Peterborough Diocese Education Trust

ACHIEVING MORE TOGETHER

SAFEGUARDING/CHILD PROTECTION POLICY

This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in the section at the end of this policy 'Academy Specific Details'. (*For a copy of the policy for a specific academy which includes this information – see individual academy websites).*

The appendices to this policy form part of the policy but, for ease of reference, they have been put into a separate document – 'Safeguarding/Child Protection Policy Appendices'.

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NAMED LEADS and INITIAL CONTACTS	
Nominated Director for Safeguarding:	Margaret Holman
Trust Safeguarding Lead:	Helen Buckley
Designated Safeguarding Leads and Deputies:	*See section on Academy Specific Details at the end of the policy for information in relation to an individual academy*
Safeguarding governors:	*See section on Academy Specific Details at the end of the policy for information in relation to an individual academy*

KEY INFORMATION

- **For the procedure to follow in cases of possible, alleged or suspected abuse or serious causes of concern about a pupil:**
  see page 21 and flow charts on pages 19 and 20

- **For information regarding thresholds for intervention, including early help, children in need, children suffering or likely to suffer significant harm and useful links and telephone numbers:**
  see pages 24-30

- **For understanding and identifying abuse and neglect:**
  see Safeguarding/Child Protection Policy Appendices - Appendix A1

- **For specific forms of abuse and other safeguarding issues:**
  See Safeguarding/Child Protection Policy Appendices - Appendix A2

- **For details of the roles and responsibilities of specific individuals:**
  see Safeguarding/Child Protection Policy Appendices - Appendix B

- **For information about the process for allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors:**
  see separate Trust Policy – 'Policy for dealing with Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors'.

1. Policy Statement

1.1 Peterborough Diocese Education Trust (PDET) is a Multi Academy Trust (the/our Trust) and is committed to safeguarding and promoting the welfare of all children within the Trust. This policy sets out how our Trust and each of the individual academies within the Trust (the/our Academy) will fulfil this commitment. Academy specific details can be found in the section at the end of this policy entitled *'Academy Specific Details' (Academy Specific Details)*.

1.2 The Directors of the Trust have a strategic leadership responsibility for their academies safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to the statutory guidance – ***Keeping Children Safe in Education September 2021 (KCSIE)***, ensuring policies, procedures and training in their academies are effective and comply with the law at all times.

1.3 This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of our Trust.

2. Introduction

2.1 Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined in ***KCSIE*** 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; and
- taking action to enable all children to have the best outcomes."

Our Trust fully recognises the contribution it can make to protect children and support pupils in the Trust. The pupils' welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate.

2.2 Staff in our Trust:

- are made aware that Safeguarding issues **"COULD and DO HAPPEN HERE";**

- are trained to understand what possible indicators for abuse and neglect may look like;

- will always act in the best interests of the child and will have a conversation with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) when a concern arises;

- in line with statutory requirements, understand the difference between a safeguarding concern and one involving **"immediate danger" or "at risk of significant harm"**;

- know their responsibility is always to record concerns on my concern or yellow sheets;

- are clear on their responsibility to contact the Multi Agency Safeguarding Hub (the MASH) (*see page 27 for more details re: the MASH*) directly should the need ever arise;

- must read at least Part one of ***KCSIE***.

2.3 Safeguarding management:

The Trust has procured MyConcern (MyConcern), an electronic system for recording and managing safeguarding, for use across the Trust as part of its commitment to safeguarding its pupils.

2.4 This policy is consistent with:

- The legal duty on schools/academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education and Training (Welfare of Children) Act 2021;

- The legal requirements of The Children and Social Work Act 2017;

- The statutory guidance *"Keeping children safe in education – Statutory guidance for schools and colleges" – September 2021;*

- The government's *"Working Together To Safeguard Children 2018"* which sets out statutory guidance for agencies;

- The government's non-statutory guidance "What to do if you're worried a child is being abused" *– Advice for Practitioners*, to identify child abuse and neglect and take appropriate action in response;

- The government's advice *"Sexual Violence and Sexual Harassment Between Children in Schools and Colleges"*

- The non-statutory government advice *"Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers." – July 2018;*

- The duties of the Counter Terrorism and Security Act 2015; and the Counter Terrorism and Border Security Act 2019;

- The government's *"The Prevent duty Departmental advice for schools and childcare providers"* ;

- The government's "*Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation"* – February 2017;

- The Female Genital Mutilation Act 2003;

- The Serious Crime Act 2015;

- The Northamptonshire Safeguarding Children Partnership (NSCP) Inter-agency Procedures, which contain procedures and guidance for safeguarding children (www.northamptonshirescb.org.uk). http://northamptonshirescb.proceduresonline.com/

2.5 There are four main elements to our Safeguarding/Child Protection Policy:

- ***Prevention*** (e.g. positive, supportive academy atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);

- ***Protection*** (by following agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to Safeguarding/Child Protection concerns);

- ***Support*** (to pupils and academy staff who may have been abused, witnessed violence and/or are vulnerable);

- ***Working with parents and carers*** (to ensure appropriate communications and actions are undertaken).

2.6 Application

This policy applies to all staff, volunteers, directors, governors and visitors to any of our academies. We recognise that child protection is **everyone's** responsibility. We ensure that all parents, carers and other working partners are aware of our Safeguarding/Child Protection Policy by highlighting it on academy websites and in any academy prospectus (if appropriate), displaying appropriate information in reception areas/entrances and by raising awareness at meetings with parents and carers.

3 Prevention

3.1 *Safeguarding Commitment*

In our Trust we will ensure that safeguarding and child protection are at the 'forefront' and underpin all relevant aspects of process and policy development.

The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents/carers to feel free to talk about any concerns and to see the Academy as a safe place when there are difficulties. Pupils' fears and concerns will be taken seriously and all pupils are encouraged to seek help from members of staff.

The Academy will therefore:

- establish and maintain an ethos where all pupils feel secure, are encouraged to talk, are always listened to and reassured that they are being taken seriously and that they will be supported and kept safe;
- ensure that pupils know that there are adults in the Academy whom they can approach if they are worried or are in difficulty;
- include in the curriculum, activities, experiences and opportunities which equip pupils with the skills they need to stay safe from abuse, including online and to know to whom they can turn for help;
- provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- contribute to multi-agency working in line with statutory guidance *"Working Together To Safeguard Children 2018"*;

- ensure they understand their role in the safeguarding partners arrangements. (*Locally, the safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area any part of which falls within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs*);

- ensure that their Academy Governance Committee (AGC), their senior leadership teams, especially their DSL and DDSL(S), make themselves aware of and follow their local arrangements. They will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;

- allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;

- promote the Early Help agenda in the child's local authority, incorporating the "Signs of Safety" approach, enabling families to share with the Academy any challenges that they may be facing which may benefit from early help engagement or assessment; and

- operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, right to work, further overseas checks, criminal record, prohibition from teaching and Section 128 (where applicable) checks.

