelings of pupils regarding safety will be gathered formally and anonymously, at least annually, via a Pupil Survey.
- Pupils also have the opportunity to express any concerns regarding safeguarding via both Student Voice and Pastoral structures and procedures.
- The responsibility for ensuring that the Child Protection Policy and procedures are in place, available to parents and reviewed annually lies with the Governing Body. This policy will be reviewed in line with the timescale and details set out on the front cover.

26 List of Appendices

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APPENDIX 1:

Part One of *Keeping Children Safe in Education (DfE 2016)*

www.gov.uk/government/uploads/system/uploads/attachment_data/file/526153/Keeping_children_safe_in_education_guidance_from_5_September_2016.pdf

Part one: Safeguarding information for all staff

What academy staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff form part of the wider safeguarding system for children. This system is described in statutory guidance Working together to safeguard children.
2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.
3. No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.
4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.
5. Children include everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.³
7. **All** school and college staff have a responsibility to provide a safe environment in which children can learn.
8. Each school and college should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.
9. **All** school and college staff should be prepared to identify children who may benefit from early help.³ Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

³ Detailed information on early help can be found in Chapter 1 of Working together to safeguard children
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.
11. The Teachers' Standards 2012 state that teachers, including headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.⁴

What school and college staff need to know

12. **All** staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:
 - the child protection policy;
 - the staff behaviour policy (sometimes called a code of conduct); and
 - the role of the designated safeguarding lead.

Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

15. **All** staff should be aware of the process for making referrals to children’s social care and for statutory assessments under the Children Act 1989⁵ that may follow a referral, along with the role they might be expected to play in such assessments.^{5,6}

⁴The Teachers' Standards <https://www.gov.uk/government/publications/teachers-standards> apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers’ Appraisal) (England) Regulations 2012.

⁵ Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include:

Section 17- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child’s welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

⁶ Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children’s social care. Staff should never promise a child that they will not tell anyone about an allegation- as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

17. **All** school and college staff members should be aware of the signs of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.
18. Departmental advice: What to do if you are worried a child is being abused- Advice for practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.
19. Staff members working with children are advised to maintain an attitude of **‘it could happen here’** where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the **best** interests of the child.
20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure they should always speak to the designated safeguarding lead.

What school and college staff should do if they have concerns about a child?

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff

member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

22. If anyone other than the designated safeguarding lead makes the referral they should inform the designated safeguarding lead, as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool Reporting child abuse to your local council <https://www.gov.uk/report-child-abuse-to-local-council> directs you to your local children's social care contact number.
23. See page 25 for a flow chart setting out the process for staff when they have concerns about a child.
24. If after a referral the child's situation does not appear to be improving the designated safeguarding lead (or the person that made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.
25. If early help is appropriate the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.
26. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.
27. If a **teacher** 7, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18 the **teacher** must report this to the police. **See Appendix 4 for further details.**

What school and college staff should do if a child is in danger or at risk of harm

28. **If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.** Anyone can make a referral. Where referrals are not made by the designated safeguarding lead the designated safeguarding lead should be informed, as soon as possible, that a referral has been made. Reporting child abuse to your local council directs you to your local children' social care contact number.

Record keeping

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in **writing**. If in doubt about recording requirements staff should discuss with the designated safeguarding lead.

Why is all of this important?

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing

to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect, poor record keeping, failing to listen to the views of the child, failing to re-assess concerns when situations do not improve, sharing information too slowly and a lack of challenge to those who appear not to be taking action.⁸

What school and college staff should do if they have concerns about another staff member?

31. If staff members have concerns about another staff member then this should be referred to the headteacher or principal. Where there are concerns about the headteacher or principal this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the headteacher, **where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the Designated Officer(s) at the local authority.** Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

