



Child Protection and Safeguarding Policy

School policy

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CHILD PROTECTION & SAFEGUARDING POLICY

1. Introduction, Ethos, statutory framework and scope

Children and young people have a fundamental right to be protected from harm.

Chapel St schools' foundational principles are 'Grace, Love and Fellowship'. We create inclusive learning communities where each individual is valued.

Our schools are places where students are encouraged to be curious and explore the world around them.

We want to help create well-balanced, self-assured and kind individuals, who care about others and their communities. To that end, we engage our young people in practical community projects throughout their school career.

Our schools are welcoming places of hospitality where all are encouraged to come together to build community.

Our students have the right to expect us to provide them with a safe and secure environment. We acknowledge that teachers and other staff in the Trust are in a unique position to identify and to help abused and vulnerable children. We also recognise that the protection of our students is a shared community responsibility.

This policy has regard to the following statutory and guidance documents:

- Keeping Children Safe in Education (September 2016) (KCSIE)
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (February 2015)
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused – Advice for practitioners (March 2015)
- Working Together to Safeguard Children (March 2015) (WT)
- WT refers to the non-statutory advice: Information sharing (March 2015)
- The Children Act 1989 and 2004
- Education Act 2002 (section 175)
- The Education (Pupil Information) (England) Regulations 2005
- Disqualification under the Childcare Act 2006
- Prevent Duty August 2015
- Improving the spiritual, moral, social and cultural (SMSC) development of pupils, November 2013 and Supplementary Information 2014
- Teacher Misconduct: the prohibition of teachers July 2014

In addition, Trust or school specific policies or guidance will interrelate with this policy such as: Behaviour Management, Staff Expectations, Code of Conduct, Whistleblowing, Anti-Bullying, Health & Safety, Attendance, PSHE/Well-being, ICT Acceptable Use Policy, Restraint/Physical

Intervention, Recruitment & Selection, Complaints, Sex and Relationships Education, Teachers and/or Support Staff Standards, off-site or residential learning opportunities.

This policy applies to all employees, volunteers and visitors, but specifically:

- Permanent/Fixed term staff and staff under probation
- Temporary agency workers, contractors and casual workers
- Visitors to the site whether for lettings, events, training or conferences
- Central CSCST staff
- Central Government and Local Authority staff
- CSCST Local Governing Body and Trustees
- Parents and other community visitors.

2. Policy aims and principles

Policy aims:

We're all responsible for reporting concerns about a child's welfare. Although there is no legal requirement to report, there are specific guidelines and procedures in place for people who work with children which all staff are expected to follow without exception. Any departure from this rule could involve staff or volunteers in disciplinary action. The aim of this policy is:

- To inform staff, parents and volunteers about the Trust's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

Each school must have a safeguarding policy ratified by its Governing Body. Chapel Street has provided a model safeguarding policy, which has been used in the creation of our five free schools. Our two academies were already part of local arrangements and (like for all our schools) should link with local safeguarding arrangements. The Local Safeguarding Children's Board guidance locally must be followed by every school. Thus Schools do not need to follow the Chapel Street model policy if they are following their local authority model policy. No other policy is acceptable unless first checked with the Chief Executive.

Policy principles:

There are five main elements to our policy:

- Ensuring that we practise safe recruitment in checking the suitability of staff and volunteers to work with our students
- Raising student awareness of child protection issues and equipping students with the skills they need to keep them safe
- Developing, and then implementing, procedures for identifying and reporting cases, or suspected cases, of abuse, and training staff to use these procedures effectively
- Supporting vulnerable students and those in difficult circumstances, as well as supporting those students who have been abused in accordance with their agreed protection plans
- Establishing a safe environment in which children can learn and thrive.

We recognise that our staff are well placed to observe the outward signs of abuse. We will therefore:

- Establish and maintain an environment where our students feel safe and secure, and where they are encouraged to talk and are listened to seriously.
- Ensure that our students know that there are adults in the School whom they can approach if they are worried or in difficulty or concerned about one of their peers.
- Include opportunities in the curriculum for students to develop the skills to recognise abuse and to stay safe, and also to include material to help students develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills.
- Ensure that, wherever possible, every effort will be made to establish working relationships with families and with colleagues from other agencies. It is important to note that data protection is not a barrier to information sharing in relation to potential safeguarding concerns (risk of sharing v. risk of not sharing).
- Safeguarding staff will challenge and 'think the unthinkable'.

We recognise that it is the responsibility of each of us to ensure that all elements of this policy are actively and consistently reflected in our practice. We will systematically monitor, evaluate and constantly review the impact of this policy.

3. Definitions and Children's Rights

'Safeguarding' is "the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully"

Safeguarding is not just about protecting children from deliberate harm. It also relates to aspects of school life including:

- Students' health and safety.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits.
- Intimate care.
- Internet or e-safety.
- Appropriate arrangements to ensure school security, taking into account the local context.

Safeguarding can involve a range of potential issues such as:

- Bullying, including cyber bullying (by text message, on social networking sites, etc.) and prejudice based bullying.
- Racist homophobic or transphobic abuse.
- Extremist behaviour.
- Child sexual exploitation.
- Sexting.
- Substance misuse.
- Issues, which may be specific to a local area or population, for example gang activity and youth violence.

- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilations and forced marriage.

‘Abuse’ is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused by an adult or adults or another child or children. *More information about the categories of abuse and the signs or indicators is available in Appendix 2.*

‘Staff’ refers to all teaching and non-teaching staff, permanent and temporary, who have contact with children. It includes volunteers.

‘Designated Safeguarding Lead’ (DSL) are staff with the status and authority to be responsible for child protection during school time. *Names, responsibilities and contact details are available in Appendix 1.*

‘What is a child?’ - The UN Convention on the Rights of the Child defines a child as everyone under 18 unless, "under the law applicable to the child, majority is attained earlier". The UK has ratified this convention.

There are a number of different laws across the UK that specify age limits in different circumstances. These include child protection; age of consent; and age of criminal responsibility.

The definition of a ‘child’ in child protection guidance. England, Wales, Northern Ireland and Scotland each have their own guidance for organisations to keep children safe. They all agree that a child is anyone who is under the age of 18.

Vulnerable groups. Some especially vulnerable young people are entitled to services beyond the age of 18. Local authorities in England and Wales must keep in touch with care leavers until they are at least 21. They should also provide assistance with education, employment and training.

Age of consent. The age of consent (the legal age to have sex) in the UK is 16 years old. The laws are there to protect children. They are not there to prosecute under-16s who have mutually consenting sexual activity but will be used if there is abuse or exploitation involved.

To help protect younger children the law says anyone under the age of 13 can never legally give consent. This means that anyone engaging in sexual activity with a child who is 12 or younger will be subject to penalties set out under the Sexual Offences Act 2003.

The law also gives extra protection to young people who are 16 to 17 years old. It is illegal to:

- take, show or distribute indecent photographs
- pay for or arrange sexual services
- for a person in a position of trust (for example, teachers) to engage in sexual activity with anyone under the age of 18.

Age of criminal responsibility for children. The age of criminal responsibility in England is 10 years old. Criminal responsibility is based on when a child is considered capable of committing a crime and old enough to stand trial and be convicted of a criminal offence.

Children’s wishes. Most guidance for services for children, like safeguarding and health care, emphasise how important it is to listen to the wishes of the child. However, authorities have a duty to act in the best interests of the child, which may mean contradicting their wishes.

Legislation in England asks that due consideration is given to the wishes and feelings of a child as far as reasonable before making decisions on what services to provide or action to take.

4. The Local Governing Body and Trustees- Governance

The Board of Trustees (BT) and Local Governing Body (LGB) have delegated certain functions to Chapel Street Community Schools Trust (CSCST). The BT & LGB therefore has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children in their establishment. It is recommended that a nominated Local Governor for child protection is appointed to take lead responsibility.

In particular the LGB must ensure:

- Child protection policy and procedures are in place and are fit for purpose
- Safer recruitment procedures are in place and embedded in recruitment
- Appointment of a DSL (designated safeguarding lead) who is a senior member of the school leadership team and takes the lead on safeguarding and child protection concerns
- Relevant safeguarding children training for school staff/volunteers is attended regularly
- Safe management of allegations
- Deficiencies or weaknesses in safeguarding arrangements are remedied without delay
- A member of the Governing Body (usually the Chair) is nominated to be responsible in the event of an allegation of abuse being made against the Head.
- Safeguarding policies and procedures are reviewed annually and information provided to the local authority about them and about how the above duties have been discharged.
- The school is aware of its duties re PREVENT/ Channel referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to prevent people from being drawn into terrorism”.
- The school is aware of its duties re FGM referrals in conjunction with the police/LA, in particular that the school community has “due regard to the need to report incidents of FGM to the police.

