



Safeguarding & Child Protection Policy 2021

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Introduction

Schools and their staff form part of the wider safeguarding system for children. 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.

(Keeping Children Safe in Education – DfE, 2021)

This Child Protection policy is for all staff, parents/carers, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- Keeping Children Safe in Education (DfE, 2021)
- the school Behaviour policy;
- the school Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the Designated Safeguarding Lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children (*everyone under the age of 18*) is defined in Keeping Children Safe in Education as:

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

Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and underpins all systems, processes and policies. It is important that our values are understood and shared by all children, staff, parents / carers, governors and the wider school community. Only by working in partnership, can we truly keep children safe.

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with students of the school.

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

Safeguarding refers to the protection, safety and promotion of the welfare of all students including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times.

Statutory Framework

There is government guidance set out in [Working Together \(DfE, 2020\)](#) on how agencies must work in partnership to keep children safe. This guidance places a shared and equal duty on three Safeguarding Partners (the Local Authority, Police and Health) to work together to safeguard and promote the welfare of all children in their area under multi-agency safeguarding arrangements. These arrangements sit under the North East Lincolnshire's Safeguarding Children Board. (LSCB)

In NELC, all professionals must work in accordance with the LSCB Procedures. Our school also works in accordance with the following legislation and guidance (*this is not an exhaustive list*):

Keeping Children Safe in Education (DfE, 2021)

Working Together (DfE, 2018)

Education Act (2002)

Counter-Terrorism and Security Act (HMG, 2015)

Serious Crime Act 2015 (Home Office, 2015)

Children and Social Work Act (2017)

Information sharing advice for safeguarding practitioners (HMG, 2018)

Data Protection Act (2018)

What to do if you're worried a child is being abused (HMG, 2015)

Children Act (1989)

Children Act (2004)

Preventing and Tackling Bullying (DfE, 2017)

Female Genital Mutilation Act 2003 (S. 74 - Serious Crime Act 2015)

Sexual violence and sexual harassment between children in schools and colleges (DfE, 2021)

Preventing youth violence and gang involvement (Home Office, 2015)

Criminal Exploitation of children and vulnerable adult - county lines guidance (Home Office, 2018)

The Safeguarding & Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety
- Behaviour
- Anti-Bullying
- Confidentiality
- Positive Handling
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEND
- PSHCE/ RSE
- Children Missing Education
- Female Genital Mutilation
- E-Safety
- Guidance on Exclusions
- Preventing Radicalisation

Roles and responsibilities

All adults working with or on behalf of children have a responsibility to protect them and to provide a safe environment in which they can learn and achieve their full potential. However, there are key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those in our school with these specific responsibilities (the Designated Safeguarding Lead and deputy Designated Safeguarding Lead) are shown on the cover sheet of this document. However, we are clear that safeguarding is everyone's responsibility and that everyone who comes into contact with children has a role to play.

The Governing Body

The governing body ensures that the policies, procedures and training in our school are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the child protection policy reflects statutory and local guidance and is reviewed at least annually.

The governor for safeguarding arrangements is named on the front cover of this document. This governor takes strategic responsibility at governing body level for safeguarding arrangements in our school. The governing body ensures there is a named Designated Safeguarding Lead and at least one designated staff member should the Designated Safeguarding Lead not be available.

The governing body ensures the school contributes to inter-agency working, in line with statutory and local guidance. It ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all adults in our school who work with children undergo safeguarding and child protection training at induction as appropriate and that it is then regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe.

The governing body ensures our students are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We work in accordance with government regulations which make the subjects of Relationships Education (for primary age students) and Relationships and Sex Education (for secondary age students) and Health Education (for all students in state-funded schools) mandatory.

The governing body and senior leadership team (SLT) are responsible for ensuring the school follows recruitment procedures that help to deter, reject or identify people who might abuse children. It adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information). It ensures that volunteers are appropriately supervised in school.

The Head Teacher

The Teachers' Standards 2012 state that teachers (which includes Head Teachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Head Teacher works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by the governing body are followed by all staff.

The Designated Safeguarding Lead (and Deputy)

The Designated Safeguarding Lead (DSL) in school has ultimate lead responsibility for safeguarding and child protection. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that timely referrals to NELC Children's Social Care (Integrated Front Door) are made in accordance with current LSCB procedures. They work with the Local Authority and the LSCB as required and ensure that information is shared appropriately.