3.2 Opportunities to teach safeguarding

3.2.1 Safeguarding in the Curriculum

It is recognised that a one size fits all approach may not be appropriate for all pupils and a more personalised or contextualised approach for more vulnerable pupils, victims of abuse and some SEND pupils might be needed. Teaching will therefore be adapted accordingly, where necessary.

As part of providing a broad and balanced curriculum, the following areas are among those addressed through the opportunities and experiences provided in the Academy:

- Bullying / Cyberbullying / Prejudice based bullying / Discriminatory bullying;
- Culture, Diversity, Race, Faith and Discrimination issues:

- 'Honour Based Abuse' such as Forced Marriage, Female Genital Mutilation;
- Prevention from Extremism / Radicalisation;
- Drug, Alcohol and Substance Misuse;
- Domestic Abuse;
- Serious Violence
- Sexual Harassment and Sexual Violence;
- Peer-On-Peer Abuse;
- Child on Child Sexual Harassment and Sexual Violence;
- Child Sexual Exploitation;
- Child Criminal Exploitation (including County Lines);
- Online safety including Safe Use of Technology; Sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- Mental Health Awareness;
- Keeping Safe at Home;
- Healthy Living;
- Fire and Water Safety;
- Protective Behaviours;
- Road Safety;
- Stranger Awareness;
- Body Boundaries and Safe Touch;
- Relationships Sex and Health Education; and
- Other safeguarding issues as appropriate.

3.2.2 Online Safety

It is essential that pupils are safeguarded from potentially harmful and inappropriate online material.

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; child criminal exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school/academy to protect and educate the whole school/academy community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **content**: being exposed to illegal, inappropriate or harmful content; for example, pornography, fake news, racism, misogyny, self-harm, suicide, anti- Semitism, radicalisation and extremism;

- **contact**: being subjected to harmful online interaction with other users; for example peer to peer pressure, commercial advertising and 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 (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and

- **commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If the Academy feels their pupils or staff are at risk, they should report it to the Anti-Phishing Working Group (https://apwg.org/).

The Academy will ensure that they have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in the Academy's curriculum at all levels and information is also provided to parents/carers. (For Academy specific details *see section on Academy Specific Details.*)

Online safety is a running and interrelated theme whilst devising and implementing policies and procedures. This will include considering how online safety is reflected as required in all relevant policies and considering online safety whilst planning the curriculum, any teacher training, the role and responsibilities of the DSL and any parental engagement.

All staff are made aware of Trust policies (including the new Relationships, Sex and Health Education Policy) covering online safety which set our expectations relating to:

- creating a safer online environment – including training requirements, filters and monitoring;
- giving everyone the skills, knowledge and understanding to help pupils stay safe online;
- inspiring safe and responsible use and behaviour;
- safe use of smart technology and mobile phones both within the Academy and on Academy trips/outings;
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help.

The Academy will ensure that appropriate filters and appropriate monitoring systems are in place. In so doing they will consider the age range of their pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

Staff are aware of:

- the governmental guidance "Teaching Online-Safety in School";

- the UKCCIS guidance "Education for a Connected World";
- National Crime Agency's CEOP education programme: Thinkuknow; and
- Public Health England: Rise Above

Staff also have to read, and sign to acknowledge that they have read and understood the following Trust policies:

- the Acceptable Use Policy (AUP) (and the Clarification and Guidance in relation to the AUP);
- Bring Your Own Device (BYOD) Policy;
- Staff Code of Conduct in relation to personal online behaviour; and
- Remote Education: Online safety (Safeguarding and GDPR considerations) – guidance for schools/academies

There is a whole range of information available to support academies and parents to keep children safe online, all of which can be found in ***KCSIE Annex D***.

3.3 Cybercrime

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime – for further information and details of what to do if there are concerns in this respect – *see Appendix A2.*

3.4 Recruitment and Selection of Staff

The Trust's safer recruitment processes are based on the statutory guidance: ***KCSIE***.

When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including:

- identity checks;
- criminal record checks (enhanced DBS checks);
- barred list checks;
- right to work checks;
- overseas checks;
- prohibition checks;
- references;
- section 128 checks (*see* below); and
- interview information.

On every interview panel for academy/Trust staff, at least one member will have undertaken Safer Recruitment training and this will be refreshed at least every five years

(even though this is not now statutory), either online or by attending an appropriate local or national accredited training course.

The Academy will provide all the relevant information in references for a member of staff about whom there have been concerns regarding child protection/inappropriate conduct. Cases in which an allegation has been proven unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The Academy has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction - *see paragraph 4.2.1*

In line with requirements, all Directors and governors have DBS, identity checks and Section 128 checks. Additionally all other leaders, managers and senior leaders have Section 128 checks. (*Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools). This vetting check must be completed to ensure that someone has not been prohibited from the management of a school/academy. (It is carried out in a similar way to Prohibition from Teaching checks*)).

3.5 Other relevant policies

The Trust's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other documents and policies. For details – *see Academy Specific Details.*

The list of policies in *Academy Specific Details* is not exhaustive but, when undertaking development or planning of any kind, the Trust and the Academy should consider the implications for safeguarding and promoting the welfare of children

3.6 Extended Academy Activities

Where the Academy provides services or activities under the direct supervision or management of Academy staff, the Academy's arrangements for safeguarding and child protection will apply.

Where services or activities are provided separately by another provider, the Academy seeks assurance in writing that the body concerned has appropriate policies, procedures and training in place to safeguard and protect children (and inspects these as needed) and

that there are arrangements to liaise with the Academy on these matters where appropriate.

3.7 Hiring or Renting out Academy Facilities/Premises

Where an Academy hires or rents out their facilities/premises to organisations or individuals, they ensure that appropriate arrangements are in place to keep children safe.

4. Protection

4.1 Roles and Responsibilities

4.1.1 General

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners need to make sure their approach is child-centred. This means that at all times they consider what is in the **best interests** of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the Academy. (The names of the DSL and Deputy DSL(s) for the current year are listed in *Academy Specific Details*).

4.1.2 Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)

The Headteacher appoints a DSL who is an appropriate senior member of staff from the Academy leadership team and appropriate senior members of staff to deputise for the DSL in their absence.

The DSL will take lead responsibility for safeguarding and child protection (including online safety) and will provide support to staff to carry out their safeguarding duties and will liaise closely with other services such as children's social care.