Safeguarding should be on each and every Governing Body meeting. Any significant items should be brought to the attention of the Governing Body at that point.

Safeguarding Reviews and Audits

All Governing Bodies and Headteachers should conduct an external review of safeguarding practice in co-ordination with the Chief Executive. Best practice is to have a bi annual safeguarding audit, which can be reviewed and brought to the full governing body. Copies should be sent to the Trust. The Trust will provide a safeguarding review officer or the school can use someone locally who works with their local authority. Any other external review needs to be first checked with the Chief Executive. All schools to have termly ‘Strategic Safeguarding Meetings’ members to include the DSL, Safeguarding Governor, Facilities Manager, IT Manager, School Business Manager and the Head Teacher. Safeguarding arrangements in each department to be discussed and reviewed including health and safety, IT and Online Safety, Single Central Record, Safeguarding Training and safeguarding themes.

5. Supporting Children

We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

The school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying children Social Care/MASH as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority.

6. Supporting staff or volunteers

We recognise that staff working in the Trust who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

In circumstances where allegations have been made against a staff member, please refer to 'Supporting those involved' in Appendix 5.

7. Serious Case Reviews

Research and Serious Case Reviews have repeatedly shown the dangers of professionals failing to take effective action. Poor practice includes:

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

KCSIE (page 8 sec 19). See also Working Together (page 16, sec 23; chapter 4, pages 75-80).

Lessons from serious case reviews indicate therefore that when key information is not shared it can increase the risk of lack of oversight or a coordinated response which can ultimately contribute to the risk of serious harm, injury or even death.

Generally, it is not children formally at risk that are killed or seriously harmed and therefore professionals need to look beyond child protection cases when considering potential harm. Research has also demonstrated significant concerns about the quality of records in schools and educational establishments and also a failure of establishments to pass on information when children and young people left.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. *See Appendices 3 and 4 for guidance and templates.*

The Designated Safeguarding Lead will decide whether the concerns should be referred to the LADO and/or Children's Services. If it is decided to make a referral to Children's Services this will be discussed with the parents, unless to do so would place the child at further risk of harm. LADO – Tim Booth, **01772 536694**

Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been identified as being the subject of a child protection plan and a written record will be kept.

If a student who is/or has been the subject of a child protection plan changes school the Designated Safeguarding Lead/Child Protection Team member will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding lead at the receiving school, in a secure manner, and separate from the child's academic file.

The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

Training

The Headteacher, DSL and Safeguarding Governor should have up to date individual relevant training on safeguarding based on their role and safeguarding responsibilities. The Headteacher, the Chair of Governors and sufficient Governors and senior staff should have undertaken the accredited Secretary of State Safer Recruitment Training and renewed every 5 years. Hard paper or electronic copies of current training certificates should be collected by the school business manager in each school and sent to the CSCST HR team.

8. Confidentiality

We recognise that all matters relating to child protection are confidential. The Head or DSLs will disclose any information about a child to other members of staff on a need to know basis only.¹

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing.

We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Local Authority Designated Officer (LADO) on this point.

¹ Guidance about sharing information, can be found in the DfE guidance 'Information Sharing' March 2015

9. Safer Recruitment and practice

Every effort will be made to ensure the safe recruitment of staff and all legislation regarding safer recruitment will be followed. This will include:

- Following statutory DBS guidelines re checks on staff.
- Requiring a standardised application form and not just CV's.
- Stating clearly on any advertisement or written information relating to employment our commitment to safeguarding children.
- All interview panels will have at least one person who is trained in Safer Recruitment methods and who can pose relevant safeguarding questions.
- Validating as far as possible qualifications, experience and expertise
- Proactively verifying internal as well as external references and testimonials as far as possible.
- Verifying identity, preferably from current photographic ID and proof of address.
- Verifying the right to work in the UK.
- Examining all career breaks, sudden job changes and/or dismissals.
- Maintaining a single central record of all staff.
- Carrying out Disqualification by Association checks where relevant.
- CSCST will follow the recommendations re trainee teachers and contractors as set out in Keeping Children Safe in Education (July 2016). Contractors operating in student circulation areas will be supervised.

Single Central Records

The Trust has updated copies of school's single central records and School Business Managers should ensure that these are kept up to date. Any queries on recruitment should be immediately related to the CSCST HR team.

10. Allegations of abuse against staff or volunteers

Everyone should feel able to raise concerns about poor or unsafe practice and potential failures in CSCST safeguarding regime. Appropriate whistleblowing procedures and staff behaviour/standards or code of conduct policies, should be in place for such concerns to be raised with the School or Trust's senior management team or DSL.

Where an allegation has been made about a staff member or volunteer that indicates they may have:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children

the guidance in Appendix 5 must be followed.

11. Identifying concerns and dealing with a disclosure

Staff and volunteers must familiarise themselves with the information in Appendix 2 – this outlines what behaviours or indicators to look for when determining whether there is a concern that needs reporting.

If a child chooses to tell a member of staff about alleged abuse, i.e. makes a disclosure, there are a number of actions that staff must undertake to support the child:

- The key facts should be established in language that the child understands and the child's words will be used in clarifying/expanding what has been said.
- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- No promises should be made to the child, for example to keep secrets.
- Stay calm and actively listen with the utmost care to what the child is saying.
- Question normally without pressurising and only using open questions.
 - Leading questions should be avoided as much as possible.
 - Questioning should not be extensive.
- Staff should not put words in the child's mouth but note the main points carefully.
- A full written record must be kept by the staff member, duly signed and dated, including the time the conversation with the child took place, outline what was said, comment on the child's body language, etc.
- It is not appropriate for staff to make children write statements about abuse that may have happened to them.
- Reassure the child and let them know that they were right to inform you
- Inform the child what has to be done next and who has to be told
- The Designated Safeguarding Lead must be immediately informed, unless the disclosure has been made to them.
- The DSL or DSL deputies will engage with the relevant agencies and parents if doing so will not put the child at further risk.

See **Logging a concern about a child's safety and welfare** in Appendix 3.

12. Child sexual exploitation (CSE)

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

Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. They may also be groomed online. Some children and young people are trafficked into or within the UK for the purpose of sexual exploitation. Sexual exploitation can also happen to young people in gangs.

Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative

relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability.

Staff should be aware that sexual exploitation can take many forms and that pupils may not exhibit external signs of abuse; therefore staff must be vigilant for the less obvious signs: seeming to have extra money to spend, moving away from established friendship groups, lots of new electronic equipment, appearance of dress, emotional state and use of sexualised language. Linking with known CSE males/females.

CSE is a key element of topical concerns therefore the member of staff must refer the matter to the DSL immediately. Once this is done the DSL will be in contact with relevant partner agencies as necessary. Contact with parents should be made, unless doing so would put the child at further risk.

CSCST expects each individual school to adhere to their Local Safeguarding Children Board CSE procedures, pathway and toolkit.

13. Online Safety / CEOP Command (formerly Child Exploitation and Online Protection)

A broad definition of an e-safety incident: 'All fixed and mobile technologies that children and young people may encounter, now and in the future, which allows them access to content and communications that could raise issues or pose risks to their wellbeing and safety'.

Please also refer to the E Safety Policy.

- Incidents of an Online Safety breach will be monitored by the ICT technicians and the designated Online Safety officer. CEOP trained staff member is Emma Starkey and Phillip Walmsley
- The concerns should be communicated with parents of both the victim and perpetrator, where appropriate to do so.
- Concerns must be passed onto the relevant agencies where appropriate.

The use of technology, including mobile technology, has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

See KCSIE Sept 2016.

14. Honour based violence (HBV) including Female Genital Mutilation (FGM)

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia for non-medical reasons. It's also known as female circumcision, cutting or sunna.

There are no medical reasons to carry out FGM. It doesn't enhance fertility and it doesn't make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

Religious, social or cultural reasons are sometimes given for HBV. However, HBV including FGM is child abuse. It's dangerous and a criminal offence.

FGM has been a criminal offence in the UK since 1985. The Female Genital Mutilation Act 2003 makes it a criminal offence, not only to carry out FGM in England, Scotland and Wales on a girl who is a UK national or permanent resident, but also to take a girl out of the UK to have FGM performed abroad, even to countries where FGM is legal. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison.

