



Windmill L.E.A.D. Academy

A L.E.A.D. Academy

Safeguarding and Child Protection Policy

Review frequency: Annual

Approval: Trust Board

This policy will be updated annually or more frequently in line with any changes to legislation and guidance.

For immediate concerns please refer to the red text on page 16

Our vision

Through outstanding leadership we, at the L.E.A.D. Academy Trust, will provide the highest quality education to enable every pupil to realise their full potential.

Our principles

To achieve our vision we prioritise the four core principles for which our name stands:

Lead ~ *to show the way; to be first or foremost*

In every aspect of life the ability to lead is essential. Strong leadership is the key to the success of our schools. We will develop leadership skills in everyone who attends one of them, ensuring the development of pupils as leaders of their own learning.

Empower ~ *to give power to; to enable*

At L.E.A.D. Academy schools pupils are empowered to have high aspirations for their futures. We nurture and challenge pupils to take responsibility, make decisions and work together so they grow into confident and resilient young people.

Achieve ~ *to accomplish; to get or attain by effort*

We believe in achievement in its broadest sense and that enjoyment of learning is crucial to success. We continually look for and reward achievement in every individual in our schools. We also know that a strong command of English and maths is vital as a foundation for the whole curriculum and prioritise learning in these core subjects.

Drive ~ *to cause and guide progress; to impel forward*

We will provide the very best education and training for every individual in our schools and will ensure that this is delivered. We value excellent teaching, underpinned by high quality professional development and will constantly move forwards, using and instigating the best ideas and practice.

We also understand that children need to be motivated if they are to succeed in life and we will provide a stimulating curriculum and environment which will prepare them for their futures with confidence and determination.

Safeguarding at L.E.A.D. Multi Academy Trust

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider at all times, what is in the best interests of the child.' KCSIE 2016

Schools within L.E.A.D. Multi Academy Trust still have their relevant Local authorities having overarching statutory responsibility for safeguarding and promoting the welfare of all children and young people in their area.

Whilst local authorities play a lead role, safeguarding children and protecting them from harm is everyone's responsibility.

Under Section 11 of the Children Act 2004 duties are placed on a range of organisations and individuals to ensure their functions are discharged with regards to the safeguarding of children and young people. The statutory guidance (Working Together) does not identify a multi academy trust as a separate organisation. Nor are academies named under Section 11 of the Children Act 2004 but they are captured under other legislation, for example Sections 157 and 175 of the Education Act 2002, Sections 94 (1) and (2) of the Education and Skills Act 2008, the Education Regulations 2011 and 2014.

In September 2016 DfE published 'Keeping Children Safe in Education – statutory guidance for schools and colleges'. This guidance contains information on what schools, including academies, should do and sets out the legal duties which they must comply with.

In law individual academies are deemed to be 'relevant partners' of their local authority and as such are under a duty to co-operate in that local authority's Local Safeguarding Children's Board arrangements. The Education (Independent School Standards) Regulations 2014 apply a duty on proprietors of independent schools including academies to make arrangements for ensuring that their functions are exercised with a view to safeguarding and promoting the welfare of children.

At L.E.A.D. Multi Academy Trust we take safeguarding very seriously, not just in terms of the legal requirements but in ensuring that the every child is given the opportunity to thrive through the L.E.A.D. values of: Lead, Empower, Achieve and Drive.

L.E.A.D. Multi Academy Trust's commitment to safeguarding includes:

- have a designated professional lead and a designated governor for safeguarding
- ensuring all staff, visitors and volunteers in our academies understand their responsibility to safeguarding
- have in place safeguarding arrangements which are designed to take account of all possible safeguarding issues. Ensuring all safeguarding concerns are investigated and an immediate risk assessment is undertaken
- adhere to safe recruitment practices
- have arrangements for working together with other agencies and for sharing information with other professionals
- take account of their local authority's procedures and practices established by the Local Safeguarding Children's Board and comply with any requests from that Board
- have in place effective child protection and staff behaviour policies
- develop a culture of listening to children and take account of their wishes and feelings
- provide appropriate supervision and support for staff including undertaking safeguarding induction and training
- follow clear policies for dealing with allegations against people who work with children
- have clear procedures in place to handle allegations of abuse against children
- have clear whistleblowing procedures which reflect the principles of Sir Robert Francis's Freedom to Speak Up review
- consider how children may be taught about safeguarding, including online, through teaching and learning opportunities as part of a broad and balanced curriculum
- appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that staff have the skills, knowledge and understanding necessary to keeping looked after children safe

- put in place appropriate safeguarding responses to children who go missing from education
- fulfil all of their statutory responsibilities in respect of safeguarding and promoting the welfare of children

The Trust's Safeguarding and Child Protection Policy incorporates all the legislation from KCSIE 2016. The Trust has a safeguarding sharepoint site for all schools to access which provides current documents, guidance and resources. In addition all local safeguarding board links are provided through the site.

The Trust's Safeguarding and Child Protection Policy is monitored and evaluated by the Trust DSLs to measure the effectiveness of the policy in the academy. This is carried out through the Trust's assurance cycle.

Safeguarding and Child Protection Policy Statement

Introduction

L.E.A.D. Academy Trust requires this policy to be implemented by all its staff and trustees, and by all the academies joining its network.

L.E.A.D. Academy Trust believes in

- Creating and maintaining a safe learning environment for pupils;
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

We will ensure that each school has:

- a single point of contact;
- a single central record of pre-employment checks;
- safe recruitment procedures;
- appropriate checking procedures (staff, volunteers and organisations working within the school);
- procedures for dealing with allegations against staff and volunteers.

L.E.A.D. Academy Trust's safeguarding policy will be available to parents/carers and pupils on request.

The L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Headteacher of each school.

Safeguarding the welfare of pupils should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as, but not exclusively;

Health and Safety

Behaviour management

The use of reasonable force/physical intervention

Meeting the needs of pupils with medical conditions

Providing first aid

Educational visits

Intimate care

Internet /e-safety including sexting Anti-bullying, including cyber-bullying
Safer recruitment and selection, including single central record
School security
Managing allegations against staff, including volunteers incorporating 'duty to refer'
Managing allegations against pupils
Pupils who runaway or go missing from education, home or care Staff
Behaviour (code of conduct)
SEN
Relationships and sex education
Communication
Complaints procedure
Information sharing
Whistle blowing

Principles

Safeguarding arrangements in the school are underpinned by the 2 key principles:

Everyone who comes into contact with pupils and their families has a role to play in safeguarding pupils. All Governors, staff, trainees and volunteers have a responsibility and role to play to safeguard and promote the welfare of pupils. Staff members will maintain an attitude of "it could happen here" where safeguarding is concerned.

When concerned about the welfare of a child, staff will always act in the best interests of the child. The school operates a child-centred approach taking into account pupils' views and voices. Wishes and feelings of pupils will be taken into account when determining what action to take and services to provide to protect pupils through ensuring there are systems in place for pupils to express their views and give feedback.

Legal Framework

Working Together to Safeguard Pupils April 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Pupils.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Pupils.pdf)

Keeping Pupils Safe in Education Sep 2016

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Disqualification Under the Childcare Act 2006

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414345/disqual_s tat-guidance_Feb_15_3_.pdf

Education (Independent School Standards) (England) Regulations 2010

<http://www.legislation.gov.uk/ukxi/2010/1997/contents/made>

FGM Act 2003 (as inserted in the Serious Crime Act 2015 Section 74)

<http://www.legislation.gov.uk/ukpga/2015/9/section/74>

The “Prevent” duty: Section 26 of the Counter-terrorism and Security Act 2015

<http://www.legislation.gov.uk/ukpga/2015/6/section/26/enacted>

Statutory guidance on Pupils Missing Education (January 2015) also applies to academies

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/395138/Pupils_missing_education_Statutory_guidance_for_local_authorities.pdf

‘What to do if you’re worried a child is being abused’: Guidance for all staff, teaching and non-teaching:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Policy

This policy applies to all staff, governors, volunteers and visitors to academies.