The responsibilities of the DSL are found in full in ***KCSIE Annex C*** and are also set out in *Appendix B1.*

Details in relation to the role of the DDSL can also be found in *Appendix B1*.

4.1.3 Academy Governance Committee (AGC)

For details of the role of the AGC – *see Appendix B2*

4.1.4 Headteacher

For details of the role of the Headteacher – *see Appendix B3*

4.1.5 All staff

Academy staff are particularly important as they are in a position to identify concerns early, provide help for children, promote children's welfare and prevent concerns from escalating.

All staff have a responsibility to provide a safe environment in which children can learn.

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. As part of this, the expectation is that teachers will manage behaviour effectively for a safe environment.

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

Any staff member who has **any** concerns about a child's welfare should follow the processes set out in the paragraph 4.2.3 in accordance with any necessary timescales given. Staff should expect to support social workers and other agencies following any referral.

All staff who work directly with children should read ***Annex B of KCSIE,*** which contains important additional information about specific forms of abuse and safeguarding issues.

4.2 What academy staff need to know

4.2.1 Induction

All staff will be made aware of systems within the Academy which support safeguarding and these will be explained to them as part of staff induction. This will include the following:

- Safeguarding policy/child protection policy (which includes the policy and procedures to deal with peer-on-peer abuse and sexual violence and sexual harassment between children);
- Behaviour policy (which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying);
- Staff Code of Conduct;

- Safeguarding response to children who go missing from education (*local authority document*);
- Role of the DSL (including the identity of the DSL and DDSL);
- Acceptable Use Policy (AUP) (and Clarification and Guidance relating to the AUP);
- Bring Your Own Device (BYOD) Policy;
- Remote Education: Online safety (Safeguarding and GDPR considerations) – guidance for schools/academies
- Whistleblowing Policy;
- The Prevent Duty 2015, updated 2021;
- British Values and Preventing Radicalisation and Extremism Policy;
- PDET's Approach to Safeguarding;
- The Academy safeguarding booklet; and
- MyConcern

Copies of the above policies and a copy of ***Part one of KCSIE*** will also be provided to staff at induction.

All staff and volunteers (including governors) must read at least ***Part one of KCSIE***.

Academy leaders and those staff who work directly with children should also read ***Annex B of KCSIE***.

4.2.2 Training

Safeguarding training for staff, including online safety training, will be integrated, aligned and considered as part of the whole Academy safeguarding approach and wider staff training and curriculum planning – *see Academy Specific Details* for Academy specific information.

All staff will undergo safeguarding and child protection training (including online safety) at induction and this will be regularly updated. Induction and training should be in line with any advice from the safeguarding partners (see *paragraph 3.1 page 10* re: safeguarding partners).

In addition, all staff will receive safeguarding and child protection updates, including online safety (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

4.2.3 What to do if someone has concerns about a pupil

If staff have any concerns about a pupil's welfare they should:

- act on them **immediately**;
- speak to the DSL (or DDSL): and
- follow the procedure set out on page 21 below.

The two flowcharts on the following pages should also assist.

If in exceptional circumstances, the DSL (or DDSL) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the DSL (or DDSL) 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 the effective identification, assessment, and allocation of appropriate service provision, whether this is when problems first emerge, or where a pupil is already known to local authority children's social care (such as a child in need or a child with a protection plan) – *see Information Sharing paragraph 4.8.*

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart

Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and quetion any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

Ask for help

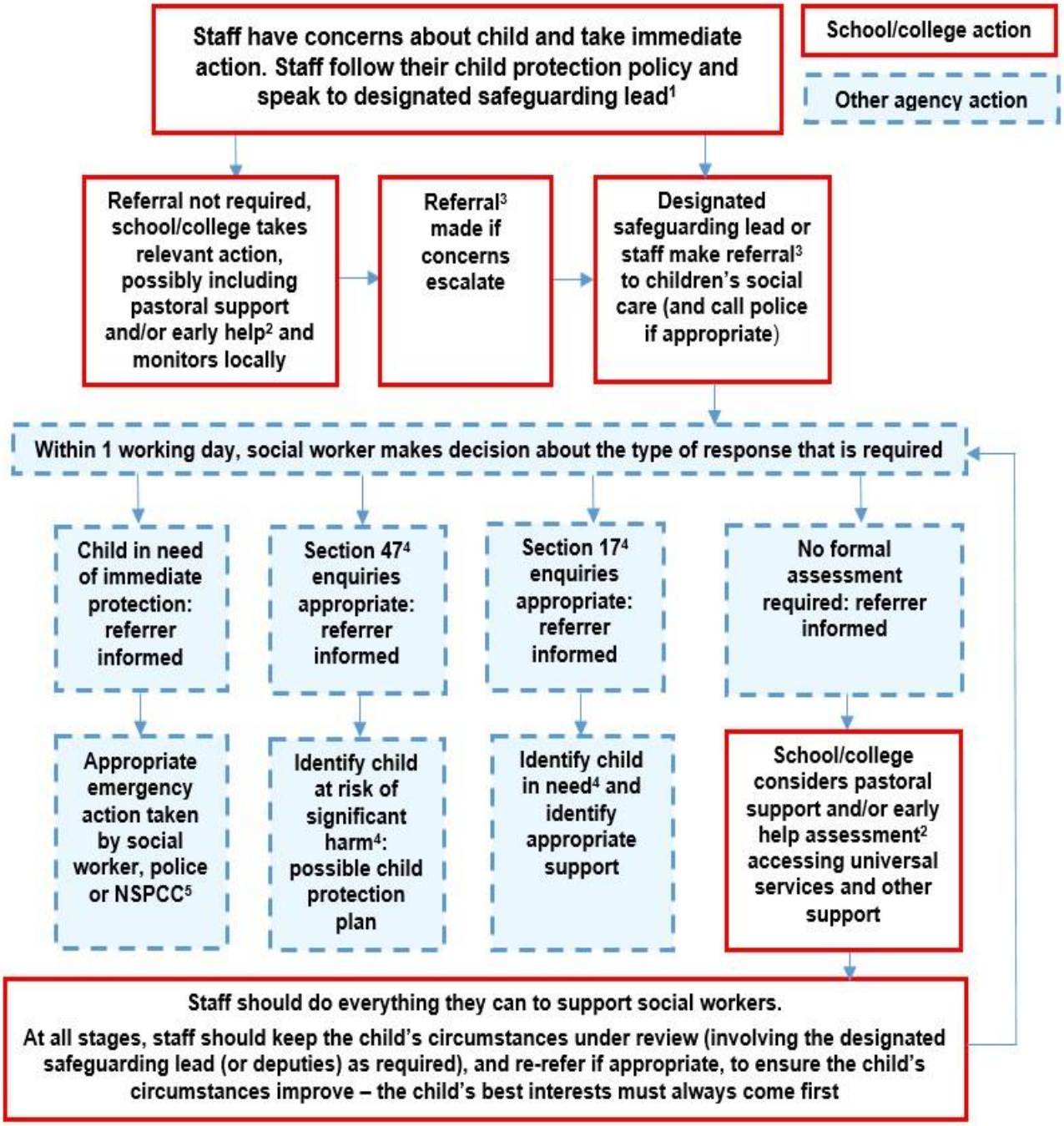
- Record and share information approariately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
- Responsibility to take appropriate action, do not delay.