From July 2015 anyone can apply to the court for an FGM Protection Order if they are concerned that someone is at risk of FGM. Breaching an FGM Protection Order is a criminal offence with a maximum sentence of 5 years' imprisonment.

A girl or woman who's had FGM may:

- have difficulty walking, sitting or standing
- spend longer than normal in the bathroom or toilet
- have unusual behaviour after an absence from the school
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

Staff have a statutory duty to report incidents of FGM to the police.

FGM is a national concern and incidents will occur more often, as regions become more culturally diverse. In this circumstance, staff must refer concerns to the police. The DSL will support the child appropriately and will engage with partner agencies. Contact with parents/family should be limited until advice has been sought. Attendance for the students has to be monitored for those known to originate from well-known FGM areas.

15. Forced Marriage

Forced marriage occurs when a young person is forced into a marriage that they do not want with someone they have not chosen, following coercion, intimidation, threats and possibly physical and sexual abuse.

- These young women may also become victims of what is termed "honour-based violence".

- Concerns around forced marriage should be referred to a member of the CP team, at which time the student should be spoken with.
- The police should also be contacted.
- Parents do not need to be informed and social services should likewise be contacted in line with the safeguarding of the student.
- The student should be informed that no contact will be made with parents.

16. Radicalisation

Radicalisation is an issue for all areas of the country and one for which we must closely monitor our students and relay information onto the appropriate agencies:

- Police
- Prevent
- Safer School Partnership Officers
- MASH

Definitions and indicators

Radicalisation is defined as the act or process of making a person more radical or favouring of extreme or fundamental changes in political, economic or social conditions, institutions or habits of the mind.

Extremism is defined as the holding of extreme political or religious views.

There are a number of behaviours, which may indicate a child is at risk of being radicalised or exposed to extreme views. These include:

- Spending increasing time in the company of other suspected extremists.
- Changing their style of dress or personal appearance to accord with the group.
- Their day-to-day behaviour becoming increasingly centred on an extremist ideology, group or cause.
- Loss of interest in other friends and activities not associated with the extremist ideology, group or cause.
- Possession of materials or symbols associated with an extremist cause.
- Attempts to recruit others to the group/cause.
- Communications with others that suggests identification with a group, cause or ideology.
- Using insulting derogatory names for another group.
- Increase in prejudice-related incidents committed by that person – these may include physical or verbal assault, provocative behaviour, damage to property, derogatory name calling, possession of prejudice-related materials, prejudice related ridicule or name calling, inappropriate forms of address, refusal to co-operate, attempts to recruit to prejudice-related organisations, condoning or supporting violence towards others.

Procedures for referrals

- It is important for us to be constantly vigilant and remain fully informed about the issues, which affect the area in which we teach and where our students come from. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to refer any concerns through the appropriate channels.
- We believe that it is possible to intervene to protect people who are vulnerable. Early intervention is vital and staff must be aware of the established processes for front line professionals to refer concerns about individuals and groups. We must have the

confidence to challenge, the confidence to intervene and ensure that we have strong safeguarding practices.

- The DSL will deal swiftly with any referrals made by staff or with concerns reported by staff.
- The Head and safeguarding team will discuss the most appropriate course of action on a case-by-case basis and will decide when a referral to external agencies is needed.

Managing prayer and faith facilities

Schools should set clear procedures on the use of chapels and prayer rooms and other faith-related activities. They should cover arrangements for managing the facilities and any issues that arise, including how access is managed after hours.

See also the Prevent & Channel Duty toolkit attached as a pdf in Appendix 6.

17. Fundamental British Values and building children's resilience to radicalisation

All schools now have a duty to 'actively promote' the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. These duties are designed to *"tighten up the standards on pupil welfare to improve safeguarding, and the standards on spiritual, moral, social and cultural development of pupils to strengthen the barriers to extremism"*.

As part of a section 5 inspection, Ofsted inspectors must consider pupils' spiritual, moral, social and cultural (SMSC) development when forming a judgement of the school.

The principles of these duties should:

- enable pupils to develop their self-knowledge, self-esteem and self-confidence;
- enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
- encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
- enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
- further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
- encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010; and
- encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.

Chapel St schools will build pupils' resilience to radicalisation by providing a safe environment for debating controversial issues and helping them to understand how they can influence and participate in decision-making. Examples of actions that schools can take include:

- include in suitable parts of the curriculum, as appropriate for the age of pupils, material on the strengths, advantages and disadvantages of democracy, and how democracy and the law works in Britain, in contrast to other forms of government in other countries;

- ensure that all pupils within the school have a voice that is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils;
- use opportunities such as general or local elections to hold mock elections to promote fundamental British values and provide pupils with the opportunity to learn how to argue and defend points of view;
- use teaching resources from a wide variety of sources to help pupils understand a range of faiths, and consider the role of extra-curricular activity, including any run directly by pupils, in promoting fundamental British values.

(See Improving the spiritual, moral, social and cultural (SMSC) development of pupils, DfE November 2013 and Improving the spiritual, moral, social and cultural (SMSC) development of pupils: supplementary information, DfE 2014).

18. Anti-Bullying

The school keeps accurate information regarding bullying incidents against students/staff.

The Equality Act 2010 requires all schools to have due regard of the need to:

- Eliminate unlawful discrimination, harassment, victimisation and any other conduct prohibited by the Act.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations between people who share a protected characteristic and people who do not share it.

Definition of bullying

Bullying is behaviour by an individual or group, usually repeated over time, that intentionally hurts another individual or group either physically or emotionally.

Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, or because a child is adopted or has caring responsibilities.

It might be motivated by actual differences between children, or perceived differences. It can take the form of physical or verbal harassment and involves an imbalance of power (a group of children can gang up on a victim or someone who is physically bigger or more aggressive can intimidate someone else, for instance).

Bullying behaviour can include name-calling, teasing, insulting someone (particularly about their weight or height, race, sexual orientation, religion or other personal traits), pushing, hitting, or excluding someone. Relationships between young people can and do break down from time to time. To minimise the number of times these differences lead to bullying requires each individual to respect others.

Bullying can be by a single person or by a group. "Bullying" usually, but not exclusively, has three common elements:

- It is deliberately hurtful.
- It is repeated, often over a long period of time.

- It is difficult for those being bullied to defend themselves.

Safeguarding of children who have been bullied

- If there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm because of bullying, the school will consult and refer such instances immediately to a phase leader.
- Even when safeguarding is not an issue, the school staff may consult and work with external agencies to support students who are being bullied, or involved in bullying behaviour.
- The school will take seriously any complaints of bullying and will deal with these complaints in line with the school's behaviour policy

Cyber-bullying – Guidance

The school has a duty of care to all students and staff to ensure they are safe to work, learn and develop unimpeded by fear. Where bullying is found to have taken place by any means, whether on-site or off-site, including cyber-bullying, robust action shall be taken to protect the wellbeing of students and staff.

In all our communications, whether written, spoken, text, emailed or published on websites, we must treat other people with respect. Even if we disagree with another person, fall out with them, or become angry with them, we should state our case clearly and respectfully.

- If you feel you are being bullied by email, text or online, do talk to someone you trust.
- Never send any bullying or threatening messages. Anything you write and send could be read by an adult.
- Serious bullying should be reported to a member of staff; in some cases the school will inform the police - for example, threats of a physical or sexual nature.
- Keep and save any bullying emails, text messages or images.
- If you can, make a note of the time and date bullying messages or images were sent, and note any details about the sender.
- **Don't** reply to bullying or threatening text messages or emails - this could make matters worse. It also lets the bullying people know that they have found a 'live' phone number or email address.
- **Don't** forward abusive texts or emails or images to anyone. You could be breaking the law just by forwarding them. If they are about you, keep them as evidence. If they are about someone else seek advice from the safeguarding team or the police. Don't reply to the sender.
- **Don't** ever give out passwords to your mobile, email account or other social media apps.
- **Remember** that sending abusive or threatening messages is against the law.

19. Attendance

CSCST has a duty of care for all of its students, and has a responsibility to accurately monitor and record attendance for all of its students.

This covers those students who are in mainstream school full time, those students accessing a modified timetable or those who engage with alternative provision.

Students whose parents have opted for home tuition, contact should be made with home to clarify this and contact made with the Education Welfare Service who should carry out a home visit.