Scope of the policy

We will safeguard pupils when we believe they are suffering from;

- . Abuse
- . Physical abuse
- . Emotional abuse
- . Sexual abuse
- . Neglect
- . Child sexual exploitation (CSE)
- . Bullying, including cyber bullying
- . Domestic violence
- . Drugs
- . Fabricated or induced illness
- . Faith abuse
- . Female genital mutilation (FGM)
- . Forced marriage
- . Gangs and youth violence
- . Gender based violence/violence against women and girls (VAWG)
- . Homophobic or transphobic abuse
- . Mental health
- . Private fostering
- . Radicalisation and extremism
- . Sexting
- . Trafficking

This list is not exhaustive.

It is also recognised that some **pupils who have experienced abuse** may in turn abuse others. This requires a considered, sensitive approach in order that the child can receive appropriate help and support.

Some pupils may be **particularly vulnerable** to abuse and harm. The Designated Safeguarding Lead (DSL) should be aware of the range of guidance that is available and vigilant to concerns being raised by staff and pupils which need to be reported in accordance with national (Government) and local

(Safeguarding Pupils Board) procedures without delay. The DSL should also ensure staff working with pupils are alert to signs which may indicate possible abuse or harm. Windmill L.E.A.D Academy considers the risks associated with vulnerability and ensures systems are in place to mitigate risk. This includes EYFS/EAL children who have not got the language skills to be able to communicate a disclosure.

The available UK evidence on the extent of abuse among **disabled pupils** suggests that some may be especially vulnerable to abuse, for example those who have difficulty communicating. School staff who work, in any capacity, with pupils with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems need to be particularly sensitive to signs of abuse.

It must also be stressed that in a home where there is **domestic violence, drug or alcohol abuse**, pupils may also be vulnerable and in need of support.

Safeguarding Roles and Responsibilities of School Staff

At L.E.A.D Academy trust we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We always act in the best interests of the child.

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of pupils. This includes:

Responsibility to provide a safe environment in which pupils can learn

To identify pupils who may be in need of extra help or who are suffering, or are likely to suffer significant harm. All staff have a responsibility to take appropriate action, working with external services as needed.

Staff induction will include organisation vision, aspirations and expectation of all staff as well as what is considered acceptable and what is not. They will also receive information about systems within the school which support safeguarding. This includes the child protection/safeguarding policy, staff behaviour policy (code of conduct), the role of the DSL and the name of the designated governor.

All staff will:

Read and sign to say that they have read and understood “Keeping Pupils Safe in Education part one: safeguarding information for all staff (2015).”

Receive safeguarding training which is regularly updated so they are equipped with the knowledge and skills to keep pupils safe.

We will engender the principle that safeguarding is 'everyone's responsibility'.

Roles and Responsibilities of the Trust board

- The board will monitor the schools' compliance with statutory requirements and practice and

champion child protection issues;

- Ensure that all safeguarding concerns are investigated and an immediate risk assessment undertaken to ensure the safeguarding of children and young people;
- Ensure that the effectiveness of this Safeguarding and Child Protection policy is annually reviewed and any statutory updates are implemented immediately. The policy along with Keeping Children Safe in Education September 2016 (KCSIE) is available on the Trust website;
- Have safeguarding as a set agenda item on all trust board agendas;
- Have a clear understanding of safeguarding across the trust through reports such as myconcern (the trust's child protection database) and results of the school's annual safeguarding audits;
- Written recruitment and selection policies and procedures in place.

Roles and Responsibilities of the Hub board

- To produce information to the Trust board in relation to safeguarding in order to ensure that the board can demonstrate that it is discharging its safeguarding obligations appropriately;
- Have safeguarding as a set agenda item on all hub board agendas;
- Have a clear understanding of safeguarding across the hub through reports such as 'Myconcern' (the trust's child protection database) and results of the school's annual safeguarding audits;
- There are procedures in place in all schools to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other pupils.

Roles and Responsibilities of the Directorate

- To produce information for the Trust and Hub board in relation to safeguarding in order to ensure that each board can demonstrate that it is discharging its safeguarding obligations appropriately;
- Have a clear understanding of safeguarding across the hub through analysis of reports such as myconcern (the trust's child protection database) and results of the school's annual safeguarding audits;
- Ensure all schools in the Hub carry out the annual audit;
- Carry out the Trust's Assurance Cycle in line with the outlined cycle.

Roles and Responsibilities of the Trust DSLs

- Liaise with the Local Authority Designated Officer (LADO) (also known as Designated Officer) and partner agencies in event of any allegations of abuse made against the Headteacher;
- Undergo training in line with Trust training schedule;
- Review safeguarding cases which have triggered the appropriate level of Trust DSL involvement;
- Ensure the Trust's assurance cycle is fully maintained;
- Meet termly to review the Trust's policy in line with practice;
- Meet monthly to review serious incidents, identify lessons learnt and good practice to be shared across the Trust;

- Arrange termly DSL network meetings through liaison with the TSA;
- Produce information for the Trust Board in relation to safeguarding in order to ensure that the Board can demonstrate that it is discharging its safeguarding obligation effectively.

Roles and Responsibilities of Governors

The Governing Body has the responsibility to ensure that the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all governing body meetings.

The Governing Body will ensure that:

- The school contributes to inter-agency working in line with Working Together to Safeguard Pupils (2015);
- A co-ordinated offer of early help is provided when low level or emerging needs of pupils are identified;
- They contribute to inter-agency support to pupils subject to 'child in need' or child protection plans;
- Access is given for Pupils' Social Care to conduct or consider conducting an assessment;
- The school's safeguarding arrangements take into account procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by their local Safeguarding Pupils Boards. This includes co-operation between partner agencies and providing information to their local Safeguarding Pupils Boards to allow it to perform its functions;
- There is an effective child protection policy which is consistent with their local Safeguarding Pupils Boards procedures, along with a staff behaviour policy (code of conduct). This will be provided to all staff on induction, will be updated annually and available on the school website;
- All policies and procedure adopted by governing bodies, particularly concerning referrals of suspected abuse and neglect, are followed by staff;
- A member of the Senior Leadership Team is appointed to the role of Designated Safeguarding Lead (DSL); this will be explicit in the role holder's job description, have the appropriate authority and given time, funding, training, resources and support to fulfil their role effectively. A designated Deputy Safeguarding Lead will also be appointed in the same way;
- The DSL will undergo training at a minimum every two years, the Headteacher and other staff will undergo child protection training annually and staff training will be consistent with that detailed in the training section of the policy;
- There is consideration about how pupils may be taught about safeguarding, including on-line, through teaching and learning opportunities;
- At least one person on any appointment panel has undertaken safer recruitment training;
- There are procedures in place to handle allegations of abuse against staff and volunteers and that such allegations are referred to the LADO/Designed Officer at the local authority and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria has been met. There are also procedures in place to handle allegations against other pupils;
- There are systems in place for pupils to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child;
- A Designated Teacher with appropriate training will be appointed to promote the

education achievement of 'looked after' pupils. Staff will have the skills, knowledge and understanding to keep 'looked after' pupils safe;

- There are appropriate safeguarding responses to pupils who go missing from education, particularly on repeat occasions;
- Any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to their attention are addressed without delay.