Refer

- DSL will make referrals to children servcies but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

(from Keeping Children Safe in Education 2021)



Procedure to follow in cases of Possible, Alleged or Suspected Abuse, or Serious Cause for Concern about a Pupil

If staff have any concerns about a child's welfare, they should act on them immediately – see flow chart above setting out the process for staff when they have concerns about a child.

Contents

A. General
B Individual Staff/Volunteers/Other Adults – main procedural steps
C. Designated Safeguarding Lead – main procedural steps
D. Professional Challenge and Disagreements

A. General

1. Northamptonshire Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children (available on the NSCP website www.northamptonshirescb.org.uk). The DSL is expected to be familiar with these, particularly the referral processes and with NCC "Thresholds and Pathways".

2. It is important that all parties act swiftly and avoid delays.

3. Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (*see contacts on page 27*). Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.

4. Details must be recorded on MyConcern (or a written dated and signed record made, which must be subsequently uploaded onto MyConcern) as to what has been alleged, noticed and reported.

5. In most cases, the parents'/carers' knowledge and consent to the referral are expected, unless there is reason for this not being in the pupil's interest. However, there will be circumstances when informing the parent/carer of a referral might put the pupil at risk and in individual cases advice from the MASH will need to be taken.

B. Individual Staff/Volunteers/Other Adults – main procedural steps

1. When a pupil makes a disclosure, or when concerns are received from other sources, **do not** investigate, interview, ask leading questions, examine pupils, or promise confidentiality. Pupils making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next. As soon as possible, a note should be made of what has been disclosed following the Academy's specific procedure (for details of the procedure – *see Academy Specific Details*) and a report made to the DSL.

2. If the concern involves the conduct of a member of staff (including supply staff and contractors) or volunteer, a visitor, a director, a governor, a trainee or another young person or pupil, the Headteacher must be informed. The Headteacher should contact the Local Authority Designated Officer (LADO) to seek advice – *see Trust 'Policy for dealing with Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors'.*

3. If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the LADO. (*See Trust 'Policy for dealing with Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors'*).

4. If this has not already been done, inform the pupil (or other party who has raised the concern) what action has been taken.

C. Designated Safeguarding Lead – Main Procedural Steps

1. The concern will either be directly logged on MyConcern or, if the concern is made on a separate form, subsequently logged on MyConcern – see *Academy Specific Details* for Academy specific details.

2. Where initial enquiries do not justify a referral to the investigating agencies the initiating adult should be informed and the situation should be monitored. If in doubt, advice should be sought from the MASH: 0300 126 1000. All contact related to the concern should be recorded on MyConcern.

3. Information should be shared confidentially with those who need to know observing the guidelines as laid out in "Information Sharing" 2018 (*also see Paragraph 4.8*). Information on a pupil can be 'logged' with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on MyConcern.

4. Where there is a child protection concern requiring immediate, same day, intervention the MASH should be contacted immediately by phone and their advice should be followed. Written confirmation should follow within 24 hours on the NSCP Interagency Online Referral Form. All other referrals should be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so.

5. If it appears that urgent medical attention is required, arrangements should be made for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who should inform medical staff that non-accidental injury is suspected. Parents/carers should be informed that the pupil has been taken to hospital.

6. Exceptional circumstances: if it is feared that the pupil might be at immediate risk on leaving the Academy, advice should be taken from the MASH (for instance about difficulties if the Academy day has ended, or on whether to contact the police). A member of the senior leadership team should remain with the pupil until the social worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the pupil arrives to collect the pupil, the member of staff has no right to withhold the pupil, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH should be updated and the Police should be contacted immediately. (NPCC-when to call the police should help DSLs understand when they should consider calling the police and what to expect when they do).

D. Professional Challenge and Disagreements

1. Working with pupils and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.

2. The culture within the Academy enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the Academy. This may include raising concerns about decisions, actions or inaction by colleagues about individual pupils. If necessary, staff members should speak to the DSL, DDSL, Headteacher, Chair of Governors or LADO.

3. Co-operation across all agencies is vital to provide the best outcomes for pupils and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

4. If there are any professional disagreements with practitioners from other agencies the DSL (or the Headteacher) should initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCP Procedures Manual – http://northamptonshirescb.proceduresonline.com/

4.2.4 Early Help Process

All staff should be aware of their local early help process and understand their role in it – *see below.*

4.2.5 Referrals

All staff should be aware of the process for making **referrals** to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in

need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments – *see below.*

Thresholds for Intervention
Following reported concerns, the Designated Safeguarding Lead (DSL) should decide on the most appropriate course of action and whether the concerns should be referred to Children's Social Care-refer to Northamptonshire Thresholds Guidance. If it is decided to make a referral to Children's Social Care the parent/carer should be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence. All concerns, discussions and decisions will be recorded electronically on MyConcern or in writing and subsequently recorded on MyConcern. It is important to remember that informing parents/carers does not require seeking their consent to share the information with professionals who need to know. The DSL should provide guidance on the appropriate action. Options will include: • **Early Help** – managing any support for the child internally via the Academy's own pastoral support processes; • **Co-ordinated Early Help** – carrying out an Early Help Assessment – *for details see below*; or • **A referral for statutory services** e.g. the child is, or might be, in need or suffering, or likely to suffer, significant harm – *for details see below*.
Early Help
Early help means, "Providing support as soon as the problem emerges, at any point in the child's life from the foundation years through to the teenage years" (*Working Together – 2018*). As soon as problems start to emerge, staff should identify support for those pupils and families. This may be Academy-based support or may involve intervention from other agencies – Co-ordinated Early Help. If a pupil would benefit from co-ordinated early help, the DSL will generally lead on liaising with other agencies and setting up an inter-agency early help 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

or a complex case review (*see* below) if the child's situation does not appear to be improving or is getting worse.
Early help support is accessed online at:
www.northamptonshire.gov.uk/earlyhelp

For details of who an individual academy's Early Help Co-ordinator is – *see Academy Specific Details*.