Students in mainstream/ modified timetables:

- Daily monitoring of attendance and parents/carers to be contacted via text facility/phone.
- Parents to be spoken to during absence and upon their return to education following an absence of a day or more.
- Parents/carers to be contacted via phone/letter for students missing more than two days from education.
- Parents/ carers to be contacted via letter if their child's attendance falls consistently below 90% (first letter), 90% (second letter), 90% (third letter).
- Attendance meetings to be set for students dropping below 90%.
- Referrals (where appropriate) to be made to the Educational Welfare Service if attendance drops below 90%.
- The school attendance protocol to be followed including immediate returns to the local authority for children leaving the school. The school follows the guidance of Children Missing in Education September 2016.

Students accessing Alternative Provision:

- Students to be monitored by key staff and referrals to be placed into Education Welfare Service when attendance drops consistently below 90% without valid medical reason.
- Students who are Looked After Children, social workers and virtual school must be contacted before placements are discussed.
- Students with social services involvement should have contact with social workers well in advance of any commencement date.

20. Disqualification by Association

Staff may become disqualified from working in a school setting by association with others, such as living in the same household as people who are barred or disqualified from working with children.

Supplementary advice issued by DFE requires that schools may not employ staff who have been disqualified by association and who work with children in EYFS and in respect of 'childcare' i.e. Breakfast and After School Club, up to the age of 8 years. Staff who fall into the 'by association' category may apply to Ofsted for a waiver but may not be used in any part of the school where there are children aged 8 and below until such waiver has been confirmed.

CSCST will also require volunteers, supply/agency staff, self-employed people, staff of other schools who work with children under 8 in the ways described above to complete such checks.

The grounds for disqualification include, in summary:

- being on the DBS Children's Barred List;
- being cautioned for, convicted of or charged with certain violent and sexual criminal offences against children and adults, at home or abroad;
- being the subject of certain other orders relating to the care of children;
- refusal or cancellation of registration relating to childcare or children's homes or being prohibited from private fostering;
- living in the same household where another person who is disqualified lives or works.

Disqualification occurs as soon as the above criteria are met, for example, as soon as a caution or conviction occurs, even before the person is formally included on the children's barred list.

All staff are required to inform the Head without delay if they believe they may be disqualified or disqualified by association at any subsequent point following appointment.

Who is not covered?

Staff such as caretakers, cleaners, drivers, transport escorts, catering and office staff, who are not employed to directly provide childcare, are not covered by the legislation. Anybody involved in any form of health care provision for a child, including school nurses, and local authority staff, such as speech and language therapists and education psychologists are not covered by the legislation. Governors, School Councillors and proprietors are not covered by the legislation, unless they directly manage, work or volunteer in a relevant provision.

Identifying staff who may be 'disqualified by association'

In order to identify cases where a staff member working in relevant childcare settings may be disqualified 'by association', schools must ask only relevant staff to provide, to the best of their knowledge, information about someone who lives or is employed in their household.

The Disqualification by Association requirements do not extend to School staff who undertake "transitional" visits to primary schools, other settings or homes. In this capacity, School staff are "visitors" and the children are supervised by the staff from the school or setting or in the case of the home visit, the parent, guardian or carer. Additionally, it should be noted that the Disqualification by Association requirements relate to children up to the age of 8 years.

APPENDIX 1 – Designated Safeguarding Lead - responsibilities

The Designated Safeguarding Lead for Child Protection is:

NAME: Emma Starkey

The Deputy Designated Safeguarding Lead/s for Child Protection are:

NAME: Phillip Walmsley and Victoria Povey

It is the role of the Designated Safeguarding Leads/Deputies to:

Manage referrals

The designated safeguarding lead is expected to:

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

Work with others

The designated safeguarding lead is expected to:

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

Training

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

The designated safeguarding lead should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise awareness

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

APPENDIX 2 – Categories of Abuse and Indicators

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children (source NSPCC):

All ages:

- Talks of being left home alone or with strangers.
- Poor bond or relationship with a parent, also known as attachment.
- Acts out excessive violence with other children.
- Lacks social skills and has few if any friends

Under 5s

- Doesn't cry or respond to parent's presence or absence from an early age
- Reaches developmental milestones late, such as learning to speak, with no medical reason
- Significantly underweight but eats well when given food.

5-11 year olds

- Becomes secretive and reluctant to share information.
- Reluctant to go home after school.
- Unable to bring friends home or reluctant for professionals to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for sports etc.
- Wets or soils the bed.

11-16 year olds

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for sports etc.

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child. A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations and indicators of emotional abuse might also indicate the presence of other kinds of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children

- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others.

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. it may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity includes any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society's standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence
- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide.

Recognising Neglect

'Neglect' is the ongoing failure to meet a child's basic needs. A child may be left hungry or dirty, without adequate clothing, shelter, supervision, medical or health care. A child may be put in danger or not protected from physical or emotional harm. They may not get the love, care and attention they need from their parents. A child who's neglected will often suffer from other abuse as well. Neglect is dangerous and can cause serious, long-term damage and even death.

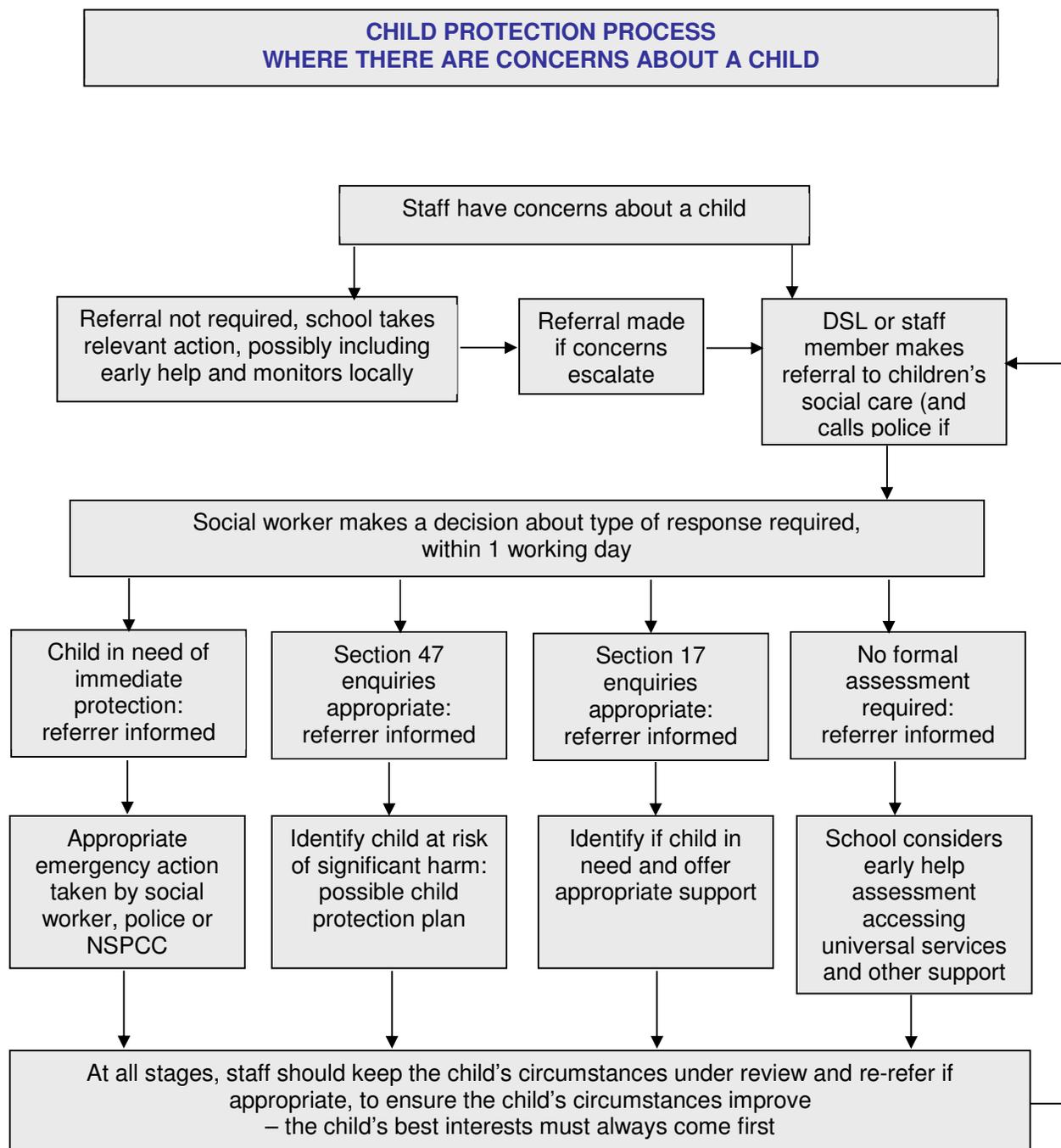
Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause
- Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

Children going Missing from school and or home

A child running away or going missing from school and or from home is a potential indicator of abuse or neglect. Where a child is missing from school and/or home and no reasonable explanation has been given the DSL will immediately inform the appropriate Children Social Care department.