The Deputy Designated Safeguarding Lead is trained to the same standard as the Designated Safeguarding Lead. If for any reason the Designated Safeguarding

Lead is unavailable, the deputy/deputies Designated Safeguarding Lead will act in their absence.

Our DSL is Jasmine Southern. The DSL takes lead responsibility for Child Protection and wider safeguarding. Head Teacher Jason Thurley and Senior Pastoral Manager/Multi-Agency Coordinator Jennifer Kinnaird take responsibility for safeguarding when Jasmine Southern is not available.

The DSL is supported by the following appropriately trained designated staff: Jennifer Kinnaird and Pastoral Managers; Clare Henshaw, Phoebe Dennis, Callum Kinnaird, Paul McCready and Sharon Padley. Along with the Head Teacher Jason Thurley; they are also responsible for co-ordinating all child protection activity.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns. Jasmine Southern is contactable either in person on the school site, by either email j.southern@beaconacademy.co.uk or via phone extension 420.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Jasmine Southern the designated senior safeguarding lead is part of the senior leadership team and will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. The DSL will also keep the Head Teacher informed of any issues, and liaise with Local Authority officers and relevant professionals for child protection concerns as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.

All school staff

Everyone in our school has a responsibility to provide a safe learning environment in which our children can learn. Any child may benefit from early help and all staff

members are aware of the local early help process and our role in it. They are aware of signs of abuse and neglect so they are able to identify children who may be in need of help or protection. All staff members are aware of and follow school processes (as set out in this policy) and are aware of how to make a referral to Children's Social Care if there is a need to do so. If staff have any concerns about a child's welfare, they must act on them immediately and speak with the Designated Safeguarding Lead—they do not assume that others have taken action.

All staff know what to do if a child chooses them to tell them that he / she / they are being abused or neglected. They are aware of who to involve (DSL or Deputy/Multi-Agency Coordinator). They are aware that they do not promise to keep it a secret.

Any child could benefit from Early Help, but staff should be particularly aware to the potential need to those children who:

- Has a disability and has specific additional needs
- Has Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan)
- Is a young carer
- Is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Is frequently missing / goes missing from care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

All staff should be aware of the indicators of abuse and neglect so that they are able to identify case of children who may be in need of help or protection. Indicators of abuse and neglect and examples of safeguarding issues are outlined below.

What to Do if You are Worried a Child is Being Abused – Advice for Practitioners provides more information on understanding and identifying abuse and neglect. The NSPCC website also provides useful additional information on abuse and neglect and what to look for.

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the best interests of the child. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should always speak to the Designated Safeguarding Lead (or Deputy/Multi-Agency Coordinator).

Types of Abuse and Specific Safeguarding Issues

Keeping Children Safe in Education (DfE, 2021) describes abuse in the following way:

“Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children”

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

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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs. Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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

Examples which may indicate physical abuse (it is not designed to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred
- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures

- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

Emotional abuse: Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may

include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child in participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

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

Reference: *What to do if you are worried a child is being abused (DfE 2018)*

Our staff will always reassure children who report abuse / victims of abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

All staff in our school are aware of the signs of abuse and neglect so we are able to identify children who may be in need of help or protection. All staff are aware of environmental factors which may impact on a child's welfare and safety and understand safeguarding in the wider context (contextual safeguarding). We understand that abuse, neglect and safeguarding issues are rarely 'stand-alone' events and that, in most cases, and multiple issues will overlap.

In addition, staff are aware of other types of abuse and safeguarding issues that can put children at risk of harm. We understand that behaviours linked to issues such as drug taking and / or alcohol misuse, deliberately missing education and consensual / non-consensual sharing of nudes and semi-nudes images can be signs that children are at risk.

Specific Safeguarding Concerns

Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

Both CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect

children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Child Sexual Exploitation (CSE) is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time, or be a one-off occurrence. In NELC, the definition of Child Sexual Exploitation (CSE) from the Department of Education (DfE, 2017) has been adopted:

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

It is understood that a significant number of children who are victims of CSE go missing from home, care and education at some point. Our school is alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

Children with Family Members in Prison

Beacon Academy understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

Children missing from education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. Our school recognises that a child missing education is a potential indicator of abuse or neglect and will follow the school procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks, so we work with parents and other partners to keep children in school whenever possible.