Roles and Responsibilities of the Headteacher

The Headteacher will ensure that:

- The policies and procedures adopted by the Governing Body are fully implemented and followed by all staff;
- People who pose a risk of harm are prevented from working with pupils by: Adhering to statutory responsibilities to check staff working with pupils, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised;
- Sufficient time and resources are allocated to enable the DSL and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other inter-agency meetings and contributing to the assessment of pupils;
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to pupils, and concerns are addressed sensitively and effectively in a timely manner;
- The safety and welfare of pupils is addressed through the curriculum;
- Education Welfare Staff and Social Workers are informed immediately when a child who is 'looked after' or subject to a 'child in need' plan or a protection plan goes missing;
- They undertake appropriate training to carry out their safeguarding responsibilities effectively and keep this up-to-date;
- Ensure the Trust's Safeguarding Audit is returned by 30th September every year;
- Ensure the DSL reports to the Governing Body, Hub Board and Trust Board are up-to-date and accurate information in line with requirements;
- Ensure the DSL/Deputy DSL puts formal cover in place when the DSL is away from site.

The Roles and Responsibilities of the Designated Safeguarding Lead (DSL)

- The Designated Safeguarding Lead is responsible for safeguarding and child protection at Windmill L.E.A.D Academy. The key role of the Designated Safeguarding Lead is to:
- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents;
- ensure that child protection information is transferred to the pupil's new school;
- display the school's safeguarding chart identifying all of the school's safeguarding team is displayed throughout the school;
- complete and return by 30th September the school's Trust Safeguarding Audit;
- Ensure all the reports to the Governing Body, Hub Board and Trust Board are up-to-date and accurate information in line with requirements;

- Ensure all supply agency staff and volunteers are appropriately briefed according to the school's safeguarding procedure;
- Ensure all visitors on site are aware of the school's safeguarding responsibility and procedure;
- Ensure formal cover is in place when you leave the site.

A deputy DSL should be appointed to cover when the DSL is not available.

The Roles and Responsibilities of the Deputy Designated Safeguarding Lead (DSL)

- As for the DSL above

Roles and Responsibilities of other School Staff

- Any concerns must be discussed with the DSL;
- If staff members are unsure they should always speak to the DSL to clarify the situation and agree if any action is needed. Staff have a responsibility to record all concerns (using the school concerns form) and forward this to the DSL or their deputy. All staff will work with the DSL and where appropriate support Social Workers to take decisions about individual pupils;
- All staff, including volunteers and temporary staff must have an understanding of how the school safeguards and promotes the welfare of pupils, including the school child protection policy, their role and responsibilities in this and how to report any concerns.

Staff Training

All new staff will be given an Induction Pack on Safeguarding. Induction training will ensure staff are able to recognise signs of Child Protection issues and report any concerns immediately when they arise. (This is essential in respect of staff that are perhaps part-time or work with more than one school, such as trainee teachers and supply teachers);

The L.E.A.D. Training Pathway for safeguarding will follow a core programme. Different levels of training are available for different roles in the school. All DSLs and Deputy DSLs should undertake their LSCB Level 3 training.

Training must cover:

How to identify signs of abuse and when it is appropriate to make a referral;
 a working knowledge of how Local SCBs operate; the conduct of a child protection case conference and being able to attend and contribute to these effectively when required to do so;
 how to keep detailed, accurate, secure written records of referrals/concerns.

Timelines for training:

DSL training: refreshed every two years (statutory requirement).

Whole school training: refreshed every year.

Schools should also source specific safeguarding training through their local safeguarding board.

The links for which are:

<http://lrsb.org.uk/childreport>

<http://www.derbyscb.org.uk/>

<http://www.nottinghamshire.gov.uk/nscb>

<http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/>
<https://www.safeguardingsheffieldchildren.org.uk>
<https://www.safeguardingchildrenbarnsley.com/schools/>

All staff, schools and governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners.

Review

Schools need to evaluate and demonstrate how well they fulfil their statutory responsibilities and exercise professional judgment in Keeping Pupils Safe as outlined in Keeping Pupils Safe in Education 2015.

L.E.A.D. Academy Trust have produced a safeguarding audit to ensure all schools are fully compliant. The audit will be carried out every September and returned to L.E.A.D. by 30th September each year. The safeguarding audit will be completed by the DSL/Headteacher. It will look at the school's compliance with:

- Trust policy and practice
- Keeping children safe in education 2016
- Working together to safeguard children 2015
- Ofsted framework
- Local arrangements

This audit will assist with the annual safeguarding review of a school, which will be carried out by the directors of schools and the director of the MAT.

Designated staff

Each L.E.A.D. school will have a named Lead Designated Person for Child Protection and other Designated Persons for Child Protection, supported by the Headteacher.

At Windmill L.E.A.D. Academy that person is James Colvin (DSL) and Katy Aggus (Deputy DSL)

Each L.E.A.D. school will have a Designated Teacher for 'looked after' pupils. We ensure that the appropriate members of staff have the skills, knowledge and understanding necessary to keep 'looked after' pupils safe. We also ensure that the appropriate members of staff have the information they need in relation to a pupil's looked after legal status and contact arrangements with birth parents or those with parental responsibility. At Windmill L.E.A.D. Academy that person is Katy Aggus (DSL)

Each Local Governing Body will have a named, trained Link Governor for child protection whose training will be refreshed every year. The Link Governor for Windmill L.E.A.D. Academy is Chris Richards.

Staff will be given contact details for the Local Authority Designated Officer and the Central Duty Team, including the out-of-hours team via Windmill L.E.A.D. Academy's Contact Sheet which is kept in each classroom, school reception, the school kitchen and medical rooms.

Safe Environment – pupils are safe and feel safe

All pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum.

Each L.E.A.D. school adopts an open and accepting attitude towards pupils as part of our responsibility for pastoral care. Pupils, parents and staff will be free to talk about any concerns and will see the school as a safe place when there are difficulties. Pupils' worries and fears will be taken seriously and pupils encouraged to seek help from school staff.

Each L.E.A.D. school will therefore ensure that:

There is an ethos where pupils feel secure and are encouraged to talk and are listened too, taken seriously and responded to appropriately is established and maintained.

Pupils are involved in the decision-making which affects them.

Pupils know that there are adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.

Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g. Local SCB and Childline.

Curriculum activities and opportunities to equip pupils with the skills they need to stay safe from abuse are provided.

There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all. Positive and safe behaviour is encouraged among pupils and staff are alert to changes in a pupil's behaviour and recognise that challenging behaviour may be an indicator of abuse.

Effective working relationships are established with parents and colleagues from partner agencies.

There is an awareness that personal and family circumstances and lifestyles of some pupils lead to an increased risk of neglect and/or abuse.

Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.

Safer recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with pupils.

Volunteers are appropriately supervised.

Any groups using school premises for the provision of services to pupils have their own safeguarding policies, or adopt the school policy, and have satisfactorily completed all appropriate checks.

Safeguarding as part of the Curriculum

Through PSHE, ICT and other curriculum opportunities, pupils are helped to talk about their feelings, know about their rights and responsibilities, understand and respond to risks, to deal assertively with pressures and know who they can turn to for advice and help both in and out of the school and how to make a complaint.

The following areas are addressed within PSHE, ICT and in the wider curriculum:

Bullying, including cyber-bullying

E safety

Road, fire and water safety
Inter-personal relationships and domestic violence
Child sexual exploitation (CSE), online and offline
Honour based violence and forced marriage
Female genital mutilation (FGM)
Radicalisation and extremism

School Safeguarding contact sheets

These will be on a set format and include all necessary emergency contact details. This will also include the NSCPCC Whistleblowing Helpline number.