⁷ Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

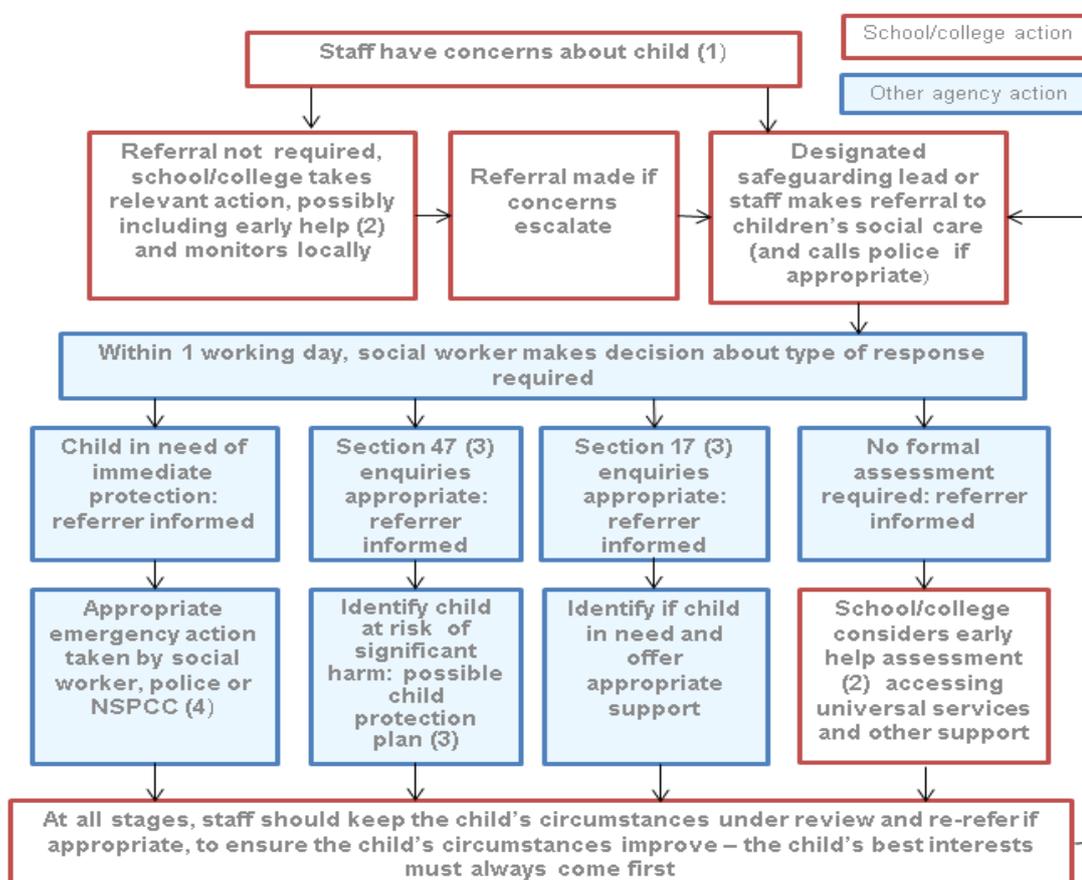
⁸ New learning from serious case reviews: a two year report for 2009-2011 (**We will update with new evidence if it is available before September**)

What school staff should do if they have concerns about safeguarding practices within the school or college

32. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.
33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- General guidance can be found at- Advice on whistleblowing
 - The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk

⁹ Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



- In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children <https://www.gov.uk/government/publications/working-together-to-safeguard-children--> provides detailed guidance on the early help process.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children. <https://www.gov.uk/government/publications/working-together-to-safeguard-children-->
- This could include applying for an Emergency Protection Order (EPO).

APPENDIX 2:

Role of the Designated Safeguarding Lead

Part two of Keeping Children Safe in Education (DfE 2016) defines the role in the following terms.

‘Governing bodies and proprietors should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. **This should be explicit in the role-holder’s job description** (see Annex B which describes the broad areas of responsibility and activities related to the role).

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the **ultimate lead responsibility** for safeguarding and child protection, as set out above, remains with the designated safeguarding lead. **This responsibility should not be delegated.**

The designated safeguarding lead and any deputies should liaise with the local authority and work with other agencies in line with Working together to safeguard children.

During term time the designated safeguarding lead and or a deputy **should always be available (during school or college hours)** for staff in the school or college to discuss any safeguarding concerns. **It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.**

The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

In addition to their formal training, as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, but at least annually, to keep up with any developments relevant to their role.’

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school or college **leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take **lead responsibility** for safeguarding and child protection. **This should be explicit in the role-holder’s job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.**

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility should not be delegated**.

Manage referrals

The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- Refer cases where a crime may have been committed to the Police as required.