Referrals for statutory services

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.

If the DSL decides to make a referral it is important that as much information as possible is provided to enable any assessment to consider all available evidence and enable a contextual approach to address such harm.

Additional information is available in: Contextual Safeguarding.

Within one working day of a referral being made, a local authority social worker should acknowledge its 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;
- any services are required by the child and family and what type of services;
- the child is in need and should be assessed under section 17 of the Children Act 1989 (see below).
- 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 (see below); and
- further specialist assessments are required to help the local authority to decide what further action to take.

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 DSL (or DDSL) as required).

If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves

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". The local authority is 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*. Chapter one of Working Together to Safeguard Children provides details of the assessment process.
Children suffering or likely to suffer significant harm
Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries 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. This includes all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, forced marriage and extra-familial harms like radicalisation and sexual exploitation. The DSL should refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Chapter one of Working Together to Safeguard Children provides details of the assessment process.
Safeguarding Referrals to the Multi-Agency Safeguarding Hub (MASH)
The Multi-Agency Safeguarding Hub (MASH) can advise on whether a family needs an early help assessment (*see above*) or whether they meet the threshold for statutory child protection (*see above*). The MASH deals with referrals from professionals and members of the public who may have concerns about a child's welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way that agencies share information.

Safeguarding Referrals must be made in the following way:

- By telephone contact to the MASH: **0300 126 1000** followed up by completion of the online referral form (if requested by the MASH);
- In an emergency outside office hours, by contacting the Emergency Duty Team on: **01604 626938** or the Police on 999.

If a child is in immediate danger at any time, left alone or missing, the police should be contacted directly and/or an ambulance using 999.

For referrals regarding allegations against adults in education contact the local authority Designated Officers (LADO):
http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/

LADO Administration: 01604 364031
For a discussion prior to a referral email:
AndSmith@childrenfirstnorthamptonshire.co.uk or Cyork@childrenfirstnorthamptonshire.co.uk
Alternatively, the Designated Officers can be contacted between 9am and 10am or 3pm and 5pm:
Andy Smith: 01604 367862
Christine York: 01604 362633

Complex Case Discussions

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success.

Should this situation arise, the Academy's DSL should complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion should be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the Academy to offer advice and to agree actions.
https://northamptonshire-self.achieveservice.com/service/Request_a_complex_case_discussion

Other Useful Links

Local:

Northamptonshire Safeguarding Children Partnership (NSCP)
Telephone: 01604 364036 , this landline number currently not in use, please use 07872 148334
www.northamptonshirescb.org.uk
www.northamptonshirescb.org.uk/schools

Thresholds and Pathways document:
https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/Documents/NSCB%20Thresholds%20Guidance%202018.pdf

Early Help
https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx

Education Inclusion & Partnership Team
Online referral form available at:
https://northamptonshire-self.achieveservice.com/service/Contact_the_Educational_Inclusion_and_Partnership_Team#_ga=2.253257737.188717939.1596443513-1266921241.1596443513

Community Safety Team, Northamptonshire County Council
Contact Community Safety
https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx

Prevent Officers:
DS Andy Blaize
DC Shane O'Brien
DC Jody Williams
Prevent@northants.pnn.police.uk

Safeguarding Adults access advice:
https://www.northamptonshiresab.org.uk/Pages/default.aspx
Online referral form available at:
https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc

National:

National Society for Prevention of Cruelty to Children (NSPCC):
http://www.nspcc.org.uk/
0808 800 5000

Childline:
http://www.childline.org.uk
0800 1111

Child Exploitation and Online Protection (CEOP):
http://ceop.police.uk/
0870 000 3344

Professionals Online Safety Helpline:
https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline
helpline@safeinternet.org.uk
0844 3814772

Parents Protect (Safeguarding Information for Parents, Carers and Staff)
www.parentsprotect.co.uk
0808 1000 900

PREVENT
GOV.UK website
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

NSPCC Whistleblowing Helpline
0800 028 0285
Email: help@nspcc.org.uk

4.2.6 Disclosure - what to do if a child tells that they are being abused, exploited, or neglected

All staff and volunteers should know what to do if a pupil tells them he/she is being abused exploited or neglected (for information regarding abuse, exploitation and neglect – *see Appendix A1 and Appendix A2*). Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or DDSL) and children's social care. Staff should never promise a child that they will not tell anyone about a report of any form of abuse, as this may ultimately not be in the best interests of the child. They should also:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the pupil to talk freely;
- reassure the pupil that they are being taken seriously and that they will be supported and kept safe but not make promises which it might not be possible to keep;
- never promise a pupil that they will not tell anyone - as this may ultimately not be in the best interests of the pupil;
- reassure the pupil that what has happened is not their fault and not to feel ashamed for making a report;
- stress that it was the right thing to tell;

- listen, only asking questions when necessary to clarify. (Using the **'tell, 'explain' and 'describe' ("TED")** approach "Anything else you want to tell me?", "Can you explain/describe what you mean?");
- not criticise the alleged perpetrator;
- explain what has to be done next and who has to be told;
- make a record (*see paragraph 4.9*). For details of the Academy's procedures – *see Academy Specific Details*;
- pass the information to the DSL (or DDSL) immediately.

DfE advice What to do if you are Worried a Child is Being Abused – Advice for Practitioners provides more information on understanding and identifying abuse and neglect.

If a staff member or volunteer receives a disclosure about potential harm caused by another staff member (including supply staff and contractors), they should follow procedures as outlined in the Trust's 'Policy for dealing with Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors' and in *Part four of KCSIE.*

4.3 What academy staff should look out for

4.3.1 Early help

See *above* for more information on early help.

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan (EHCP));
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- 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 at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;

- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

4.3.2 Abuse, neglect and specific safeguarding issues

Knowing what to look for is vital to the early identification of abuse and neglect and specific safeguarding issues such as child criminal exploitation and child sexual exploitation.

All staff should be made aware of indicators of abuse and neglect and specific safeguarding issues, such as child criminal exploitation and child sexual exploitation, so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should **always** speak to the DSL (or DDSL). (For further information on abuse and neglect and exploitation - *see Appendix A1 and* for information on specific forms of abuse and other safeguarding issues – *see Appendix A2).*

All staff should be made aware that abuse, neglect and safeguarding issues are rarely stand-alone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore staff should always be vigilant and always raise any concerns with their DSL or DDSL.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the Academy and/or can occur between children outside of this environment. **All** staff, but especially the DSL (and DDSL) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines– *see Appendix A2*.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

4.4 Safeguarding issues – additional awareness

4.4.1 Peer-on-peer/child-on-child abuse

Peer-on-peer abuse will **not be tolerated** and individuals (victims, perpetrators etc.) will be supported.