Business cards with all key information relevant to the LSCB will be handed out to all staff, volunteers, supply staff and visitors.

Vulnerable Pupils

We recognise that some pupils will be at increased risk of neglect and or abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse happens, or who have a high level of tolerance in respect of neglect.

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

Disabled or have special educational needs or living in a known domestic abuse situation

Affected by known parental substance (drugs and/or alcohol) misuse

Asylum seekers/refugees

New communities

Living away from home, including private fostering arrangements

Vulnerable to being bullied, or engaging in bullying

Go missing from school, particularly on repeat occasions

Living in temporary accommodation

Living transient lifestyles

Living in chaotic, neglectful and unsupportive home situations

Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion or sexuality

Are at risk of sexual exploitation

Young carers

'Looked after' pupils

Do not have English as a first language.

Special consideration includes the provision of safeguarding information, resources and support services in community languages and accessible formats.

CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

L.E.A.D recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and

difficulties may arise in overcoming communication barriers.

Early Years

In Windmill L.E.A.D Academy we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our schools systems are put in place to support communication.

Working with parents and carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of pupils.

Each L.E.A.D. school will ensure that:

We work with parents positively, openly and honestly.

Parents are encouraged to discuss their issues or concerns about safety and welfare of pupils, and they will be listened to and taken seriously.

We will provide parents with information about the support available to keep pupils safe within the school, locally and nationally.

Up to date and accurate information is kept about pupils i.e. names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different from the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.

Information about pupils given to us by pupils themselves, their parents or carers or by other agencies will remain confidential.

Staff will be given relevant information on a 'need to know' basis in order to support the child.

It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be securely sent to any school to which the child transfers.

Where we have reason to be concerned about the welfare of a child we will always seek to discuss this with the pupil's parents or carers first, however, there may be occasions where we are not able to do this.

Taking Action on Concerns

Key points to remember for taking action are;

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

In an emergency take the action necessary to help the child, for example, call 999. Report your concern to the DSL or their deputy as soon as you can and by the end of the day at the latest.

If the DSL or their deputy is not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Pupil's Social Care.

Do not start your own investigation.

Share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family.

Reporting Concerns

When adults in the school have a concern about a child or young person they should:

For pupils at risk of immediate danger or at risk of harm

- Promptly complete a concern form in writing or if you have access to 'Myconcern' complete the referral online. No concern is too small.
- Child Protection Forms for written concerns can be found in the staff workroom or the DHT's office.
- The DSL should be informed that a concern has been raised by [If you use a written form this should be handed to the DSL in person.
- If you are using 'Myconcern' the DSL will receive it electronically. The DSL should be contacted to ensure they have received the referral.
- A body map can also be used when using 'Myconcern'. It will need to be scanned in by the DSL.
- If it is a FGM referral staff must personally report to the police where they discover **an act of FGM has taken place**. A written Child Protection referral form or 'Myconcern' referral should also be completed. The case would then be discussed with the DSL and Children's Social Care. **This does not apply in relation to 'at risk' or suspected cases**. For these cases continue with a Child Protection Referral Form.

For cases where there is a general concern

- For cases where there is no major risk to the child but the member of staff still has concerns, such as, never eats breakfast. The member of staff should record their concerns on a 'Concern Form', if not using 'Myconcern'. For staff with access to 'Myconcern' they should select the appropriate category and record their concerns.

At Windmill L.E.A.D Academy we recognise the possibility that adults working in the school may harm children. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Director of school. If the concern relates to the Director of schools, it is reported to the (Chief Executive Officer) CEO of the Trust. If it relates to the CEO the referral is made to the chair of the Trust. The Director of schools, CEO and Chair of the Trust Board can be contacted through the main office at L.E.A.D Nottingham.

All staff should follow the local safeguarding board, Safeguarding Pupils Procedures. These can be found on the school system under "Child Protection" and are also located on the local safeguarding policies and guidance page of:

<http://lrsb.org.uk/childreport>

<http://www.derbyscb.org.uk/>

<http://www.nottinghamshire.gov.uk/nscb>

<http://www.nottinghamcity.gov.uk/children-and-families/safeguarding-children/>

<https://www.safeguardingsheffieldchildren.org.uk>

<https://www.safeguardingchildrenbarnsley.com/schools/>

The LSCB Thresholds document will support the DSL and school staff in their decision making about the pupil's needs and the appropriate assessment and interventions.

It is not the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Pupil's Social Care. All staff however have a duty to recognise concerns and maintain an open mind. Accordingly all concerns regarding the welfare of pupils will be recorded and discussed with the DSL (or another senior member of staff in their absence) prior to any discussion with parents.

If you suspect a child has emerging, complex/serious needs or there are child protection concerns, information about abuse and neglect can be found in Appendix 1.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The pupil's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using safeguarding concerns sheets. If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is disclosed to you'.

If information is disclosed to you

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told that the abuse is their own fault.

If a child or adult talks to you about any risks to a pupil's safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter of professional judgement. If you jump in immediately the child or adult may think that you do not want to listen, if you leave it until the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:

Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.

Keep questions to a minimum and of an open nature i.e. 'can you tell me what happened?' rather than 'did x hit you?'

Remain calm and do not over react – the child or adult may stop talking if they feel they are upsetting you.

Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.

Do not be afraid of silences – remember how hard this must be for the child or adult. Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what do other family members think about all this.

At an appropriate time tell the child or adult that in order to help them you must pass the information on.

Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.

Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that someone will come to see or contact them before the end of the day.

Report verbally to the DSL.

Follow the reporting concerns information on page 14.

Seek support if you feel distressed.

If you are unsure you should always have a discussion with the DSL to agree the best way forward.

Staff must immediately inform the DSL (Child Protection Form or 'Myconcern') if there is:

Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.

Any explanation given which appears inconsistent or suspicious.

Any behaviour which give rise to suspicions that a child may have suffered harm.
Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
Any concerns that a child is presenting signs or symptoms of abuse or neglect.
Any significant changes in a pupil's presentation, including non-attendance.
Any hint or disclosure of abuse about or by a child/young person.
Any concerns regarding person(s) who may pose a risk to pupils e.g. living in a household with pupils present.
Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
Any concerns that a child is at risk of forced marriage, honour based violence or female genital mutilation (FGM).

Role of the Designated Safeguarding Lead following identification of needs or concerns

The DSL will:

Assess any urgent medical needs of the child.

Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.

Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is 'looked after', has 'child in need' plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.

Confirm whether any previous concerns have been raised by staff.

Consider whether the matter should be discussed with the pupil's parents or carers or whether to do so may put the child a further risk of harm (see below).

If unsure that a child protection referral should be made, seek advice from Pupil's Social Care.

Notifying parents

The school will normally seek to discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are serious/complex needs or child protection concerns the DSL will make contact with the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Pupil's Social Care.

Getting help for the child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the pupil's needs/strengths and the supports required and/or make a referral for other services.

Full written records of the information that the DSL received, detailing the actions taken or not taken and the reasons for these will be made.

Using the Early Help Assessment (EHA)

Where parents, carers or pupils tell us that they require support, or school staff identify that there may be emerging needs and that services might be required an EHA is likely to be beneficial. In such cases staff will have an open discussion with the parents/carers and child about the support and services that might help and agree how they would be accessed.