APPENDIX 3 – Actions where there are concerns about a child



APPENDIX 4 – Records, monitoring and template record sheets

Main School File and the ‘Concern/Child Protection file’

The main school file is the standard student file, which would be the initial repository for information about any student.

A monitoring ‘concern’ file (often known as a child protection file) should be commenced in the event of:

- A referral to children’s social care.
- A number of minor concerns on the child’s main school file which increase the level of concern/risk.
- Any child open to social care i.e. CP/CIN/LAC.

The decision to commence a concern file rests with the designated safeguarding lead.

All concerns raised are kept on CPOMs in the event that a chronology is needed

Recording on a Child’s File

The importance of clear and concise recording on a child’s file cannot be underestimated. It is important that staff understand why accurate and quality records are important and why relevant information should be shared between professionals.

Where a separate concern (formerly child protection) file is maintained, it is important that the child’s main file notes this through a red C written on the top right hand corner of the file. Another type of coding can be used as long as it is widely known and understood within the staffing group and consistently used.

It is also important for schools to recognise that their files will be subject to external scrutiny, for example through the serious case review process or Ofsted inspections.

Records and Monitoring

Any concerns about a child must be reported and recorded as soon as possible. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and counter signed.

A chronology will be kept in the main school file prior to the commencement of a concern file on CPOMs. Staff, particularly pastoral staff, will record any concerns on the chronology (on CPOMS) and will take responsibility for alerting the designated safeguarding lead should the number of concerns rise or, in their professional judgement, become significant, (this is through an alert system on CPOMS)

At the point at which a concern file (see below) is commenced then the chronology can be transferred to the concern file.

Safeguarding, child protection and welfare concerns will be recorded and kept in a separate secure file known as a ‘monitoring’ file which will be securely stored and away from the main student file (Online file CPOMs). The main student file should indicate that a separate file exists.

Files will be available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Why recording is important

Our staff will understand why it is important that recording is comprehensive and accurate and what the messages from serious case reviews are in terms of recording and sharing information.

The concerns file - CPOMS

The establishment of a 'monitoring' file, which is separate from the child's main School file, is an important principle in terms of storing and collating information about children which relates to either a child protection or safeguarding concern or an accumulation of concerns about a child's welfare which are outside of the usual range of concerns which relate to ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan or a looked after child may be looked at differently to a child recently bereaved, or with parental health issues etc. Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and designated safeguarding leads in the School.

A 'concern' or 'confidential' file should be commenced in the event of:

- A referral to MASH/Children's Social Care.
- A number of minor concerns on the child's main school file.
- Any child open to social care.

It is suggested that within a child's 'concern' file there is:

- A front sheet.
- A chronology.
- A contact sheet
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.
- Copies of minutes and reports.

The school will keep written records of concern about children even where there is no need to refer the matter to MASH/Children's Social Care (or similar) immediately but these records will be kept within the monitoring file.

Records will be kept up to date and reviewed regularly by the Designated Safeguarding lead to evidence and support actions taken by staff in discharging their safeguarding arrangements. Original notes will be retained (but clearly identified as such) as this is a contemporaneous account; they may be important in any criminal proceedings arising from current or historical allegations of abuse or neglect.

The concern file can be active or non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan and this level of activity can be recorded on the front sheet as a start and end date. If future concerns then arise, it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the concern file will be sent via courier or hand delivered, as part of the admission/transition arrangements, to the Safeguarding lead at the new establishment/school. There will be a signed receipt of transfer from the accepting school on file. There will be a timely liaison between each school Senior Designated Person for Safeguarding to ensure a smooth and safe transition for the child.

Recording Practice on CPOMs

Timely and accurate recording will take place when there are any issues regarding a child. A recording of each and every episode/incident/concern/activity regarding that child, including telephone calls to other professionals, needs to be recorded on the chronology kept within the confidential file for that child. This will include any contact from other agencies who may wish to discuss concerns relating to a child.

Actions will be agreed and roles and responsibilities of each agency will be clarified and outcomes recorded. The chronology will be brief and log activity; the full recording will be on the record of concern.

More detailed recording on the record of concern will be signed and dated and include an analysis, taking account of the holistic needs of the child, and any historical information held on the child's file.

Support and advice will be sought from social care, or early help whenever necessary. In this way a picture can emerge and this will assist in promoting an evidence based assessment and determining any action(s) that needs to be taken. This may include no further action, whether an EHAF/CASA (Early Help/Common Assessment/Common Framework Form) should be undertaken, or whether a referral should be made to MASH/Children's Social Care.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the School in the early identification of any concerns which may prevent future harm.

The Designated Safeguarding Lead will have a systematic means of monitoring children known or thought to be at risk of harm (through the concern file and through an ongoing dialogue with pastoral staff). They will ensure that we contribute to assessments of need and support multi-agency plans for those children.

LOGGING A CONCERN ABOUT A CHILD'S SAFETY AND WELFARE

Part 1 (for use by any staff)

Child's Name:		
Class/ Year group:		
Day, Date and time of concern:		
What was said / observed / how did you respond?		
Continue overleaf if necessary.		
Name and Signature:	Date and time of this recording:	
Received by	Date:	Time:
ACTION AND RESPONSE OF DSL		
Feedback given to member of staff reporting concern:	Information shared with any other staff? If so, what information was shared and what was the rationale for this?	
Signed:		Date:.....

LOGGING A CONCERN ABOUT A CHILD’S SAFETY AND WELFARE
Part 2 (for use by Designated Safeguarding Team)

<p>Advice sought by DSO <i>(date, time, name, role, organisation and advice given ie allocated social worker).</i></p>	
<p>Action taken (referral to MASH/children’s social care/monitoring advice given to appropriate staff/ etc.) with reasons.</p> <p><i>Note time, date, names, who information shared with and when etc.</i></p>	
<p>Parent’s informed Y/N and reasons.</p>	
<p>Signed by completing DS Officer</p>	
<p>Printed Name</p>	
<p>Signed by completing DS Lead</p>	
<p>Printed Name</p>	

DSO Designated Safeguarding Officer
DSL Designated Safeguarding Lead

LOGGING CONCERNS/INFORMATION SHARED BY OTHERS EXTERNAL TO THE SCHOOL

(Pass to Designated Safeguarding Lead)

Pupil's Name:	Date of Birth:
	Class:
Date and Time of information:	
Name of caller/provider of information:	
Organisation/agency/role:	
Contact details (telephone number/address/e-mail)	
Information received:	
Actions/Recommendations taken:	
Outcome:	
Name:	
Signature:	
Date and time completed:	
Counter Signed by Designated Senior Person	
Name:	
Date and time:	

APPENDIX 5 – Body Map Guidance - Confidential

- Body Maps should be used to document and illustrate visible signs of harm and physical injuries.
- Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.
- Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

At no time should an individual teacher/member of staff be asked to or consider taking photographic evidence of any injuries or marks to a child's person, this type of behaviour could lead to the staff member being taken into managing allegations against staff procedures, the body map below should be used in accordance with recording guidance. Any concerns should be reported and recorded without delay to the DSP or Principal in their absence.

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the child feel hot?
- Does the child feel pain?
- Has the child's body shape changed/are they holding themselves differently?