Detailed information on peer-on-peer abuse and how it should be dealt with is set out in *Appendix A2.*

Information as to the reporting systems in place for pupils to report peer-on-peer abuse at individual academies, and what the Academy is doing to minimise peer-on-peer abuse is set out in *Academy Specific Details*.

4.4.2 Sexual violence and sexual harassment between children (child on child sexual violence and sexual harassment)

Sexual violence and sexual harassment can occur between two children of any age and sex, online and through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap and they are **never acceptable**.

Detailed information on sexual violence and sexual harassment between children and how it should be dealt with is set out in *Appendix A2.*

4.4.3 Serious violence

All staff should be aware of the indicators, which may signal children are at risk from, or are involved with serious violent crime – *see detailed information in Appendix A2.*

4.4.4 All issues

All staff should have an awareness of safeguarding issues that can put pupils at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Other safeguarding issues all staff should be aware of and should have training on include:

- Signs of Abuse & Neglect – *see Appendix A1;*
- Peer-On-Peer Abuse (child on child) – *see Appendix A2;*
- Sexual Violence and Harassment between children – *see Appendix A2*;
- Upskirting - *see Appendix A2;*
- Child Sexual Exploitation - *see Appendix A2;*
- Child Criminal Exploitation – *see Appendix A2;*
- County Lines – *see Appendix A2*
- Children Missing from Education – *see paragraph 5.1.2 – page 40*;
- Modern Slavery, Trafficking and Exploitation - *see Appendix A2*;

- So called 'Honour'-Based Abuse (HBA) - *see Appendix A2*;
- Female Genital Mutilation - *see Appendix A2;*
- Forced Marriage - *see Appendix A2;*
- Breast Flattening - *see Appendix A2;*
- Serious Violence – *see Appendix A2;*
- Domestic Abuse - *see Appendix A2;*
- Gender Based Violence;
- The Prevent Duty/Preventing Radicalisation and Extremism - *see Appendix A2;*
- Child Poverty/Spiralling Debt;
- Housing Issues/Homelessness - *see Appendix A2;*
- Fabricated & Induced Illness;
- Mental Health – *see Appendix A2;*
- Bullying;
- Faith & Cultural Abuse;
- Anti-social or Criminal Behaviour;
- Private Fostering – *see paragraph 5.1.2 – page 42*;
- Vulnerability of those with Special Needs/Disabilities – *see paragraph 5.1.2 -page 42*;
- Impact of Parent/Carer Mental Health Issues;
- Impact of Drug/Alcohol/Substance Misuse - *see Appendix A2;*
- Dog Bites - *see Appendix A2;*
- Being a Young Carer/Young Parent;
- Children and the Court System - *see Appendix A2;*
- Children with Family Members in Prison - *see Appendix A2.*

4.5 Staff should also be made aware of learning from local and national Serious Incidents (Child Safeguarding Practice Reviews (SPRs) (previously known as Serious Case Reviews)) and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the Academy.

4.6 All staff should adhere to the Home Office and DfE guidance on How Social Media Is Used To Encourage Travel To Syria And Iraq Briefing Note For Schools (July 2015). The Academy should take advice and use existing NSCP safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary.

4.7 All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding/child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: help@nspcc.org.uk.

4.8 Information Sharing

Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children's welfare, including their educational outcomes. Academies have clear powers to share, hold and use information for these purposes.

The Academy recognises the importance of sharing information with other practitioners and local agencies and follows statutory guidance as set out in "Information Sharing - Advice for Practitioners providing safeguarding services to children, young people, parents and carers ".

Staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging, or where a pupil is already known to the local authority children's social care.

The Data Protection Act 2018 and the UK GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Staff should have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data';

- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;

- for schools/academies, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools'/academies' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt the Academy should seek legal advice from the Trust's solicitors.

The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information MUST NOT be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing;
- at Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful;
- at The Information Commissioner's Office (ICO), which includes ICO UK GDPR FAQs and guidance from the department;
- in Data protection: toolkit for schools- guidance to support schools with data protection activity, including compliance with the UK GDPR.

For information about data sharing when pupils leave the Academy – *see paragraph 4.10*.

4.9 Records and Monitoring

Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing on MyConcern.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

If in doubt about recording requirements, staff should discuss with the DSL (or DDSL).

Information should be kept confidential and stored securely on MyConcern.

All staff are clear about the need to record and report concerns about a pupil or pupils within the Academy.

In our Trust child protection records are stored electronically on MyConcern. They are:

- reviewed regularly, by the DSL and DDSLs, to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns

of complaints or concerns about any individuals and ensuring that these are acted upon;

- kept fully up to date with all incidents, contact with the parents/carers and other professionals recorded, as well as clear evidence of regular and robust reviews having taken place between the DSL and DDSLs;
- kept securely on MyConcern, with access confined to specific staff, i.e. the DSL, the Headteacher and DDSLs.

The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.

Records relating to actual or alleged abuse or neglect are stored separately and securely (on MyConcern) from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.

For specific details of an individual Academy's process for reviewing and monitoring – *see Academy Specific Details.*

4.10 Pupil Transfer

Where pupils leave the Academy (including for in-year transfers) the DSL should ensure their child protection file is transferred, if possible by hand, to the new school/academy as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained (signed and dated record). Receiving schools/academies should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

A copy of the Chronology from the file must be made and securely archived on MyConcern together with the receipt of transfer.

In the event of a pupil moving out of area/County and a physical handover not being possible, then the confidential records are sent to the named DSL by registered post and a receipt is included for return. This receipt is always chased up and kept with the copy of the chronology. Northamptonshire County Council advice is to copy and retain the Child Protection record before it is transferred to the new setting.

Files requested by other agencies, e.g. police, are copied and shared as appropriate.

In addition to the child protection file, the DSL should consider if it would be appropriate to share any information with the new school/academy in advance of a pupil leaving e.g., information that would allow the new school/academy to continue supporting pupils who

have had a social worker and have been victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the pupil arrives.

(NB: In relation to Academies in Northamptonshire - no archived files can currently be destroyed until county issues further information.)

4.11 Safeguarding concerns about another staff member

If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children they should follow the processes and procedures set out in the Trust's *'Policy for dealing with Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors'.*

4.12 Staff/Pupil Relationships

All staff and volunteers should be made aware of their position of power and trust and should adhere to regulations relating to the Sexual Offences Act 2003 and to the Staff Code of Conduct. This also extends to the use of social media.