Parents should always inform us of the reason for any absence. Where contact is not made, a referral may be made to another appropriate agency (Education team, Social Care or Police). Parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to.

Our school must inform the Local Authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

We work in accordance with the NELC Protocol for children who go missing during the school day (see Appendix B), to ensure that there is an appropriate response to children who go missing.

Children with Special Educational Needs and Disabilities

Children/young people with disabilities have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children/young people. Children/young people with disabilities do however require additional action. This is because they experience greater risks as a result of negative attitudes and 'created vulnerability'. This may lead to children/young people with disabilities having unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/ or communication impairment (Safeguarding Children, DCSF, July 2009).

School will ensure that all disabled children/young people are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this school will ensure that staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding the abuse of a disabled child/young person. The DSL must be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

To address these additional challenges, school should consider extra pastoral support for children with SEN and disabilities.

Private fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child/young person under the age of 16 (18 if a disabled child/young person) who is cared for and provided with accommodation by someone other than:

- a parent
- a person who is not a parent but has parental responsibility
- a close relative
- a Local Authority

for more than 28 days and where the care is intended to continue. It is a statutory duty for schools to inform the Local Authority when they are made aware of a child or young person who may be subject to private fostering arrangements. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children. The school should then notify the Local Authority to allow the Local Authority to check the arrangement is suitable and safe for the child.

Contextual safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. All staff are aware of contextual safeguarding and the fact they should consider whether wider environmental factors present in a child's life are a threat to their safety and / or welfare. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse is not limited to physical acts of violence or threatening behaviour, and can include emotional, psychological, controlling or coercive behaviour, sexual and/or economic abuse. Our school recognises that exposure to domestic abuse can have a serious, long-term emotional and psychological impact on children. We work with other key partners and will share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

So-called 'honour-based violence' (including Female Genital Mutilation and forced marriage)

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

As of October 2015, the Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the Police of known cases of female genital mutilation where it appears to have been carried out on a girl under the age of 18. Our school will operate in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. Our staff understand how to report concerns where this may be an issue.

Mental health

Our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where we have concerns this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community and we recognise that schools play a key part in this. Our school aims to develop the emotional wellbeing and resilience of all students and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

It is vital that we work in partnership with parents to support the well-being of our students. Parents should share any concerns about the well-being of their child with school, so appropriate support and interventions can be identified and implemented.

Where the school is made aware of a student with a mental health issue, discussions are made with the student, parents and potentially the school nurse, to decide on a way forward.

Within the school setting, students have access to:

- The Pastoral Managers for regular check ins
- The Well Being Mentor (Miss Hunt) – for work around specific issues
- The Therapeutic Social worker (Hayley Graves) – for identified, individual and group work
- School nurse for CBT / directed work
- Bereavement services (St Andrew's hospice referral) if necessary
- Mental health / anxiety work (Referrals to Compass Go or Young Minds Matter)

It is important that we receive all relevant information to ensure that the correct referral is made.

Online safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. This presents many positive and exciting opportunities, but we recognise it also presents challenges and risks. Any pupil can be vulnerable online, and their vulnerability can fluctuate depending on their age, developmental stage and personal circumstance. We want to equip our students with the knowledge needed to make the best use of the internet and technology in a safe, considered and respectful way, so they are able to reap the benefits of the online world.

The range of online risks could be categorised as:

Content: being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, suicide, racist or radical and extremist views;

Contact: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;

Conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying

Commerce: risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in our school are aware of the risks to children online and remote and we seek to help children keep themselves safe online in a range of ways - further information about our approach to online safety is available in our Online Safety / Use of Technology Policy.

Peer on peer abuse/ child on child

We recognise that children are capable of abusing their peers and that peer on peer abuse/ Child on Child can manifest in many different ways, including bullying, cyber bullying, criminal and sexual exploitation, sexual harassment and violence, Initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sharing nudes and semi nudes) and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as “banter” or “part of growing up”. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCB protocols. The DSL is responsible for providing support to any victims, and the perpetrators.

Staff are reminded that peer on peer abuse/ child on child abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up.” Staff becoming aware of peer on peer / Child on Child abuse will take appropriate action and adhering to the guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised.