Low level needs

Where the school and another service, e.g. school nurse, may be able to meet the needs, take swift action and prevent needs escalating. The EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Special Educational Needs and Disability

L.E.A.D recognises that there are sometimes additional barriers when recognising signs and abuse in children who have special educational needs/ disabilities. Part 1 Safeguarding Training (KCSIE) covers this area and highlights to staff and volunteers the additional risks.

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- * there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- * children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and difficulties may arise in overcoming communication barriers.
- * At Windmill L.E.A.D Academy we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our school's systems are put in place to support communication.

Early Years

In Windmill L.E.A.D Academy we identify pupils who might need more support to be kept safe or to keep themselves safe. Children in Early Years may also not be able to communicate confidently or effectively and so in our schools systems are put in place to support communication.

Emerging needs

Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a pupil's well-being or a pupil's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and/or their parents or carers. Where a multi-agency response is needed a team around the family (TAF) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the pupil's needs.

For more information about the early help assessment process see other boards
www.derbyscb.org.uk/add

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Pupil's Social Care will be made. See below.

Referral to Pupil's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL will make a referral to Pupil's Social Care. See LSCB Threshold document and LSCB Safeguarding Pupils procedures chapter 1.2 Making a referral to Pupil's Social Care.

Action following referral

The DSL or other appropriate member of staff will:

Follow up the referral in writing within 24 hours using any existing assessment e.g. early help assessment or the child referral form.

Maintain contact with the allocated Social Worker.

Contribute to the strategy discussion or meetings.

Provide a report for, attend and contribute to any initial and review child protection conference.

Share the content of this report with the parent and if appropriate the child, prior to the meeting.

Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.

Where a child on a 'child protection plan', 'child in need' plan or is 'looked after' moves from the school or goes missing, immediately inform the key worker in Social Care.

Press for re-consideration if the pupil's situation does not appear to be improving.

See LSCB Escalation policy.

Confidentiality, sharing information and record keeping

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to pupils, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Pupils Boards' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (please see Appendix 3).

Staff should only discuss concerns with the Designated Safeguarding Lead, Headteacher or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

Wherever possible consent will be sought to share information however where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Pupil's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless doing so would increase risk.

The Trust's policy on confidentiality and information-sharing is available to parents and pupils on request.

Record keeping

Records of concerns documentation and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held.

Copies of these records will be securely sent to any school to which the child transfers and a confirmation of receipt obtained.

Disclosure

The L.E.A.D. Academy Trust may share data with other agencies such as the local authority, funding bodies and other voluntary agencies.

The individual/service user will be made aware in most circumstances how and with whom their information will be shared. There are circumstances where the law allows The L.E.A.D. Academy Trust to disclose data (including sensitive data) without the data subject's consent.

These are:

- a) Carrying out a legal duty or as authorised by the Secretary of State
- b) Protecting vital interests of an individual/a service user or other person
- c) The individual/service user has already made the information public
- d) Conducting any legal proceedings, obtaining legal advice or defending any legal rights
- e) Monitoring for equal opportunities purposes – i.e. race, disability or religion
- f) Providing a confidential service where the individual/service user's consent cannot be obtained or where it is reasonable to proceed without consent: e.g. where we would wish to avoid forcing stressed or ill individuals/service users to provide consent signatures.

The L.E.A.D. Academy Trust regards the lawful and correct treatment of personal information as very important to our successful working, and to maintaining the confidence of those with whom we deal.

The L.E.A.D. Academy Trust intends to ensure that personal information is treated lawfully and correctly.

To this end, The L.E.A.D. Academy Trust will adhere to the Principles of Data Protection, as detailed in the Data Protection Act 1998.

Cross Reference: Freedom of Information Policy; Equality Policy; Data Protection Policy (Academy Level)

Support for those involved in a safeguarding/child protection issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the pupils and their families and staff by:

Taking all suspicions and disclosures seriously.

Nominating a link person who will keep all parties informed and be the central point of contact.
Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
Storing records securely.
Offering details of helplines, counselling or other avenues of external support.
Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
Co-operating fully with relevant statutory agencies.

Safer Recruitment and Selection of School Staff

The Trust school has adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse pupils, or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of pupils and young people suffering harm from those they consider to be in positions of trust.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers and staff employed by contractors. This is an essential part of creating a safe environment for pupils and young people.

Safer practice in recruitment means thinking about and including issues involving child protection and safeguarding pupils at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For example, obtaining professional references, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies in references.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring Service (DBS) and disqualification by association checks. See DBS policy statement.

Safeguarding Whistleblowing

Where there are concerns about the way that safeguarding is carried out in the school, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

The NSPCC runs a whistleblowing helpline on behalf of the Home Office, the number is 0808 800 5000.

'Extended school' and off site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our pupils attend offsite activities, we will check that effective child protection arrangements are in place.

Allegations against teachers and other staff (including volunteers)

Safe recruitment practices are vital whenever someone is recruited to work with pupils however this is not the end of the matter. Schools are safe environments for the majority of pupils and the majority of people who work with pupils have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to pupils in order to abuse them and that the nature of abuse means that pupils often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by pupils, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

It is essential that any allegation against a teacher or other member of staff, or volunteer is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against a teacher or member of staff (including volunteers) that they have:

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;

Behaved towards a child or pupil in a way that indicates he or she would pose a risk of harm to pupils.

If you have concerns about a colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career.

All staff must remember that the welfare of the child is paramount. All concerns of poor practice or concerns about a pupil's welfare brought about by the behaviour of colleagues should be reported.

Initial actions following an allegation

The person who has received an allegation, or witnessed an event will immediately inform the Headteacher (or the Chair of Governors if the allegation is against the Headteacher) and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said etc.; this should then be signed and dated (see Appendix 6).

The Headteacher where appropriate will take steps to secure the immediate safety of pupils and

urgent medical needs.

The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of pupils.

The Headteacher may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Pupil's Social Care and/or Police.

The Headteacher or Chair of Governors should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place within one working day; see other key safeguarding contacts list on page 8. The discussion will consider the nature, content and context of the allegation and agree a course of action.

The Headteacher will inform the Chair of Governors of any allegation.

Consideration will be given throughout to the support and information needs of pupils, parents and staff.

If consideration needs to be given to the individual's employment, advice will be sought from HR.

See school managing allegations against staff policy, complaints and whistle blowing policy.

Monitoring and Evaluation of this policy

The school is responsible for monitoring and evaluating the impact of this policy.

The trust board will monitor the impact of the implementation of safeguarding practice through this policy using the Trust's Safeguarding Assurance Cycle.

Types of abuse and possible indicators

Abuse and neglect are forms 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 a stranger e.g. via the internet. An adult or adults, child or children may cause the abuse.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability rather than the abuse. Similarly, where a child is from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Some of the following signs may be indicators of physical abuse:

Children with frequent injuries;
Children with unexplained or unusual fractures or broken bones;
Children with unexplained -
Bruises or cuts;
Burns or scalds;
Bite marks.

Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over protection 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, though it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:

Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';
Parents or carers blaming their problems on their child; and
Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Sexual Abuse (and exploitation)

Sexual abuse is any sexual activity with a child. 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 a 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.

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:

Children who display knowledge or interest in sexual acts inappropriate to their age; Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
Children who ask others to behave sexually or play sexual games; and
Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care and education at some point.

Some of the following signs may be indicators of sexual exploitation:

Children who appear with unexplained gifts or new possessions; Children who associate with other young people involved in exploitation; Children who have older boyfriends or girlfriends;
Children who suffer from sexually transmitted infections or become pregnant;
Children who suffer from changes in emotional well-being;
Children who misuse drugs and alcohol;
Children who go missing for periods of time or regularly come home late; and
Children who regularly miss school or education or don't take part in education.