4.13 Concerns about safeguarding practices within the Academy

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the Academy's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures are in place for such concerns to be raised with the Academy's senior leadership team.

Where a staff member feels unable to raise an issue with the Trust (their employer), or feels that their genuine concerns are not being addressed, other whistleblowing channels are open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing
- the NSPCC's what you can do to report abuse dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally, or have concerns about the way a concern is being handled by their Academy. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.

5. Support

5.1 Support for Pupils

5.1.1 Our Trust recognises that **children who are abused** or **who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children the Academy may be one of the few stable, secure and predictable aspects of their lives. **Children under five** are considered to be extra vulnerable because of their age. Other children may be **vulnerable** because, for instance they:

- have English as an additional language;
- are of a cultural heritage that may pose risk, such as from FGM, Breast Flattening or Forced Marriage;
- are refugees;
- are homeless (or at risk of becoming homeless);
- are Looked After or Previously Looked After;
- have a disability and specific additional needs;
- have special educational needs (whether or not they have an EHCP);
- are a young carer;
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- are frequently missing from care or from the home;
- are misusing drugs or alcohol themselves;
- are at risk of modern slavery, trafficking or exploitation;
- are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;
- have returned to their family from care;
- are showing early signs of abuse and/or neglect;
- are at risk of being radicalised or exploited;
- have to appear in court;
- have family members in prison;
- are being privately fostered.

We will actively seek to provide such pupils with the necessary support and to build their self-esteem and confidence. Support should be given within the Academy and/or help from external services should be sought.

5.1.2 Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's

experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a pupil has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the pupil's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools/academies to safeguard and promote the welfare of children.

Where pupils need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Findings from the Children in Need review, 'Improving the educational outcomes of Children in Need of help and protection' contains further information; the conclusion of the review, 'Help, protection, education' sets out action Government is taking to support this.

Children requiring mental health support

Schools/academies have an important role to play in supporting the mental health and wellbeing of their pupils. (For further information on Mental Health – *see Appendix A2*).

Mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

The Academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems – *see Academy Specific Details*.

The DfE has published advice and guidance on Preventing and Tackling Bullying, Mental Health and Behavior in Schools. The Mental Health and Behavior in Schools guidance sets out how schools/academies can help prevent mental health problems by promoting resilience as part of an integrated, whole school/academy approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

The senior mental health lead role is not mandatory and different senior leads will inevitably have different levels of knowledge and skills to promote wellbeing and mental health, and different responsibilities, as roles are locally defined to fit in with other relevant roles and responsibilities

A senior mental health lead should be a member of, or supported by the senior leadership team, and could be the pastoral lead, SENCO, or DSL. Details of the Academy's senior mental health lead can be found in *Academy Specific Details*.

Looked after children and previously looked after children

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the pupil's contact arrangements with birth parents or those with parental responsibility. They should also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The DSL should have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the pupil.

A previously looked after pupil potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after pupils safe. When dealing with looked after pupils and previously looked after pupils, it is important that all agencies work together and prompt action is taken when necessary to safeguard these pupils.

The DSL should work closely with the designated teacher for Looked After and previously Looked After Children. For details of the Academy's designated teacher and the training they have attended – *see Academy Specific Details*.

Children Missing from Education

The Trust recognises the importance of the fact that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

All staff are aware that a child going missing from an education setting, particularly persistently, can act as a vital warning sign to a range of safeguarding issues.

This may include neglect, sexual abuse and child sexual and criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

It is important the Academy's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known

to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

Further information and support, includes:

- schools'/academies' duties regarding children missing education, including information schools/academies must provide to the local authority when removing a child from the school roll at standard and non-standard transition points can be found in the DFE's statutory guidance: Children Missing Education.

- general information and advice for schools/academies can be found in the Government's Missing Children and Adults Strategy.

Where a child is missing education, the DSL should follow the relevant county's procedures. Cases should be closely monitored and information reported to the Educational Inclusion Partnership Team (EIPT) and the MASH, as appropriate.

All staff are aware of the Trust's unauthorised absence and children missing from education procedures.

Where reasonably possible, the Academy should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the Academy additional options to make contact with a responsible adult when a pupil missing education is also identified as a welfare and/or safeguarding concern.

Further information for schools/academies can be found in the DE's School Attendance Guidance.

Elective Home Education (EHE)

Many home educated children have an overwhelmingly positive learning experience. It is expected that parents' decision to home educate is made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools/academies must inform their local authority of all deletions from their admission register when a child is taken off roll.

Where a parent/carer has expressed their intention to remove a child from the Academy with a view to educating at home, it is recommended that local authorities, the Academy,

and other key professionals work together to coordinate a meeting with parents/carers where possible.

Private Fostering

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them, or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- parental ill health;
- children sent to this country for health care or education by parents living overseas;
- children living with a friend's family as a result of separation, divorce or arguments at home;
- children at boarding schools who do not return to their parents during holidays;
- teenagers living with the family of a boyfriend or girlfriend;
- children on holiday exchanges or living with host families for a variety of reasons;
- children brought from abroad with a view to adopt;
- children whose parents work unsocial hours;
- children whose parents are in prison;
- children whose parents are serving in the forces.

Such arrangements may come to the attention of Academy staff through the normal course of their interaction, and promotion of learning activities, with pupils. The Academy should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the pupil, or encourage the parent/carer to inform the MASH of the arrangement, or contact MASH themselves if they think parents/carers may not have done so already.

Children with Special Educational Needs and Disabilities (SEND) or Physical Health Issues

Our Trust recognises that pupils with **special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges**. 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 condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these barriers.

In order to address these additional challenges, extra pastoral support and attention is considered for these pupils along with ensuring any appropriate support for communication is in place.

Further information of local support can be found at: https://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx

Further information generally can be found in the DFE's: SEND Code of Practice 0 to 25 and Supporting Pupils at School with Medical Conditions.

5.1.3 The child's wishes

Where there is a safeguarding concern, the Headteacher and Academy staff should ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. This will happen through ensuring there are systems in place that are well promoted, easily understood and easily accessible for pupils to confidentially report abuse, knowing their concerns will be treated seriously and knowing they can safely express their views and give feedback. All systems and processes should operate with the best interests of the pupil at heart – *see Academy Specific Details for information in relation to individual academies systems and processes.*

5.1.4 The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools/academies to use reasonable force to safeguard children. For details of the Trust's policy in this respect – *see Policy For The Restrictive Intervention And Positive Handling Of Pupils*

5.1.5 Complaints

Complaints or concerns raised by pupils will be taken seriously and followed up in accordance with the Academy's complaints process.