Work with

- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the "case manager" (as per Part four) and the Designated Officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Undertake training

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead **should undertake** Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;

- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;⁸⁰
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

⁸⁰Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

Appendix 3

Types of abuse and neglect

1. **All school and college staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**
2. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
3. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
4. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
5. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
6. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues

7. **All** staff should have an awareness of safeguarding issues- some of which are listed below.
- Alcohol and Drug use
 - Child Sexual Exploitation (CSE)
 - Exploitive behaviours
 - Cyber bullying
 - Domestic Violence/Abuse (DV/DA)
 - Extremist influences, Radicalisation - PREVENT
 - Faith and Belief Abuse
 - Fabricated and Induced Illness
 - Female Gender Mutilation FGM
 - Forced Marriage
 - Gangs and youth violence
 - Gender based violence
 - IT : inappropriate use of Social Media (e-safety)
 - Sexting
 - Distributing inappropriate images
 - Pornography
 - Mental Health
 - Peer Pressure
 - Private Fostering
 - Racism
 - Radicalisation
 - Risky Behaviours
 - Teenage Relationship Abuse
 - Teenage Pregnancy
 - Trafficking
8. **All** staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting.
9. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- children missing education – and Annex A <https://www.gov.uk/government/publications/children-missing-education>
- child missing from home or care <https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- child sexual exploitation (CSE) – and Annex A <https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness <https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – and Annex A <https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- forced marriage- and Annex A <https://www.gov.uk/guidance/forced-marriage>
- gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG) <https://www.gov.uk/government/policies/violence-against-women-and-girls>
-  hate <http://educateagainsthate.com/>
- mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>
- missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation – and Annex A <https://www.gov.uk/government/publications/prevent-duty-guidance>
- relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>

- trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

10. Appendix 4 contain important additional information about specific forms of abuse and safeguarding issues.

APPENDIX 4: Indicators of Abuse

NB. This guidance is provided as a useful reminder of the indicators of abuse but should be always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse
- Emotional Abuse
- Sexual Abuse
- Neglect

Indicators of Physical Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Unexplained injuries including burns, particularly if they are recurrent
- Improbably excuses given to explain injuries
- Refusal to discuss injuries
- Untreated injuries
- Admission of punishment which seems excessive
- Bald patches
- Withdrawal from physical contact
- Arms and legs covered, even in hot weather
- Fear of returning home
- Fear of medical help
- Self-destructive tendencies
- Aggression towards others
- Running away

Indicators of Emotional Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Physical and/or mental and/or emotional development lags
- Admission of punishment that appears excessive
- Over-reaction to mistakes
- Continual self-deprecation
- Sudden speech disorders

- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour eg. thumb sucking, hair twisting, rocking
- Self-mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Running away
- Compulsive stealing or scavenging.

Indicators of Sexual Abuse

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused:

- Sudden changes in behaviour or in academy performance
- Displays of affection in a sexual way, inappropriate to age
- Tendency to cling or need reassurance
- Regression to younger behaviour eg. thumb sucking, acting like a baby, playing with discarded toys
- Complaints of genital itching or pain, or anal pain
- Distrust of a familiar adult, or anxiety about being left with a relative, babysitter or lodger
- Unexplained gifts or money
- Depression and withdrawal
- Apparent secrecy
- Bedwetting, daytime wetting and/or soiling
- Sleep disturbances, nightmares
- Chronic illness, eg. throat infection, venereal disease or other STD
- Anorexia, bulimia
- Unexplained pregnancy
- Fear of undressing, eg. for sport
- Phobias or panic attacks

Indicators of Neglect

Some of these indicators would clearly suggest child abuse, whilst others, when combined, may suggest that a child is being abused.

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Emaciation
- Frequent lateness or non-attendance
- Untreated medical problems
- Destructive tendencies
- Low self esteem
- Neurotic behaviour
- No social relationships

- Running away
- Compulsive stealing or scavenging.

Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines, and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools/academies.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools/academies.

Actions

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there is a statutory duty upon that individual to report it to the police.

Mandatory Reporting Duty

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers¹¹, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

Unless the teacher has a good reason not to, they should still consider and discuss any such case with the academy's designated safeguarding lead and involve children's social care as appropriate.