Neglect

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:

Children who are living in a home that is indisputably dirty or unsafe;
Children who are left hungry or dirty;
Children who are left without adequate clothing, e.g. not having a winter coat;
Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
Children who are often angry, aggressive or self-harm;
Children who fail to receive basic health care⁴; and
Parents who fail to seek medical treatment when their children are ill or are injured.

Extremism and Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Female Genital Mutilation (FGM)

FGM is a form of child abuse and violence against women and girls, and is therefore part of child protection. Professionals have a responsibility to ensure that families know that FGM is illegal, and should ensure that families know that the authorities are actively tackling the issue. This knowledge alone may deter families from having FGM performed on their children, and save girls and women from harm.

UK legislation - FGM is illegal in the UK.

In England the practice is illegal under the Female Genital Mutilation Act 2003. It is also an offence to assist a girl or woman to mutilate her own genitalia. It is an offence for anyone to perform FGM in the UK or to assist a girl to perform FGM on herself in the UK.

Provided that the mutilation takes place in the UK, the nationality or residence status of the victim is irrelevant.

There are four types of FGM

Clitoridectomy – partial or total removal of the clitoris

Excision – partial or total removal of the clitoris and the labia minora, with or without the excision of the labia majora

Infibulation – narrowing of the vaginal opening

All other harmful non-medical procedures to female genitalia.

The practice is normally carried out on girls between the ages of 4 and 13, although the majority of cases are thought to take place between the ages of 5 and 8.

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM.

Professionals should also note that the girls and women at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

There remains a duty for all professionals to act to safeguard girls at risk – with four key issues to consider:

An illegal act being performed on a female, regardless of age

The need to safeguard girls and young women at risk of FGM

The risk to girls and young women where a relative has undergone FGM

Situations where a girl may be removed from the country to undergo FGM

Indications that FGM may be about to take place soon

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages of 5 and 8 and therefore girls within that age bracket are at a higher risk.

It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies.

There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent

Indications that FGM may have already taken place

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary or menstrual problems. There may be prolonged or repeated absences from school.
- A prolonged absence from school with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl affected can be offered help to deal with the consequences of FGM;
- enquiries can be made about other female family members who may need to be safeguarded from harm;
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

Excuses given for practising FGM:

- It brings status and respect to the girl.
- It preserves a girl's virginity/chastity.
- It is a rite of passage.
- It gives a girl social acceptance, especially for marriage.
- It upholds the family honour.
- It gives the girl and her family a sense of belonging to the community.
- It fulfils a religious requirement believed to exist.
- It perpetuates a custom/tradition.

- It helps girls and women to be clean and hygienic.

Short-term implications for a girl's health and welfare

The short-term consequences following a girl undergoing FGM can include:

- severe pain
- emotional and psychological shock (exacerbated by having to reconcile being subjected to the trauma by loving parents, extended family and friends); haemorrhage;
- wound infections, including tetanus and blood-borne viruses (including HIV and Hepatitis B and C); urinary retention; injury to adjacent tissues; fracture or dislocation as a result of restraint; damage to other organs; death.

Talking about FGM

FGM is a complex and sensitive issue that requires professionals to approach the subject carefully.

When talking about FGM, professionals should:

- ensure that a female professional is available to speak to if the girl would prefer this;
- make no assumptions;
- give the individual time to talk and be willing to listen;
- create an opportunity for the individual to disclose, seeing the individual on their own in private;
- be sensitive to the intimate nature of the subject;
- be sensitive to the fact that the individual may be loyal to their parents;
- be non-judgemental (pointing out the illegality and health risks of the practice, but not blaming the girl or woman);
- get accurate information about the urgency of the situation if the individual is at risk of being subjected to the procedure;
- take detailed notes;
- use simple language and ask straightforward questions;
- use terminology that the individual will understand, e.g. the individual is unlikely to view the procedure as 'abusive';
- avoid loaded or offensive terminology such as 'mutilation' (see Appendix B for terms used in different languages that may be useful);
- use value-neutral terms understandable to the woman, such as: "Have you been closed?" "Were you circumcised?" "Have you been cut down there?"
- Be direct, as indirect questions can be confusing and may only serve to reveal any underlying embarrassment or discomfort that you or the patient may have.
- Give the message that the individual can come back to you if they wish;

Things to be aware of in dealing with cases of FGM

For many people, prosecuting their family is something they simply will not consider.

If the girl is from overseas, fleeing potential FGM and applying to remain in the UK as a refugee is a complicated process and may require professional immigration advice (see www.ukba.homeoffice.gov.uk/asylum for more information about the asylum application process).

Professionals need to be extremely sensitive to these fears when dealing with a victim or potential victim from overseas, even if they have indefinite leave to remain (ILR) or a right of abode, as they may not be aware of their true immigration position. These circumstances make them particularly vulnerable.

Do not allow any investigation of their immigration status to impede police enquiries into an offence that may have been committed against the victim or their children. UK

Border Agency officials and police officers may choose to establish an agreement or protocol about how any two simultaneous investigations may work.

Other risk factors include:

- where the family is less integrated within UK society
- where the mother or other women in the extended family have also been subject to FGM
- where a girl has been withdrawn from sex education lessons and there is a reluctance for her to be informed about her body and her rights.

Summary

It is illegal in the UK to subject a girl or woman to FGM or to assist a non-UK person to carry out FGM overseas. For the purpose of the criminal law in England, Wales and Northern Ireland, FGM is mutilation of the labia majora, labia minora or clitoris.

FGM is prevalent in 28 African countries as well as in parts of the Middle East and Asia. It has been estimated that over 20,000 girls under the age of 15 are at high risk of FGM in the UK each year and that 66,000 women in the UK are living with the consequences, although its true extent is unknown due to the hidden nature of the crime.

FGM is practised by families for a variety of complex reasons but often in the belief that it is beneficial for the girl or woman.

FGM constitutes a form of child abuse and violence against women and girls, and has severe short-term and long-term physical and psychological consequences.

As FGM is a form of child abuse, it should be dealt with according to our existing Child Protection Policy.

Do not reveal that any enquiries might be related to FGM, as this could increase the risk to the girl.

Do not engage at this stage with the pupil's family or others within the community.

Your Designated Child Protection Person must share any concerns that the school has with Children's Social Care.

Children's Social Care may approach the police for assistance and there might be a joint investigation.

Particular attention may be given to other family members who might also be at risk

Harmful Sexual Behaviour

This may include using sexually explicit words and phrases, inappropriate touching, using sexual violence or threats, full penetrative sex with other pupils or adults.

In this case, all information needs recording on a concern form and referring to the DSL.

Child Sexual Exploitation (CSE)

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation

can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

- Staff should be aware of the key indicators of children being sexually exploited which can include:
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections;
- mood swings or changes in emotional wellbeing;
- drug and alcohol misuse; and
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

There are three main types of child sexual exploitation:

Inappropriate relationships:

Usually involves just one abuser who has inappropriate power – physical, emotional or financial – or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.

Boyfriend/Girlfriend:

Abuser grooms victim by striking up a normal relationship with them, giving them gifts and meeting in cafés or shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple men/women and threatened with violence if they try to seek help.

Organised exploitation and trafficking:

Victims are trafficked through criminal networks – often between towns and cities – and forced or coerced into sex with multiple men. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people.

Bullying (racist, disability, homophobic, transphobic)

Bullying is behaviour that hurts someone else – such as name calling, hitting, pushing, spreading rumours, threatening or undermining someone. It can happen anywhere – at school, at home or online. It's usually repeated over a long period of time and can hurt a child both physically and

emotionally. Bullying that happens online, using social networks and mobile phones, is often called cyberbullying. A child can feel like there's no escape because it can happen wherever they are, at any time of day or night.