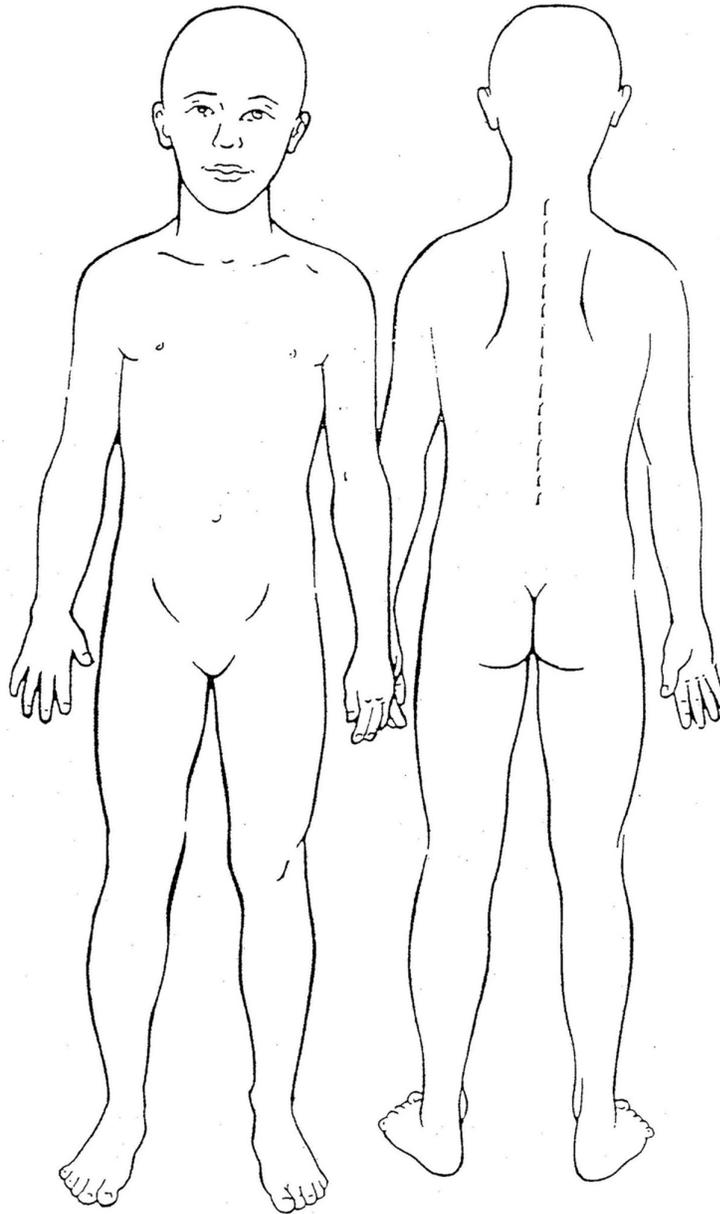
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record.

A copy of the body map should be kept on the child's confidential file.

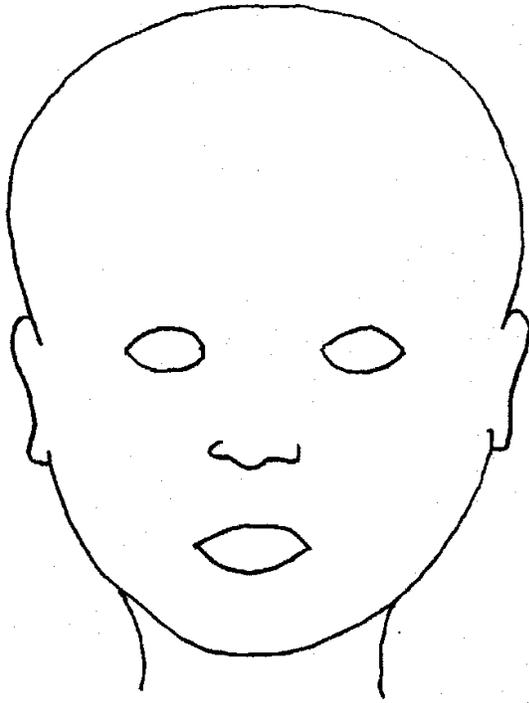
Body Map Template - Confidential

Please record any injuries here and on the next 3 pages if applicable:

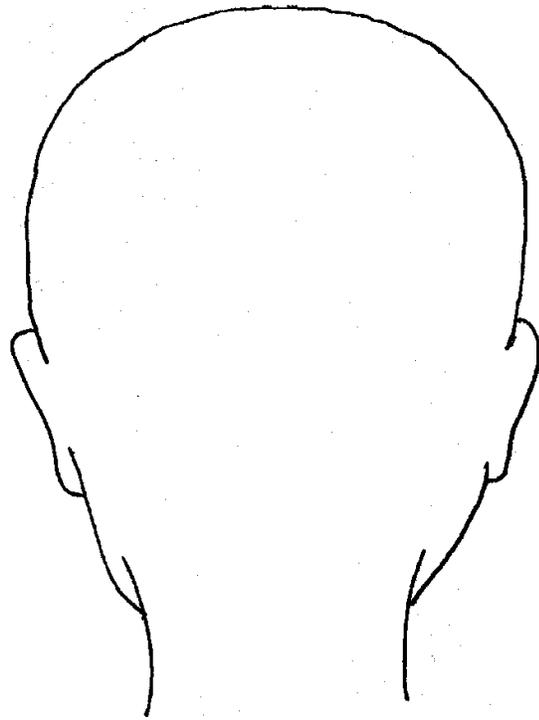


Name of child		Tutor group	
----------------------	--	--------------------	--

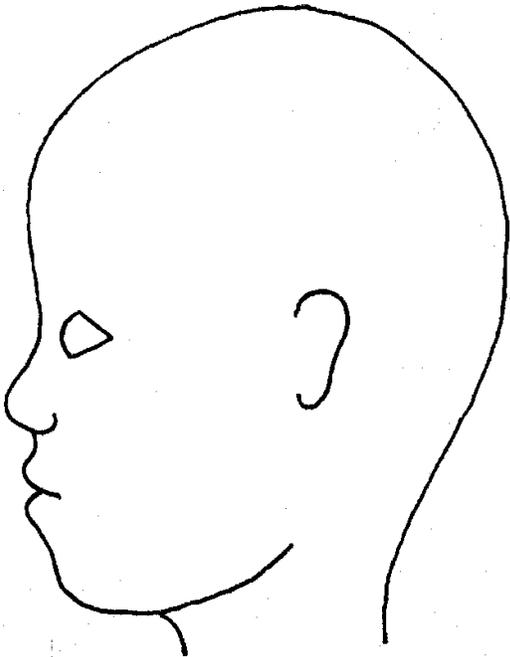
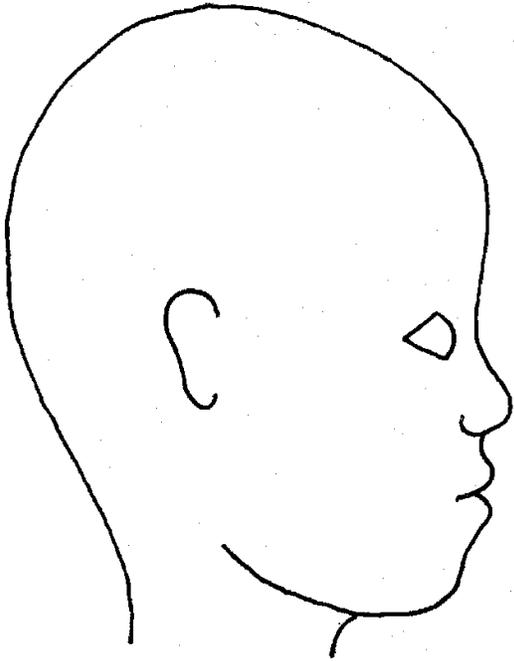
Completed by		Date	
Designation		Time	
Comments			



FRONT

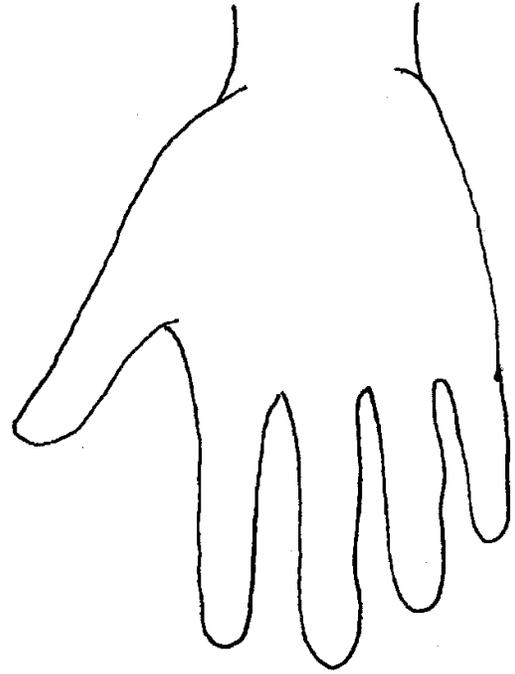
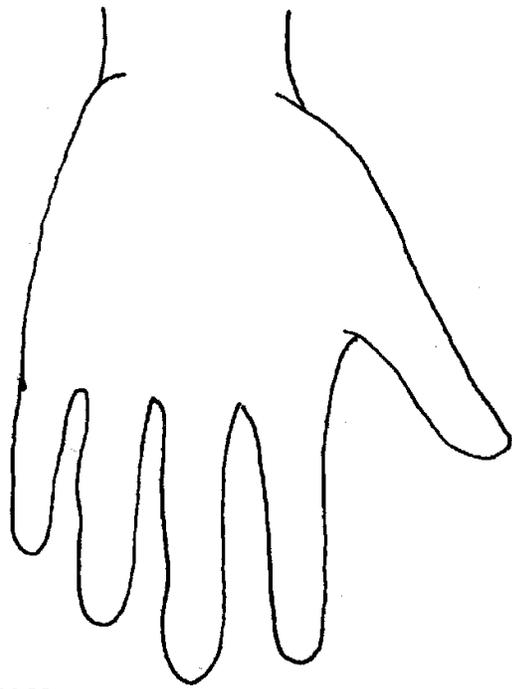