5.2 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the pupil as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he/she should in the first instance speak to the DSL/DDSL about the support he/she requires. The DSL/DDSL should seek to arrange the necessary support.

6. Working with parents/carers

The Academy should:

- Ensure that parents/carers have an understanding of the responsibility placed on the Academy and staff for safeguarding/child protection by setting out its obligations on the Academy website and in any Academy Prospectus;

- Undertake appropriate discussion with parents/carers prior to involvement with another agency or with the MASH, unless to do so would place the pupil at risk of harm or compromise an investigation;

- Engage parents/carers in the early help agenda for the relevant local authority for the child's/parental address applying the Vulnerability Matrix and using the Signs of Safety approach, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.

Academy Specific Details

Individual Academy Specific Details and Information	
Name of Academy	St Mary's CE Primary Academy
This Policy was shared with the Academy Governance Committee (AGC) on:	4.10.21

Chair of Governors	Name: Michael Lovett
	Signature: M Lovett
	Date: 4/10/21
Headteacher	Name: Erica Holt
	Signature: E M Holt
	Date: 23.9.21
Designated Safeguarding Lead (DSL) and Deputy/s (DDSL)	Name: Erica Holt
	Signature: E M Holt
	Date: 23.9.21
	Name: Karen Jackson
	Signature: K Jackson
	Date: 5/10/21
Designated Teacher for Looked After and Previously Looked After Children	Name: Abbie Price
	Signature: A Price
	Date: 5/10/21

Recording, monitoring and reviewing of concerns
(4.9)

Recording

In our Academy we use MyConcern for recording concerns

In our Academy each staff member can use MyConcern.
Visitor and volunteers record on Yellow forms located in staff room.

Monitoring and reviewing
In our Academy we follow the procedure in paragraph 4.9 of this policy and are monitored and reviewed regularly by DSL and deputy DSL.

Online Safety
(3.2.2)

Mechanisms to identify, intervene in, and escalate incidents

In our Academy the usage of the internet is monitored daily by Webadmin and daily reports are sent to the academy. These reports are monitored daily by Senior Leaders and if any there is any suspicious materials that cause concern then these incidents are investigated.

Reports received by the Academy staff misuse of technology are investigated, families informed and escalated appropriately in line with our school policy.

Online safety in the curriculum

At our Academy this is incorporated into our PSHE and Purple Mash computing curriciulum. Termly online safety lessons are delivered to each year group. You can also find overviews of our PSHE and On-line Safety curriculum on our Academy website.

Information provided to parents/carers

Please see our website for this information.

Filtering and monitoring systems to monitor staff and pupil internet usage
In our Academy the usage of the internet is monitored daily by Webadmin and daily reports are sent to the academy. These reports are monitored daily by Senior Leaders and if any there is any suspicious materials that cause concern then these incidents are investigated.

Peer-On-Peer Abuse *(4.4.1 and Appendix A2)*
System for pupils to report peer-on-peer abuse In our Academy we teach about safeguarding issues in the classroom in order to prevent harm by providing children with skills, attributes and knowledge to help them navigate risks. Staff are trained to recognise the signs that a child may be suffering and how to support each child who is responsible for certain behaviours and the children affected. If risks increase, a Safety Plan will be developed, in consultation with key statutory agencies to whom any referral and/or report is necessary **Minimising peer-on-peer abuse** At our Academy we seek to minimise peer-on-peer abuse as set out in *Appendix A2.*
Preventing Radicalisation and Extremism *(Appendix A2)*
Assessment of risk Our Academy currently assesses our risk to be currently low. Further detail about this assessment can be found in the Trust's 'Preventing Radicalisation and Extremism' Policy).
Mental Health *(5.1.2 and Appendix A2)*
The Academy has the following systems and processes in place for identifying possible mental health problems, including routes to escalate and referral and accountability: • Referral to our learning mentor and family worker • A range of group or individual work to support mental health • Referrals to school nurse • Referrals to Camhs • Referrals to Educational psychologists and other appropriate professionals
Other Relevant Policies *(3.5)*

- Health & Safety Policy (which covers; Visitors, First Aid, Trips, Visits and Risk Assessments);
- Staff Code of Conduct;
- Looked After and Previously Looked After Children Policy;
- Behaviour Policy;
- Equality Duty;
- Anti-Bullying Policy (including Cyberbullying);
- Physical Interventions and Positive Handling Policy;
- Inclusion Policy;
- Supporting Pupils with Medical Conditions Policy;
- Relationships Sex and Health Education Policy;
- Attendance Policy;
- Whistleblowing Policy;
- British Values and Prevention of Radicalisation and Extremism Policy;
- Acceptable Use Policy (AUP) and Clarification and Guidance in relation to the AUP;
- Bring Your Own Device (BYOD) Policy
- Remote Education: Online safety (Safeguarding and GDPR considerations) – guidance for schools / academies
- Critical Incident Policy/Procedures.

Training
(4.2.2)

Training – staff and volunteers working with children

Staff and volunteers at our Academy undertake the following training, as appropriate:

- General safeguarding awareness training
- DSL training
- Safer Recruitment training
- Prevent training
- Designated Teacher for Looked After Children training

Details of training undertaken are set out in the table below.

Staff Training related to Safeguarding

Relevant Individuals	Training	Training provider	Date of training	Date renewal/ refresher due, if appropriate
Designated Safeguarding Lead	Erica Holt- DSL	PDET	Jan 2021	Jan 2023
Deputy Designated Safeguarding Lead	**Karen Jackson**	PDET	Mar 2021	Mar 2023
Designated Teacher for LAC and previously LAC	**Abbie Price**	Virtual Schools	Sept 2021	Sept 2023
Governor Training	**Lucie Lorentzen**	5 Well Development	Feb 2019	
Academy Awareness Raising	**KCSIE 2020 and 2021**	In school- The Key resources	Sept 2021	Sept 2022

Other Relevant training	Prevent-EH June 21		June 2021	June 2023
	Sexual Behaviours traffic light tool	NCC	Sept 21	
	Child Exploitation	NCC	Jan 21	
	Modern Slavery and trafficking	NCC	Feb 21	
	Attendance and Punctuality	NCC	Dec 20	
	Sexual Exploitation	NCC	Jan 20	
	Thresholds and pathways	NCC	Mar 21	
	Understanding fabricated illness	NCC	Apr 21	
	LGBTQ Awareness -Apr 21	NCC	Apr 21	
	Self Harm	NCC	Apr 21	
	Suicidal Thoughts	NCC	May 21	
	Gang Culture	Peterborough Diocese	July 21	