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children’s Social Care if appropriate. There must be a co-ordinated multi-agency approach through a risk assessment to respond to their needs which will include parent/carers, youth justice (where appropriate), children’s social care and health. Further support and advice on AIM Checklists can be gained on Safer NELC website. <https://www.safernel.co.uk/nelsafeguarding-children-partnership/>

We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment.

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

The DSL must complete the child exploitation risk management tool for partners and refer to the LSCB guidelines for reporting any exploitation to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records (CPOMS) for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to the DSL to forward on to the appropriate person. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE or OVM (Operational Vulnerability Meeting) for a discussion.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.

A copy of the child exploitation risk Management tool for partners for partners can be obtained from the Safer NELC Website and attached to this policy below.

<https://www.safernel.co.uk/nelsafeguarding-children-partnership/>

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating missing debriefs with the Young and Safe team/ GRAFT Team.

School staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses:

These include:

Bullying including cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying

Children missing from Education www.gov.uk/government/publications/children-missing-education

Child missing from home or care www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

Domestic violence www.gov.uk/domestic-violence-and-abuse

Drugs www.gov.uk/government/publications/drugs-advice-for-schools

Fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

Faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Forced marriage www.gov.uk/forced-marriage

Gangs and youth violence www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Gender based violence www.gov.uk/government/policies/violence-against-women-and-girls

Hate www.educateagainsthate.com/

Mental health www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Missing children and adults strategy www.gov.uk/government/publications/missing-children-and-adults-strategy

Private fostering www.gov.uk/government/publications/children-act-1989-private-fostering

Sexting www.ceop.Police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

Teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Anti-Bullying Policy

Behaviour Policy (includes guidance on responding to peer-on-peer abuse, including sexual harassment)

Prevention of radicalisation

As of July 2015, the [Counter-Terrorism and Security Act \(HMG, 2015\)](#) placed a new duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

It requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of students and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion

- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism.

Our school operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from appropriate agencies and, if necessary, refer to Social Care and / or the Channel Panel.

Serious violence

All staff are aware of the risk factors and indicators which may signal that children are at risk from or involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that a child has been approached by, or is involved with, individuals associated with criminal networks or gangs.

Children Potentially at Greater Risk of Harm

We recognise that some children may potentially be at greater risk of harm and require additional help and support. These may be children with a Child in Need or Child Protection Plan, those in Care or previously in Care or those requiring mental health support. We work with Social Care and other appropriate agencies to ensure there is a joined-up approach to planning for these children and that they receive the right help at the right time.

Our school understands that children with special educational needs (SEN) and / or disabilities can face additional safeguarding challenges. Barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability, without further exploration
- That they may be more prone to peer group isolation than others
- The potential to be disproportionately impacted by things like bullying, without outwardly showing signs
- Communication difficulties in overcoming these barriers

Responding to an Allegation

If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- ✓ Do stay calm and listen carefully
- ✓ Do reassure them that they have done the right thing in telling you
- ✓ Do not investigate or ask leading questions
- ✓ Do let them know that you will need to tell someone else
- ✓ Do not promise to keep what they have told you a secret
- ✓ Do inform your DSL as soon as possible
- ✓ Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position
- ✓ Do not include your opinion without stating it is your opinion
- ✓ Do refer without delay

If you are concerned that a member of staff or adult in a position of trust poses a danger to a child or young person or that they might be abusing a child or young person you should report your concerns to the Head Teacher. Where those concerns relates to the Head Teacher however, this should be reported to the Chair of Governors using the school's whistle-blowing policy