- 9 Section 5B(11) of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides a definition for the term ‘teacher’.
- 10 Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas

Further information on Preventing Radicalisation

Protecting children from the risk of radicalisation should be seen as part of schools’/academy’s wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism¹². There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children’s behaviour which could indicate that they may be in need of help or protection. Academy staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Prevent

From 1 July 2015 specified authorities, including all schools/academies as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (“the CTSA 2015”), in the exercise of their functions, to have “due regard must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn. ¹³ to the need to prevent people from being drawn into terrorism”¹⁴. This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76.

¹³ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

¹⁴ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- The statutory Prevent guidance summarises the requirements on schools/academies in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.
- Schools/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. Schools/academies should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing

safeguarding policies. It is not necessary for schools/academies to have distinct policies on implementing the Prevent duty.

- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools/academies should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to
- challenge extremist ideas. Individual schools/academies are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the academy of being drawn into terrorism. As a minimum, however, schools/academies should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools/academies must ensure that children are safe from terrorist and extremist material when accessing the internet in schools/academies. Schools/academies should ensure that suitable filtering is in place. It is also important that schools/academies teach pupils about online safety more generally.

The Department for Education has also published [advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel

Academy staff should understand when it is appropriate to make a referral to the Channel programme.¹⁵ Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools/academies to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools/academies which are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to co-operate with local Channel panels¹⁶.

¹⁵ Guidance issued under section 36(7) and section 38(6) of the CTSA 2015 in respect of Channel is available at: <https://www.gov.uk/government/publications/channel-guidance>

¹⁶ Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when co-operating with the panel and police under section 38 of the CTSA 2015

APPENDIX 5: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks its normal
- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilt about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging

- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

WHAT TO DO IF YOU HAVE A SAFEGUARDING ISSUE

If there is a safeguarding issue, you should always contact the Safeguarding Lead, Deputy Safeguarding Lead or, where in post, Assistant Child Protection Officer. In the unlikely event that none of them is available and you have an urgent situation please follow the procedure below:

- Take and log the disclosure from the student.
- Telephone the Referral and assessment team (RAS) 02476788555 and give all the details you can.
- If the student had disclosed abuse from parents or carers and/or is deemed at risk if they return home, seek advice from RAS as to whether the student's parents should be informed about the referral and if the student should return home. You may have to wait with the Student until a Social Worker arrives.
- You may be asked to fill in a Multi-Agency Referral Form (MARF), this form should always be used to provide confirmation to Children's Social Care of issues regarding a child within 48 hours. Before filling in this form, you should have raised your concerns with the service by telephoning 024 7678 8555, or 024 7683 2222 in an emergency outside of office hours. Please complete as much information as you can, it will be helpful to the person receiving it. If there is information requested on this form that you do not know, or cannot find out easily, please put "not known" or "not applicable". The form can be found at the below URL:
https://myaccount.coventry.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-6528f2f2-dd4a-4c83-afd0-5dea996e4f81/AF-Stage-ec6609eb-3861-469b-a384-f02855d1f0c8/definition.json&redirectlink=%2F&cancelRedirectLink=%2F&category=AF-Category-735b3b8c-4745-4a7e-9307-8a1055c27163&noLoginPrompt=1

Or: <http://www.coventry.gov.uk>

- Scroll down and click on 'Worried that someone you know is being harmed or neglected?'
- Scroll down again and click on 'Multi-agency Referral Form' in the 'For Professional' section.

- Once filled in and sent you will be sent a confirmation email.
- If the incident is deemed urgent or you do not receive a confirmation email, telephone RAS 024 7678 8555 to confirm. Remember to log the name of the person taking your call.
- Please log any action you have taken onto CPOMS, you can also attach your MARF form which will be sent to you in your confirmation email.
- Inform the DSL or DDSL of the action you have taken at the earliest opportunity and please remember that you should follow this procedure only if they are non contactable.

For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.