In this case, all incidents are recorded in class logs and referred to the Headteacher, Deputy Headteacher or Assistant Headteacher for further investigation and appropriate action to be taken.

Sexting

'Sexting' is an increasingly common activity among pupils and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written messages.

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

In this case, all information needs recording on a concern form and referring to the DSL.

Gang activity and youth violence

There aren't any definite signs that show a child has joined a gang - and it's unlikely that they'll tell you. Things to look out for include; spending time with people you don't know and aren't sure about; going missing from home or school; getting into trouble at school; having new clothes or other items that you think they can't afford; getting involved with crimes including robbery, violence, drug dealing and sexual exploitation; having unexplained injuries; losing interest in their existing hobbies; becoming secretive; not telling you where they have been or why they have returned late. It is important to be aware that gangs post information on the internet. They may, for example, have video clips on YouTube or profiles on social media sites which feature their members.

In this case, all information needs recording on a concern form and referring to the DSL.

'Honour-based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability;
- Race;

- Religion;
- Gender identity;
- Sexual orientation.

Although this sort of crime is collectively known as 'Hate Crime' the offender doesn't have to go as far as being motivated by 'hate', they only have to exhibit 'hostility'. This can be evidenced by:

- threatened or actual physical assault;
- derogatory name calling, insults, for example racist jokes or homophobic language;
- hate graffiti (e.g. on school furniture, walls or books);
- provocative behaviour e.g. wearing of badges or symbols belonging to known right wing, or extremist organisations;
- distributing literature that may be offensive in relation to a protected characteristic
- verbal abuse;
- inciting hatred or bullying against pupils who share a protected characteristic;
- prejudiced or hostile comments in the course of discussions within lessons;
- teasing in relation to any protected characteristic e.g. sexuality, language, religion or cultural background;
- refusal to co-operate with others because of their protected characteristic, whether real or perceived;
- expressions of prejudice calculated to offend or influence the behaviour of others;
- attempts to recruit other pupils to organisations and groups that sanction violence, terrorism or hatred.

As a school we will respond by:

- clearly identifying prejudice based incidents and hate crimes and monitor the frequency and nature of them within the school;
- taking preventative action to reduce the likelihood of such incidents occurring;
- recognising the wider implications of such incidents for the school and local community;
- providing regular reports of these incidents to the Trust DSLs;
- ensuring that staff are familiar with formal procedures for recording and dealing with prejudice based incidents and hate crimes;
- dealing with perpetrators of prejudice based abuse effectively;
- supporting victims of prejudice based incidents and hate crimes;
- ensuring that staff are familiar with a range of restorative practices to address bullying and prevent it happening again.

Private fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Domestic Violence

All staff must be aware and alert to indications or allegations of domestic violence.

Prolonged and or regular exposure to domestic violence can have a serious impact on a pupil's development and emotional well-being.

It will affect social relationships and ability to function at school.

Pupils may be subject to physical violence themselves.

Physical and psychological abuse can impair the abused parent's ability to care for and protect the child.

The impact of domestic violence is exacerbated when combined with drink or drug misuse.

Pupils may be pressurised into concealing parental conflict or domestic violence.

Even when violence is not present pupils can suffer extreme anxiety and distress through exposure to parental conflict.

In this case, all information needs recording on a concern form and referring to the DSL. Social Care is likely to be informed following this.

Pupils Who Go Missing From Home/School

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay.

In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. leave school to be home educated
 - b. move away from the school's location
 - c. remain medically unfit beyond compulsory school age
 - d. are in custody for four months or more (and will not return to school afterwards); or
 - e. are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

If a pupil runs out of school and does not return, the school must inform parents and then alert the Police.

Prostitution

Staff should consider the following indicators in order to make an assessment, being aware that this may include elements of the above.

Changes in behaviour;
Lateness;
Missing from home;
Non school attendance;
Unusual or excessive amounts of money or gifts/clothes;
Signs of physical abuse;
Lack of concern or care about self;
Drugs;
Alcohol;
Rejection of usual friendship groups and withdrawal;
Attitude to school rules and discipline.

The child or young person has not committed a crime. They are vulnerable to abuse and violence and must be protected.

A concern form must be completed and given to the DSL who then must report it to Social Care and the Police.

Grooming

Grooming is when someone builds an emotional connection with a child to gain their trust for the purposes of sexual abuse or exploitation. Pupils and young people can be groomed online, or by someone they have met - for example a family member, friend or professional.

Groomers may be male or female. They could be any age. Many pupils and young people don't understand that they have been groomed, or that what has happened is abuse.

In this case, all information needs recording on a concern form and referring to the DSL. A referral will then be made to Social Care and the Police.

Bereavement/Pupil's death

Stages of Grief: There appears to be a series of stages of grief that individuals may go through in a set order:

Shock
Denial

Depression
Guilt
Anxiety
Anger
Growing Acceptance

As a member of staff in the short-term, you can:

- tell pupils the facts of the incidents (stop rumours);
- answer questions honestly;
- create a supportive atmosphere where feelings can be expressed;
- enable your pupils to share thoughts and feelings;
- let them know if you are grieving too;
- help your pupils to realise that their grief is natural and normal;
- be alert to pupil's behaviour;
- be aware of specific problems relating to school work;
- make sure your pupils can make use of arrangements in school such as a quiet place and/or someone to talk to;
- provide resources for pupils to read and discuss (if appropriate);
- try to keep the normal routines going;
- help to create a network whereby pupils who are most affected can meet and talk together with a member of staff (if appropriate) for as long as is necessary.

Be aware that staff responses will vary in implementing the above.

Don't feel guilty if you need some support in working with your class on these issues.

Drugs/Alcohol abuse

Drug abusers often try to conceal their symptoms and downplay their problem. Warning signs include: bloodshot eyes, pupils in the eyes being larger or smaller than usual, changes in appetite or sleep patterns, sudden weight loss or weight gain, deterioration of physical appearance, personal, grooming habits, unusual smells on breath, body, or clothing, tremors, slurred speech, or impaired coordination.

Behavioural signs of drug abuse include: drop in attendance and performance at school, unexplained need for money or financial problems, may borrow or steal to get it, engaging in secretive or suspicious behaviours, sudden change in friends, favourite hangouts, and hobbies, frequently getting into trouble (fights, accidents, illegal activities).

Psychological warning signs of drug abuse include: unexplained change in personality or attitude; sudden mood swings, irritability, or angry outbursts; periods of unusual hyperactivity, agitation, or giddiness; lack of motivation; appears lethargic or "spaced out"; appears fearful, anxious, or paranoid, with no reason.

In this case, complete a concern form and pass to the DSL. Discuss with parents for possible outcomes.

Peer on Peer Abuse

This school recognises that children sometimes display abusive behaviour themselves and that

such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence. There are separate school and local authority/LSCB guidances and/or policies to address this including the Behaviour Policy, Anti-bullying Policy, E-safety Policy.

Cross reference with – Managing Allegations Against Other Pupils Policy

Witchcraft

This includes abuse that might arise through a belief in spirit possession or other spiritual or religious beliefs. Whilst specific beliefs, practices, terms or forms of abuse may exist, the underlying reasons for the abuse are often similar to other contexts in which pupils become at risk of poor outcomes due to factors such as family stress, deprivation, domestic violence, substance abuse and or mental health problems. In addition, pupils who are different in some way, perhaps because they have a disability, an illness, learning needs, or are exceptionally bright, might be targeted in this kind of abuse. In some cases, there will be no obvious difference and the child will have been targeted because they will have been perceived to be ‘spiritually’ different.

