

## ASHBY SCHOOL

### SAFEGUARDING & CHILD PROTECTION POLICY

Documentation Information			
Reviewed By	Vikki Rundle-Brown	Responsibility	Governors
Last Reviewed	September 2023	Next Review	September 2024
Review Cycle	Every year	Ratified by LGB	September 2023

This Safeguarding & Child Protection Policy will be reviewed by the Senior Designated Safeguarding Lead on a regular basis to ensure it remains current and incorporates all revisions made to local or national safeguarding guidance. This policy will as a minimum be fully reviewed as a minimum once a year during the autumn term provided to the Governing Body for approval and sign off at the first autumn term meeting.

#### APPENDICIES

- Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse
- Appendix 2 - Procedure for allegations against staff, supply, volunteers and contractors
- Appendix 3 – Low-level policy
- Appendix 4 - Policy for the use of Cameras and Mobile Phones
- Appendix 5 - Safeguarding children who are vulnerable to extremism and radicalisation
- Appendix 6 – Radicalisation and Extremism Risk Assessment
- Appendix 7 – Female Genital Mutilation
- Appendix 8 – Racist Incidents
- Appendix 9 – Indicators of abuse and neglect
- Appendix 10 – Professional Development

## Named Staff & Contacts

Role	Name & Role In School	Contact Details
Headteacher/Principal	Dr Jude Mellor	<a href="mailto:admin@ashbyschool.org.uk">admin@ashbyschool.org.uk</a>
Senior Designated Safeguarding Lead	Mrs Vikki Rundle-Brown Head of School (Post 16)	<a href="mailto:DSL@ashbyschool.org.uk">DSL@ashbyschool.org.uk</a> <a href="mailto:V-Rundlebrown@ashbyschool.org.uk">V-Rundlebrown@ashbyschool.org.uk</a>
Deputy Safeguarding Leads	<p>Mr Andrew Binns Deputy Headteacher</p> <p>Mr Roger Skervin Assistant Headteacher</p> <p>Mr Will Price SEND CO</p> <p>Miss Alice Clapton Y13 Year Team Leader</p> <p>Mr Alan Tsang Y12 Year Team Leader</p> <p>Mrs Sharon Sever Y11 Year Team Leader</p> <p>Mr Martin Willoughby Y11 Year Team Leader</p> <p>Mr John Cooper Y10 Year Team Leader</p> <p>Mrs Stacy Cooper Y8 Year Team Leader</p> <p>Mr Matt Benstead Y7 Year Team Leader</p> <p>Mrs Claire Boden Vulnerable Student Lead</p> <p>Mrs Lyndsey Lane Medical Lead</p> <p>Mrs Mel Somerville Well-Being Lead</p>	<p><a href="mailto:A-Binns@ashbyschool.org.uk">A-Binns@ashbyschool.org.uk</a></p> <p><a href="mailto:R-Skervin@ashbyschool.org.uk">R-Skervin@ashbyschool.org.uk</a></p> <p><a href="mailto:W-Price@ashbyschool.org.uk">W-Price@ashbyschool.org.uk</a></p> <p><a href="mailto:A-Clapton@ashbyschool.org.uk">A-Clapton@ashbyschool.org.uk</a></p> <p><a href="mailto:A-Tsang@ashbyschool.org.uk">A-Tsang@ashbyschool.org.uk</a></p> <p><a href="mailto:S-Sever@ashbyschool.org.uk">S-Sever@ashbyschool.org.uk</a></p> <p><a href="mailto:M-Willoughby@ashbyschool.org.uk">M-Willoughby@ashbyschool.org.uk</a></p> <p><a href="mailto:J-Cooper@ashbyschool.org.uk">J-Cooper@ashbyschool.org.uk</a></p> <p><a href="mailto:S-Cooper@ashbyschool.org.uk">S-Cooper@ashbyschool.org.uk</a></p> <p><a href="mailto:M-Benstead@ashbyschool.org.uk">M-Benstead@ashbyschool.org.uk</a></p> <p><a href="mailto:C-Boden@ashbyschool.org.uk">C-Boden@ashbyschool.org.uk</a></p> <p><a href="mailto:L-Lane@ashbyschool.org.uk">L-Lane@ashbyschool.org.uk</a></p> <p><a href="mailto:M-Somerville@ashbyschool.org.uk">M-Somerville@ashbyschool.org.uk</a></p>