MAKING A DECISION

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

<http://coventryscb.proceduresonline.com/>

**APPENDIX 6 - Proforma for Report form Child Protection Conference
(one form per child)**

To be used when writing a report for a CP conference.

| | | | | |
|---|------------------------------------|------------------------------|------------------------------|--------------------------|
| Full Name of Pupil: | | DOB: | Class/Form: | Additional needs: |
| Gender: | | Ethnicity: | | |
| Home Address: | | | Telephone: | |
| | | | E mail: | |
| | What are you worried about? | What is working well? | What needs to happen? | |
| Presentation of Child (appropriate uniform/shoes/cleanliness/hair/general health) | | | | |
| Eating (Appetite, FSM, breakfast club, toileting, etc.) | | | | |
| Education/Attainment | | | | |
| Attendance | | | | |
| Child's Voice | | | | |
| Child interaction in academy | | | | |
| Parent/Carer interaction with | | | | |

| | | | |
|---|--|--|--|
| academy | | | |
| Child/Parent-Carer interaction | | | |
| Parent engagement (bringing/collecting from academy/attending meetings, parents evenings, etc.) | | | |
| Peer Relationships | | | |
| SEND | | | |
| Any additional concerns/changes in behaviour? Any patterns of the day/time/month? | | | |

APPENDIX 7

Professional Abuse Flow Chart

An allegation may relate to a person who works with children who 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 they may pose a risk of harm to children.

Working Together to Safeguard Children 2015

It is your duty to report concerns to the Manager or Safeguarding Officer. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.

If an allegation is made against any adult who comes into contact with children in either a paid or unpaid capacity in the setting, the child minder or any person in the child minder setting

Childcare provider contacts the
1. LADO 024 76833443
2. Ofsted 0300 123 1231

REMEMBER!

Is the child safe?

Document everything

Do not investigate

LADO to be consulted on initial planning and whether the member of staff/person concerned is to be informed of the allegation; the LADO will ask you to complete a referral form to be returned to the secure GSCX email address LADO@coventry.gcsx.gov.uk . If there is an offence or on-going risk to the child you must make a referral to Social Care 024 76788555 or contact the Emergency Duty Team - Out of Hours 76832222 and or the Police)

Position of Trust (PoT) meeting may be convened to consider allegation and plan any further enquiries/investigation – this is a multi-agency meeting which may include the Police and Ofsted and is chaired by the LADO to exchange information and to decide on formal investigation processes. There are occasions when investigations are in process before a PoT is convened these are usually when the allegation has been made directly to the Police

Allegation is unfounded setting/CQRA to support member of staff/child minder returning to work

Allegation is founded, disciplinary procedures apply and any potential criminal proceedings.

Manager/Senior Officer to make a referral to DBS. In the event of Child minder settings Ofsted will withdraw registration and will liaise on the referral to the DBS - 01325953795

APPENDIX 8:

Anti Bullying Policy
September 2017

Rationale

We are committed to providing a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our Academy, whether it is in the Academy or on off-site activities. If bullying does occur, all students should be able to tell and know that incidents will be dealt with promptly and effectively. We are a **TELLING** Academy. This means that **anyone** who knows that bullying is happening is expected to tell the staff.

All members of the Academy - staff, students and parents - should have an understanding of what bullying is and what the Academy's procedures are for responding to bullying.

As an Academy we take bullying seriously. Students and parents should be assured that we do not tolerate bullying and that they will be supported when bullying is reported.

1. What Is Bullying?

1.1 Bullying is the use of deliberate aggression with the intention of hurting another person. Bullying is persistent and results in pain and distress to the affected person.

1.2 Bullying can be:

- **emotional** - being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures);
- **interference** with possessions;
- **physical** - pushing, kicking, hitting, punching or any use of violence;
- **racist** - racial taunts, graffiti, gestures;
- **sexual** - unwanted physical contact or sexually abusive comments;
- **sexist** – controlling and/or demanding behaviour towards someone because of their sex;
- **homophobic** - because of, or focusing on the issue of sexuality;
- **directed towards someone with Special Educational Needs** – because of learning or physical disabilities;
- **verbal** - name-calling, sarcasm, spreading rumours, teasing because of appearance etc.;
- **cyber** - all areas of internet use, such as e-mail and internet chat room /social media misuse;
- **Mobile Phone** threats by text messaging & calls, misuse of associated technology, i.e. camera & video facilities.

2. Why is it important to respond to bullying?

2.1 Bullying hurts. No one deserves to suffer from bullying. Everybody has the right to be treated with respect. Students and staff who are bullying need to learn different ways of behaving.