Contacting external agencies to safeguard vulnerable children

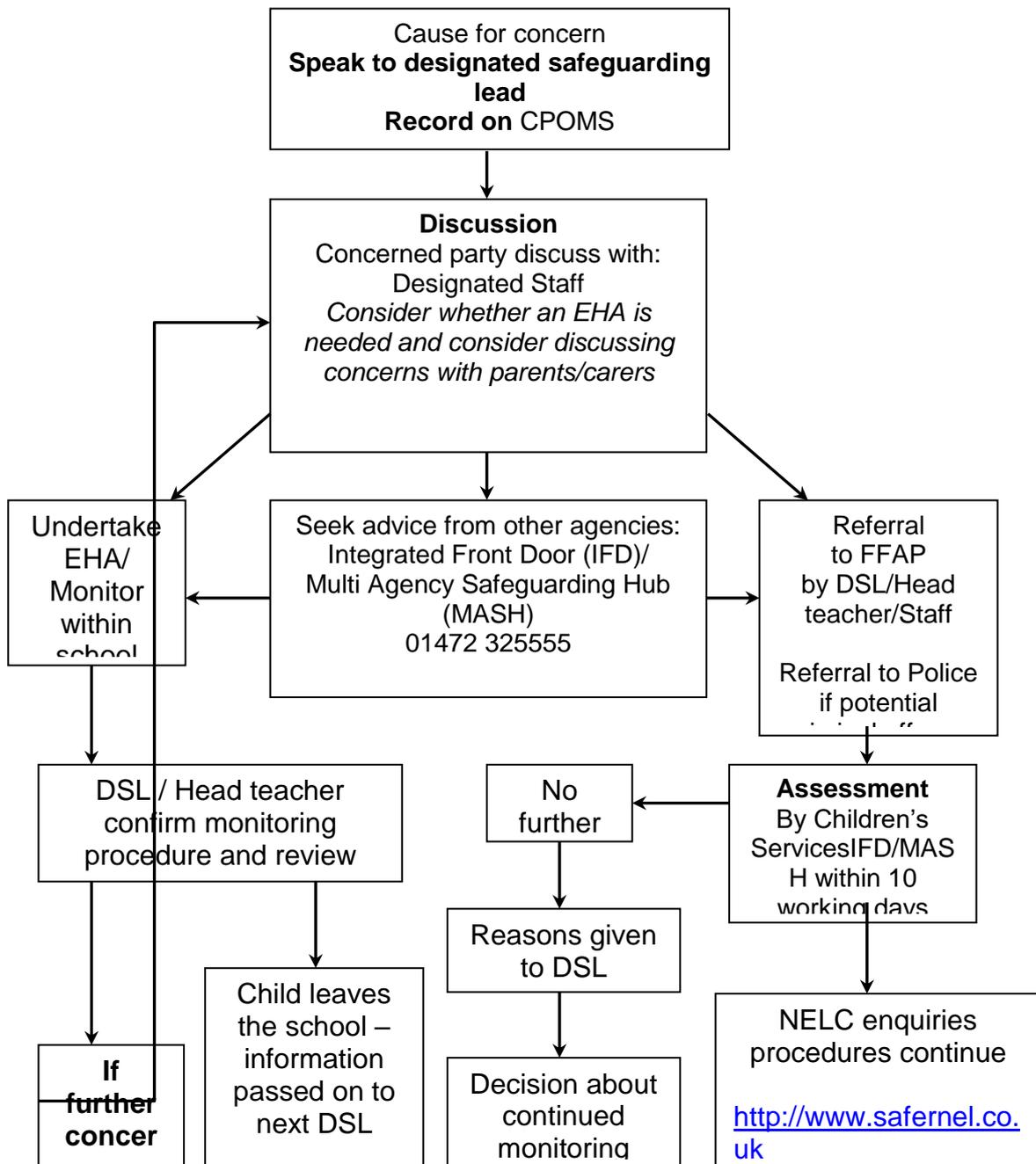
When concerns are raised regarding a child who has a social worker; as a result of being CLA (looked after by the local authority) or designated Child in Need (CIN) or Child Protection (CP), the concern is reported to the following stakeholders:-

- Foster carer or residential children's home.
- Parent(s)
- Social Worker
- Social/children's services
- LADO
- Police – in the event of a criminal offence.

Procedures for concerns about a child

All staff members have a duty to identify and respond to suspected / actual abuse or allegations of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred must report it immediately to Jasmine Southern, the Designated Safeguarding Lead (or, in her absence, Multi-Agency Coordinator Jennifer Kinnaird).

Flowchart of summary of in-school procedures to follow where there are concerns about a child



All action is taken in accordance with the following guidance;

- NELC Safeguarding Children Board guidelines
- Keeping Children Safe in Education (DfE, 2021)
- Working Together to Safeguard Children (DfE, 2018)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes;
- An early help assessment; or
- A referral for statutory services, for example as the child might be in need, or suffering or likely to suffer harm

The DSL or a Deputy/Multi-Agency Coordinator should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (Deputy/Multi-Agency Coordinator) is not available, this should not delay appropriate action being taken. Staff should speak to the Head Teacher and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or Deputy/Multi-Agency Coordinator) as soon as is practically possible.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: [Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#) supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the DSL or a deputy. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early Help

If early help is appropriate, the DSL (or Deputy/Multi-Agency Coordinator) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Statutory Assessments- *Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the Police) is made immediately.* Referrals should follow the local referral process.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation. The online tool [Report Child Abuse to Your Local Council](#) directs to the relevant local children's social care contact number.