BACK

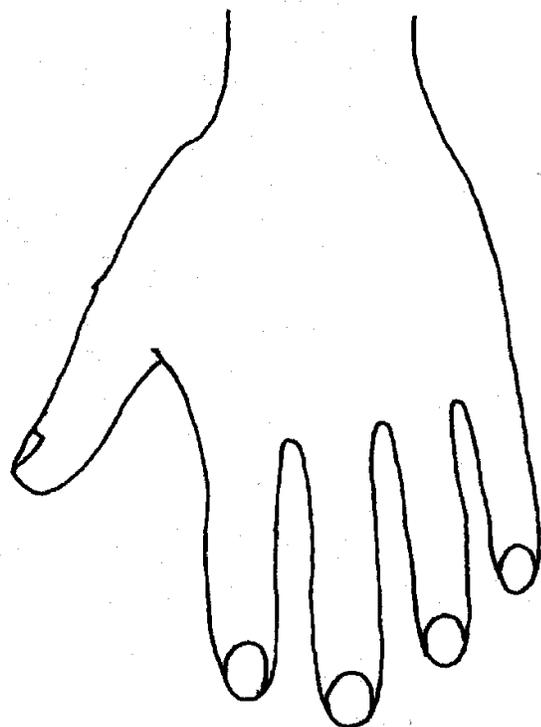
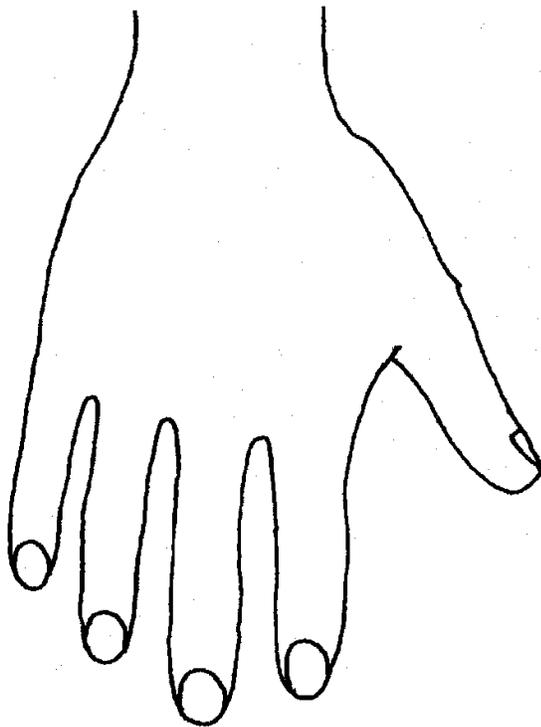


RIGHT

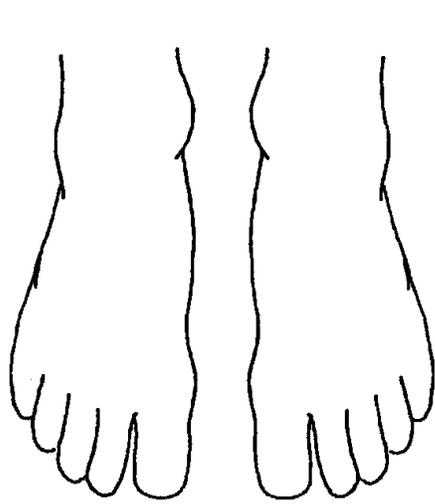
LEFT



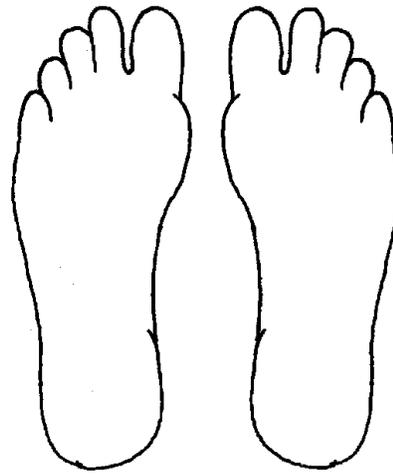
PALM



BACK



TOP



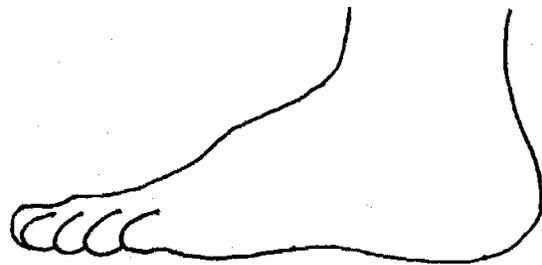
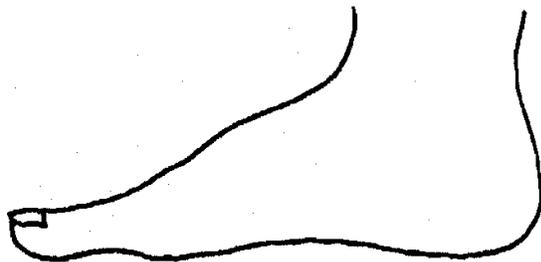
BOTTOM



INNER



OUTER



APPENDIX 6 – Managing allegations against staff

Initial action by person receiving or identifying an allegation or concern

The person to whom an allegation or concern is first reported should treat the matter seriously and keep an open mind. They should not:

- Investigate or ask leading questions if seeking clarification
- Make assumptions or offer alternative explanations
- Promise confidentiality, but they can give assurance that the information will only be shared on a 'need to know basis'

They should:

- Make a written record of the information (where possible in the child's own words), including the time, date and place of incident/s, persons present and what was said
- Sign and date the written record and immediately report the matter to the designated senior person
- Complete a body map of any overt physical injuries
- If staff members are unsure they should always speak to the Headteacher. In exceptional circumstances, such as in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to the LADO.
- The Headteacher should be informed of the concern and contact the LADO for advice.
- Where there are concerns about the Headteacher it must be referred to the Chair of Governors who will liaise with the CSCST CEO and LADO.

Initial action by the Designated Safeguarding Lead

The procedures for dealing with allegations need to be applied with common sense and judgment. When informed of a concern or allegation, the designated person should not initially investigate the matter or interview the member of staff, child concerned or potential witnesses. Please refer to Appendix 6.

Instead, they should:

- Obtain written details of the concern / allegation, signed and dated by the person receiving (not the child / adult making the allegation);
- Record any information about times, dates and location of incident/s and names of any potential witnesses;
- Record discussions about the child and/or member of staff, any decisions made, and the reasons for those decisions

The Local Authority Designated Officer (LADO) should be informed within one working day when allegations appear to meet the criteria listed in section 10. Referrals should not be delayed in order to gather information.

LADO

E mail: [Insert email address of LADO]

Phone: [Insert telephone number of LADO]

The purpose of an initial discussion is for the LADO and the Head to consider the nature, content and context of the allegation and agree a course of action. It also alerts the LADO about cases that may also reach them via another route for example if the parent goes straight to the police or social care – allowing the LADO to have as full a picture as possible.

To gain an overview the LADO may also want to know details of any previous complaints, any adult witnesses, any child witnesses, and noted injuries, any tensions between staff and parents and a clear idea of the time and location of when issues may have occurred.

This initial sharing of information and evaluation may lead to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, in which case this decision and a justification for it should be recorded, by both the Head and the LADO, and agreement reached as to what information should be put in writing to the individual concerned and by whom.

Although the LADO may feel the threshold for a continued investigation has not been met, the school may feel they still have sufficient concerns regarding the individual facing the allegation, in which case they must decide what course of action they want to take and this may include informal warnings or possible disciplinary action under the Disciplinary Policy.

The Head should inform the accused person about the allegation as soon as possible after consulting the LADO. However, where a strategy discussion is needed, or police or children's social care services need to be involved, the Head should not do that until those agencies have been consulted.