Report concerns on a concern form and pass to the DSL. If the child is at risk of immediate harm, complete on an orange concern form and pass to the DSL for immediate referral to Social Care.

Additional support for schools

Partnerships - Schools invest time and other resources in partnership activity and this investment should be aimed at improving outcomes for pupils. The Local Authority actively promotes the benefits to schools of partnerships and in this case to safeguard and improve the outcomes for potentially vulnerable pupils. Examples of this are:

Parental E-learning (free): Child Sexual Exploitation is a high profile issue. Secondary schools and academies are asked to promote this e-learning with their parents and carers as it is an opportunity to improve their awareness in identifying and responding to child sexual exploitation from a preventative or early intervention perspective. <http://www.paceuk.info/the-problem/keep-them-safe/>

Pint Size Theatre: Secondary Schools and Academies in Nottingham can access a performance of Pintsize Theatre’s ‘LUVU2’ production. It is an interactive play aimed at raising awareness of Child Sexual Exploitation (CSE) with young people aged 13-14 (year 9). Contact is via email www.pintsizetheatre.co.uk or Tel: 0115 8419853.

NSPCC Child line Project: (funded through the DfE) The project is free of charge to all primary schools and pupils in Years 5 & 6. Raising awareness through interactive classroom sessions with trained NSPCC staff, they come into schools, provide an assembly and workshops to raise the awareness with pupils about what is or is not acceptable behaviour and how and where to seek help if worried. Contact for this is through Emma Grishin NSPCC Area Child Line Coordinator email:- EGrishin@NSPCC.org.uk or Tel: 0115 9258602.

Further Guidance

Female Genital Mutilation (FGM)

<http://media.education.gov.uk/assets/files/pdf/f/fgm%20guidance.pdf>

Pupils who may have been trafficked

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

Gang and Knife Crime DCSF – 00064-2010

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288804/Safeguarding_pupils_Gang_activity.pdf

Homophobic, Transphobic Bullying

<https://www.gov.uk/government/news/homophobic-bullying-in-schools-project-gets-underway>

Guidance is also available on the Nottingham City Safeguarding Pupils Board website for Pupils with Looked After Status and Pupils Missing from Home and Care

Private fostering arrangements- www.privatefostering.org.uk

Further information and guidance around Disqualification by Association produced by Nottingham City Council's HR Advisory Service can be found here in the Downloads section: <http://www.nottinghamcity.gov.uk/esn/index.aspx?articleid=19323>

Seven Golden Rules to Sharing Information

Remember that the Data Protection Act 1998 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living persons is shared appropriately.

Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

Seek advice for other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the person where possible.

Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is a good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.

Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.

Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, it is shared only with those people who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely.

Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015) HM Government

Child Protection Form – Immediate danger or at risk of harm

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL). If the concerns are immediate, please tell the DSL straight away."

Date

Time

Name of individual cause for concern is about Class Age (if known)

Address (if known)

Known Agency Involvement

Previous concern known Yes No

Describe your concern

Observations to support cause for concern

Description and location of any visible marks or bruising

Name of alleged abuser, relationship with child (if known)

Initial action taken

EHA in place Yes No

Reported to Safeguarding Team: (Name of DSL)

Name of person completing this form:
Signature of person completing the form:

Position:

Date:

Time:

Appendix 3

Child Protection Concern Form

Pupil's Name : _____

Class : _____

Date : _____

Your Name : _____

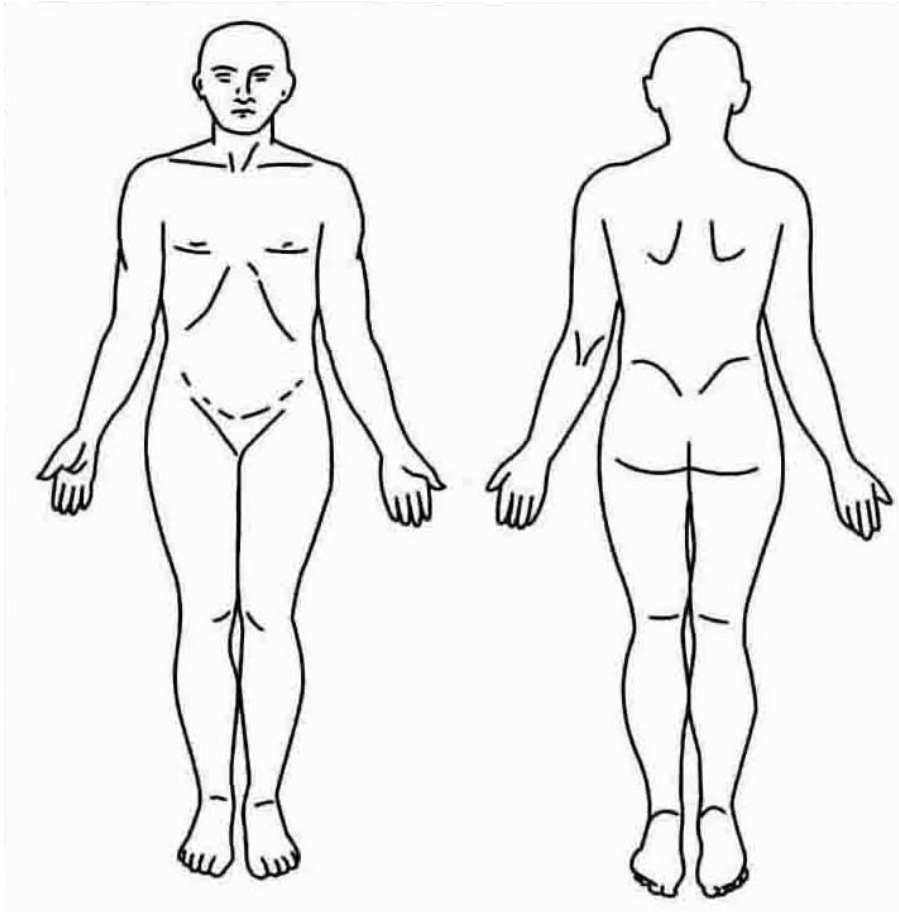
Concerns

Actions

Appendix 4

Body Map

Pupil's Name: _____



Please record the location and nature of any injury

Name:

Signature:

Date:

Appendix 5 - Categories for recording a concern on 'myconcern'

Accidents
Alcohol
Attendance
Behaviour
Bereavement/Death
Bullying
Child Missing From Education
Child Missing From Home/Care
Child Protection - Emotional Abuse
Child Protection - Neglect
Child Protection - Physical Abuse
Child Protection - Sexual Abuse
Child Sexual Exploitation
Classroom Disruption
Culture/Diversity
Cyberbullying
Disability
Domestic Violence
Drugs
Eating/Food
Emotional Health
E-safety
Extremism/Radicalisation
Fabricated/Induced Illness
Faith Abuse

Female Genital Mutilation
Forced Marriage
Gang Activity
Gender-Based Violence
Grooming
Harassment
Home Issues
Homelessness
Homophobia
Sexualised Behaviour/Language
Injury
Medical Condition
Mental Health
Near Miss
Physical Health
Private Fostering
Progress/Attainment
Racism
Relationships
School Security
School Trips/Visits
Self Harm
Sexting
Significant Incident
Smoking
Stalking
Suicidal Thoughts

Teenage Relationship Abuse
Trafficking
Transport
Underage Sexual Activity
Physical Intervention by Staff
Violence
Welfare