2.2 We all have a responsibility to respond promptly and effectively to issues of bullying.

3. Signs and Symptoms

3.1 A Student may indicate by signs, words or behaviour that he or she is being bullied. To those who know the student this may simply be a feeling that 'things aren't quite right'. Adults should be aware of these possible signs and that they should investigate if a student:

- does not want to walk to and from the Academy;
- does not want to use public transport or the Academy bus;
- insists that they are driven to and from the Academy;
- changes their normal routine;
- begins to truant for no apparent reason;
- becomes withdrawn or displays a sudden lack of confidence;
- is reticent to speak to other peers or teachers;
- self-harms e.g. cutting or scratching;
- attempts or threatens to commit suicide;
- runs away from home;
- is upset at night and has displayed a disruptive sleep pattern, possibly linked with increased nightmares;
- is continuously complaining of feeling unwell in the morning and at school;
- displays a downturn in their academic standards;
- has possessions and clothes which are torn or damaged or go missing;
- asks for money or steals money (to pay bully);
- loses dinner money on a regular basis;
- has a sudden increase in bruises or cuts which the pupil finds difficult or is unwilling to explain;
- comes home hungry (money or lunch has been stolen);
- stops eating;
- suddenly displays unusual aggressive and disruptive behavior;
- starts to bully other peers or family siblings;
- is reticent or unwilling to talk about what is going wrong;
- displays a sudden drop off in their use of the mobile phone or internet chat rooms.

These signs and behaviours could indicate other problems but bullying should be considered a possibility and should be investigated.

4. Responsibilities

4.1 The Principal/Head Teacher

The Principal has a legal duty under the School Standards and Framework Act 1998 to draw up procedures to prevent bullying among students.

The Principal /Head Teacher will:

- ensure that all staff have an opportunity to discussing strategies and review them;
- determine the strategies and procedures;
- discuss development of the strategies with the Academy Leadership Team;
- ensure appropriate training is available;
- ensure that the procedures are brought to the attention of all staff, parents and students;
- report annually to the Academy Council.

4.2 Senior lead for Inclusion will:

- be responsible for the day-to-day management of the policy and systems;
- ensure that there are positive strategies and procedures in place to help both those being bullied and the bullies;
- keep the Principal/HT and designated teacher informed of incidents
- arrange relevant staff training;
- determine how best to involve parents in the solution of individual problems;
- present a termly report to the Principal.

4.3 House Heads will:

- be responsible for ensuring that the Academy's positive strategies are put into practice;
- know the Principal's /HT procedure and deal with any incidents that are reported.

4.4 Form Tutors will:

- be responsible for liaising with House heads over all incidents involving students in their form;
- be involved in any agreed strategy to achieve a solution.

4.5 What the Academy will do to prevent Bullying

We will ensure that everyone understands what bullying is and how to deal with it through:

- communication of this policy to parents, students, staff and governors;
- lessons, assemblies and the Tutorial Programme;
- induction programme for new students;
- regular reminders about kind, courteous and respectful behaviour in normal lessons and everyday activities within the Academy;
- publication of advice through Student Voice
- one to one counselling of victims and perpetrators

All incidents of bullying will be seen as important and will be dealt with in a sensitive, consistent and urgent matter. Sanctions and counselling will be put in place. Students will be encouraged to feel able to report ALL incidents of bullying and to support each other when witnessing incidents. Friends of victims will be encouraged to report bullying if they are aware of it, even if the victims ask them not to. In all cases the victims will be given support to reassure them.

Some incidents may be relatively minor e.g. hiding a bag or a coat or using nicknames etc and may be dealt with by reprimand, a warning and a clear statement that such behaviour is unacceptable and contravenes the values of Ernesford Grange Community Academy. However, minor cases will be recorded and passed to the appropriate Tutor or House Head. Repetition or serious cases of abuse or bullying will result in parents being notified and/or interviewed and in more severe cases sanctions being used with the bully e.g. fixed-term exclusion

5. Anti-Bullying Education in the Curriculum

5.1 The Academy will define and raise the awareness of the anti-social nature of bullying through a PSHE and Citizenship programme, Academy assemblies, the Student Council, use of tutorial time and in the national curriculum programmes of study as appropriate.