If the allegation is not false and there is cause to suspect that a child is suffering or is likely to suffer significant harm, the LADO will immediately refer to children's social care and ask for a strategy meeting to be convened in accordance with the Working Together to Safeguard Children 2015 guidance.

Suspension

Employers must consider carefully whether the circumstances of a case warrant a person being suspended from contact with children until the allegation or concern is resolved. An individual should only be suspended if there is no reasonable alternative. Suspension should be considered only in a case where there is cause to suspect a child or other children at the school are at risk of harm or the case is so serious that it might be grounds for dismissal. Only the Head, Chair of Governors or CEO can confirm a decision to suspend and wherever possible this should be taken following advice from CSCST HR team.

Suspension should not be the default option but if used the reasons and justification should be recorded by the school and the individual notified of the reasons. HR will need to be involved. The strategy meeting may advise a school to suspend but the actual decision will rest with the Head or Chair of the Governors or a member of the Trust's senior team.

Based on an assessment of risk the following alternatives could be considered by the Head before suspending a member of staff:

- redeployment within the School or department so that the individual does not have direct contact with the child or children concerned;
- redeployment to alternative work in the School so the individual does not have unsupervised access to children;
- temporarily redeploying the member of staff to another school or department in a different location within the Trust.

Strategy Meeting

The meeting will normally include the LADO or their representative, a Social Work Manager from the local children's services, a senior manager from the CSCST, an HR representative from the Trust and, depending on the circumstances, a representative from the police and NHS services. Other relevant individuals may be invited depending on the circumstances. If the allegation is about physical contact, the strategy discussion or initial evaluation with the police should take into account that teachers and other school staff are entitled to use reasonable force to control or restrain children in certain

circumstances, including dealing with disruptive behaviour. *(For more information see the DfE guidance on 'Use of Reasonable Force' or the School/School behaviour policy).*

Where the initial consideration or strategy meeting decides the allegation does not involve a possible criminal offence or require a social services investigation it should be dealt with by the school. In such cases if the nature of the allegation does not require formal disciplinary action, appropriate action should be instituted within three working days.

If the strategy meeting decides a Section 47 enquiry or police investigation is required any unilateral action by the Trust will need to be suspended, unless otherwise agreed, until their investigations are complete. Protocols for sharing information in a police or children's services investigation need to be agreed especially as a common outcome will be to refer the issue back to the Trust to consider as a disciplinary issue.

Where further investigation is required to inform consideration of disciplinary action the Head should discuss who will undertake that with the LADO. In some circumstances it may be appropriate for the disciplinary investigation to be conducted by a person who is independent of the Trust and/or is not the person's line manager to ensure objectivity.

The following definitions must be used when determining the outcome of allegation investigations:

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
- **False:** there is sufficient evidence to disprove the allegation.
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Supporting those involved

The Head should inform the accused person about the allegation as soon as possible after consulting the LADO. He or she should provide them with as much information as possible at the time. However, where a strategy discussion is needed, or police or local authority's social care services need to be involved, the Head should not do that until those agencies have been consulted, and have agreed what information can be disclosed to the person.

Employers have a duty of care to their employees. They should act to manage and minimise the stress inherent in the allegations and disciplinary process. Support for the individual is key to fulfilling this duty. Individuals should be informed of concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the local authority social care services or the police.

The individual should be advised to contact their trade union representative, if they have one, or a colleague for support. When appropriate they should also be given access to welfare counselling.

The school should appoint a named representative to keep the person who is the subject of the allegation informed of the progress of the case and consider what other support is appropriate for the individual. Particular care needs to be taken when employees are suspended to ensure that they are kept informed of both the progress of their case and current work related issues. Social contact with colleagues and friends must not be prevented unless there is evidence to suggest that such contact is likely to be prejudicial to the gathering and presentation of evidence.

Parents or carers of a child or children involved should be told about the allegation as soon as possible if they do not already know of it. However, where a strategy discussion is required, or police or local

authority children's social care services need to be involved, the Head should consult those agencies and agree what information can be disclosed to the parents.

They should also be kept informed about the progress of the case, and may be told the outcome where there is not a criminal prosecution, including the outcome of any disciplinary process. The deliberations of a disciplinary hearing, and the information taken into account in reaching a decision, cannot normally be disclosed, but the parents or carers of the child may be told the outcome in confidence. Parents and carers should be made aware of the prohibition on reporting or publishing allegations about teachers in section 141F of the Education Act 2002.

Confidentiality

It is extremely important that when an allegation is made, the school makes every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

From 1st October 2012 the Education Act 2011 introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school. Basically the reporting restrictions apply until the point that the accused person is charged with an offence.

The Head should take advice from the LADO, police and children's social care services and the Trust to agree the following:

- Who needs to know and, importantly, exactly what information can be shared;
- How to manage speculation, leaks and gossip;
- What, if any information can be reasonably given to the wider community to reduce speculation; and
- How to manage press interest if and when it should arise.

(Note: The Trust CEO or COO must be advised as there are Trust protocols for press announcements).

Resignations and Settlement agreements

The fact that a person tenders his or her resignation or ceases to provide their services must not prevent an allegation being followed up in accordance with these procedures. By the same token settlement agreements, by which a person agrees to resign if the school agrees not to pursue disciplinary action, must not be used in these cases. **A referral to the DBS must be made if the criteria are met (see section 'Action on conclusion of a case').**

Record Keeping

Details of allegations that are found to have been malicious should be removed from personnel records. However, for all other allegations, it is important that a clear and comprehensive summary of the allegation, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference, where appropriate. It will provide clarification in cases where future DBS Disclosures reveal information from the police about an allegation that did not result in a criminal conviction and it will help to prevent unnecessary re-investigation if, as sometimes happens, an allegation re-surfaces after a period of time. The record should be retained at least until the person has reached normal retirement age or for a period of 10 years from the date of the allegation if that is longer.

References

Cases in which an allegation was proven to be unsubstantiated, unfounded or malicious must not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc must also not be included in any reference.

Information sharing

In a strategy discussion or the initial evaluation of the case, the agencies involved should share all relevant information they have about the person who is the subject of the allegation, and about the alleged victim.

Where the police are involved, wherever possible the school should ask the police to obtain consent from the individuals involved to share their statements and evidence for use in the employer disciplinary process. This should be done as their investigation proceeds and will enable the police to share relevant information without delay at the conclusion of their investigation or any court case.

Children's social care services should adopt a similar procedure when making enquiries to determine whether the child or children named in the allegation are in need of protection or services, so that any information obtained in the course of those enquiries which is relevant to a disciplinary case can be passed to the employer without delay.

Action following a criminal investigation or a prosecution

The police or the Crown Prosecution Service (CPS) should inform the school and LADO straight away when a criminal investigation and any subsequent trial is complete, or if it is decided to close an investigation without charge, or not to continue to prosecute the case after person has been charged. In those circumstances the LADO should discuss with the Head whether any further action, including disciplinary action, is appropriate and, if so, how to proceed.

Action on conclusion of a case

If the allegation is substantiated and the person is dismissed or the school ceases to use the person's services, or the person resigns or otherwise ceases to provide his or her services, the LADO and the school should discuss whether a referral to the Disclosure and Barring Service (DBS) for consideration of inclusion on the barred lists is needed. Where a dismissal does not reach the threshold for DBS referral, separate consideration will be given to a National College of Teaching and Learning (NCTL) referral using advice published on the NCTL website and in "Teacher Misconduct: the prohibition of teachers (July 2014)".

There is also a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct (including inappropriate sexual conduct) that harmed (or is likely to harm) a child or if a person otherwise poses a risk of harm to a child. In such circumstances, the duty to refer an individual to the DBS arises where an employer has removed the individual from relevant work with children or the person has chosen to cease relevant work in circumstances where they would have been removed had they not done so.

Professional misconduct cases should be referred to the relevant regulatory body. The DBS will consider whether to bar the person from working in regulated activity, which will include work in schools and other educational establishments. Schools have a statutory duty to make reports, and to provide relevant information to the DBS. Referrals should be made as soon as possible after the resignation or removal of the member of staff involved and within one month of ceasing to use the person's services.

In respect of malicious or unsubstantiated allegations

If an allegation is determined to be unsubstantiated or malicious, the LADO should refer the matter to the children's social care services to determine whether the child concerned is in need of services, or may have been abused by someone else. If an allegation is shown to be deliberately invented or malicious, the principal should consider whether any disciplinary action is appropriate against the pupil who made it; or whether the police should be asked to consider if action might be appropriate against the person responsible, even if he or she was not a pupil.

APPENDIX 7 – Allegations against staff