What will the local authority do?

Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- The child requires immediate protection and urgent action is required
- The child is in need, and should be assessed under section 17 of the Children Act 1989
- There is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- Any services are required by the child and family and what type of services
- Further specialist assessments are required to help the local authority to decide what further action to take
- To see the child as soon as possible if the decision is taken that the referral requires further assessment.

The referrer should follow up if this information is not forthcoming. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the Designated Safeguarding Lead (or Deputy/Multi-Agency Coordinator) as required).

If a member of staff continues to have concerns about a child and feels the situation is not being addressed or does not appear to be improving, all staff understand they should press for re-consideration of the case with the Designated Safeguarding Lead. The referrer should consider following local escalation procedures to ensure their

concerns have been addressed and, most importantly, that the child's situation improves. ([Safer NEL – Escalation Policy](#)).

If, for any reason, the Designated Safeguarding Lead is not available, this will not delay appropriate action being taken. Safeguarding contact details are displayed in the school to ensure that all staff members have unfettered access to safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

Any staff member or visitor to the school must refer any concerns to the Designated Safeguarding Lead or deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub / Integrated Front Door (IFD) or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via a Multi-Agency Referral Form (MARF) The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or impede a criminal investigation. If it is necessary for another agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub / IFD or Humberside Police for advice on when to share information with parents / carers.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and the Multi-Agency Coordinator) and how to share concerns with them.

Training

In line with statutory requirements, the Designated Safeguarding Lead (and deputy/Multi-Agency Coordinator) undertake Level 3 child protection training at least every two years. The Head Teacher, all staff members and governors receive appropriate child protection training which is regularly updated and in line with advice from the NELC Safeguarding Children Board (LSCB). In addition, all staff members and other adults working with children in our school receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Records of any child protection training undertaken is kept for all staff and governors.

The school ensures that the Designated Safeguarding Lead (and the Multi-Agency Coordinator) also undertakes training in inter-agency working and other matters as appropriate

Professional confidentiality

Confidentiality is an issue which needs to be discussed and fully understood by all those working with children, particularly in the context of child protection. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern

(including parents / carers or students) or promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the Designated Safeguarding Lead (or deputy/ Multi-Agency Coordinator) with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving an allegation of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record) (via CPOMS) giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the Designated Safeguarding Lead who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

In line with statutory guidance, where a pupil transfers from our school to another school/ educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving setting's Designated Safeguarding Lead, with a return address on the envelope so it can be returned to us if it goes astray. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the Designated Safeguarding Lead

may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Where a pupil joins our school, we will request child protection records from the previous educational establishment (if none are received).

Safeguarding responsibilities for students in transition

In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the Local Authority admissions team.

Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the Head Teacher and/or the senior Designated Safeguarding Lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in this policy – Child Protection Records.

Home Tuition

Wellspring are commissioned to coordinate NE Lincs home tuition service where students cannot attend mainstream education due to a medical need.

Tutors are self-employed but vetted through Wellspring and all hold an enhanced DBS. The tuition is often delivered in the family home and there are a number of safeguards in place:

- a. An adult family member must be present for tuition to take place
- b. Tutors keep a daily record of tuition
- c. Quality assurance checks

Interagency working

It is the responsibility of the Designated Safeguarding Lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s)/ carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

If a child is subject to a Care, Child Protection or a Child in Need plan, the Designated Safeguarding Lead will ensure the child is monitored regarding their school

attendance, emotional well-being, academic progress, welfare and presentation. If the school is part of the core group, the Designated Safeguarding Lead will ensure the school is represented, provides appropriate information and contributes to the plan at these meetings. Any concerns about the Child Protection plan and/or the child's welfare will be discussed and recorded at the core group meeting, unless to do so would place the child at further risk of significant harm. In this case the Designated Safeguarding Lead will inform the child's key worker immediately and then record that they have done so and the actions agreed.