5.2 The Senior lead for Inclusion is responsible for initiating and developing, with appropriate colleagues, an anti-bullying programme as part of the PSHE and Citizenship course and Directors of Teaching and Learning are responsible for introducing anti-bullying material in their programmes of study as appropriate.

5.3 Changing the attitude and behaviour of bullies will play a major part in the strategies used by the school.

6. Anti-Bullying Procedures: Parents

6.1 If parents suspect their child is being bullied they should contact the Form tutor. Parents should be prepared to talk about the signs and symptoms and any suspicions they have regarding those carrying out the bullying.

6.2 Parents must leave the initial investigation to the school. Any attempt to resolve the issue themselves could, potentially, make the matter worse.

6.3 Parents should encourage their child to talk to their Form tutor or another member of staff in the first instance.

7. Students

7.1 If a student thinks they are being bullied they must tell an adult, parent, form tutor or another member of staff and be prepared to explain what form the bullying is taking and how it affects them.

7.2 Students who witness bullying or strongly suspect bullying must tell an adult, parent or any member of staff.

8. Staff

In cases of reported or suspected bullying staff will:

- make it clear to students that bullying is unacceptable;
- teach students how to co-operate in controlling bullying e.g. posters, newsletters etc.;
- respond immediately if a student reports an incident of bullying by either dealing with it or referring it to the student's Tutor or Head of House;
- interview the victim(s) and friends to get a written account;
- interview the bully and friends to get a written account;
- complete an incident report form for the Tutor or Head of House;
- discuss the incident with the victim and the bully together to resolve the situation if possible;
- inform parents of the victim and the bully of the incident and the actions taken;
- meet with the parents of the victim and bully if necessary;
- exclude the bully if appropriate;
- refer the bully to the Governors if appropriate;
- involve the Police if appropriate;
- try to make sure that the bullying is prevented by being vigilant and proactive on duty before and after school, at break and lunch time and during lesson changeovers;
- deploy strategies for improving the self-esteem of and offering care for the victim e.g. inter-agency work (Education Welfare Service), resolution meetings, rewards, listening and valuing what the victim says, giving direct access to Tutors, House heads and the Academy Leadership Team, providing opportunities for confidential conversations with learning mentors etc.;
- deploy strategies for changing the behaviour of the bully e.g. inter-agency work, resolution meetings, behaviour support plans, mentoring etc.;
- follow the normal procedures of the behaviour referral system unless there is a need for 'fast-track' action to help the victim or the bully.

9. Students who have been bullied will be supported by:

- the offer of an immediate opportunity to discuss the experience with form tutor /House Head or member of staff of their choice;
- reassurance;
- the offer of continuous support with a designated member of staff;
- restoring self-esteem and self-confidence;
- referral to a Peer Mentor if appropriate;
- referral to a counsellor;
- the offer to parents of continuous support and advice;
- the provision of information about the outcome of the investigation into their concerns.

10. Students who have bullied will be helped by:

- discussing what happened;
- discovering why the student became involved;
- establishing the wrong-doing and the need for change;
- informing parents to help change the attitude of the student;
- referral to a counsellor.

Changing the attitude and behaviour of bullies will be part of the positive strategies used by the school. However, the school recognises that sanctions will also have to be used against bullies.

11. Sanctions

Students who have bullied will be punished appropriately according to their behaviour, in accordance with the Academy's 'Behaviour and Rewards' policy. For persistent offences or incidents considered as gross acts of aggression, a student may be permanently excluded and or reported to the police.

12. Complaints

If a parent or guardian is dissatisfied with the nature or swiftness of a response made by the Academy following a reported incident of bullying, he/she may wish to make a complaint. The complaints procedure for a case of bullying follows the guidance of the Academy's Complaints Policy. The underlying principle of the policy is that any concerns raised should be handled, if at all possible, without the need for formal procedures. If however the informal procedures are unsuccessful and the complainant wishes to take the matter further, formal measures will have to be taken.

13. Equal Opportunities

In implementing this policy all members of staff must take into account the Academy's Equal Opportunities policy. Staff must ensure that no student involved in any incident of bullying, is disadvantaged on the grounds of gender, race, disability, sexual orientation, age, religion or belief.

14. Monitoring, Evaluation and Review

The Sidney Stringer Multi Academy Trust will review this policy annually and assess its implementation and effectiveness.

Date for review – February 2019