Allegations about members of the workforce/ low level concerns

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:

- a. behaved in a way that has harmed a child or may have harmed a child,
- b. possibly committed a criminal offence against or related to a child,
- c. behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children and/or,
- d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff or person in school could take the following forms:

- Physical, for example intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional, for example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards students, grooming, sexual harassment, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- Staff have duty to disclose to the Head Teacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

A safeguarding complaint that meets the above criteria must be reported to the Head Teacher (Case Manager) immediately. If the complaint involves the Head Teacher then the next most senior member of staff must be informed and the chair of governors/chair of the management committee or proprietor of an independent school.

The Case Manager with the complaint should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the

allegation. They must use the Local Authority Designated Officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to lado@nelincs.gov.uk within one working day of the allegation being made. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

LADO Contact: David Palmer

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This

includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Integrated Front Door - 01472 326292)

The following is taken from Keeping Children Safe in Education September 2021

As part of their whole school approach to safeguarding, schools and colleges should ensure that they promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school or college (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.

If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

What is a low level concern?

The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work;
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO. Examples of such behaviour could include, but are not limited to:
 - Being over friendly with children;
 - Having favourites;
 - Taking photographs of children on their mobile phone;

- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating or offensive language. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of schools from potential false allegations or misunderstandings.

Use of reasonable force

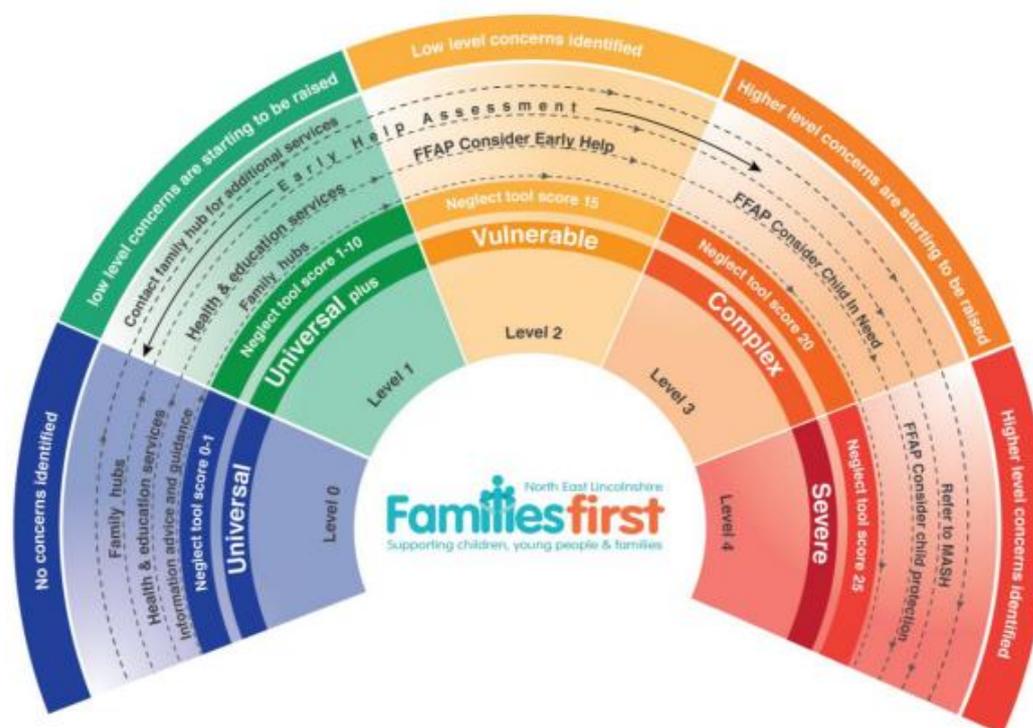
The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. Our school works in accordance with statutory and local guidance on the use of reasonable force and recognises that where intervention is required, it should always be considered in a safeguarding context.

Whistleblowing

All members of staff and the wider school community should be able to raise concerns about poor or unsafe practice and feel confident any concern will be taken seriously by the school leadership team. We have 'whistleblowing' procedures in place and these are available in the school Whistleblowing Policy. However, for any member of staff who feels unable to raise concerns internally, or where they feel their concerns have not been addressed, they may contact the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or by email at: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk

Appendix A: NELC Windscreen of Need and levels of intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs

Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or an Early Help Assessment (EHA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children’s mental health services and Family Solutions.

Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children’s Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

Appendix B: Missing Child Protocol

Arrangements for children who go missing during the school day