	Mr Alan Dimitriou Head of Appropriate Provision	<a href="mailto:A-Dimitriou@ashbyschool.org.uk">A-Dimitriou@ashbyschool.org.uk</a>
Designated Teacher for Children in Care	Mr Andrew Binns	<a href="mailto:A-Binns@ashbyschool.org.uk">A-Binns@ashbyschool.org.uk</a>
Designated Governor for Child Protection/ Safeguarding	Mr Roy Eady	<a href="mailto:R-Eady@ashbyschool.org.uk">R-Eady@ashbyschool.org.uk</a>
<a href="#">Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships Procedures Manual</a>	<a href="#">Report Your Concerns about a Child or Young Person</a>	<a href="#">LCC report neglect or abuse</a>
LA Safeguarding Children in Education Officer	Charlotte Davis	0116 305 6314
LA Child Protection Contact/LADO	<a href="mailto:CFS-LADO@leics.gov.uk">CFS-LADO@leics.gov.uk</a> LADO service is available office hours only: Monday-Thursday, 8.30am - 5.00 pm and Friday, 8.30am - 4.30pm	Allegations Line: 0116 305 4141  Outside of office hours, contact the Leicestershire First Response Children's Duty Team: 0116 305 0005
First Response	For urgent concerns about a child who needs a social worker or police officer today	0116 305 0005
Police (to report a crime and immediate risk of harm or abuse to child)	101	In an emergency 999 (only)
NSPCC help/whistleblowing line	<a href="#">line is available 8.00am to 8.00pm Monday to Friday</a>	<a href="tel:0800 028 0285">0800 028 0285</a> - <a href="mailto:help@nspcc.org.uk">email: help@nspcc.org.uk</a>

Our policy applies to all staff, governors and volunteers working in the school and takes into account statutory guidance provided by the Department for Education and local guidance issued by the Leicestershire Safeguarding Children Partnership.

We will ensure that all parents/carers are made aware of our responsibilities regarding child protection procedures and how we will safeguard and promote the welfare of their children through the publication of this school Safeguarding & child protection policy.

These duties and responsibilities, as set out within the Education Act 2002 sec175 and 157, DfE Statutory Guidance Keeping Children Safe in Education 2023 and HM Working Together to Safeguard Children 2018 (updated December 2020) are incorporated into this policy.

## **Child Protection and Safeguarding Statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We will endeavour to provide a safe and welcoming environment where children are respected and valued. We will be alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection, and justice.

The procedures contained in this policy apply to all staff, supply staff, volunteers, governors and members of the LiFE Multi-Academy Trust and are consistent with those in Leicester and the Leicestershire and Rutland Safeguarding Children Partnerships.

### **Maintaining a child centred and coordinated approach to safeguarding:**

Everyone who works at Ashby School understands they are an important part of the wider safeguarding system for children and accepts safeguarding and promoting the welfare of children is everyone's responsibility and that everyone who comes into contact with children and their families has a role to play. To fulfil this responsibility effectively, all our staff, including supply staff and volunteers will ensure their approach is child-centred and will be supported to consider, at all times, what is in the best interests of the child.

We recognise no single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information, and taking prompt action.

**Safeguarding children is defined as:** The actions we take to promote the welfare of children and protect them from harm are everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

### **Safeguarding and promoting the welfare of children is defined as:**

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

**NB Definition:** Children includes everyone under the age of 18.

We have students in our Ashby Sixth Form who are 18. Despite their age we would apply this definition to ensure we Safeguard them until they leave our provision.

### **Whole school approach to safeguarding:**

- We understand the importance every member of our staff has through their contact with children in and outside of our school environment and the particular importance of the roles and relationships they have which places them in a position to identify concerns early, provide help for children and promote children's welfare and prevent concerns from escalating.
- As a school we have a responsibility to provide a safe environment in which children can learn.

- We will make every effort to identify children who may benefit from early help and put in place support as soon as a problem emerges at any point in a child's life.
- **Any staff member** who has **any** concerns about a child's welfare should follow the processes set out in this safeguarding & child protection policy and raise concerns with the designated safeguarding lead or deputy without delay.
- All our staff should be prepared to support social workers and other agencies following any referral, especially if they were involved in being alert to or receiving a disclosure of risk, harm or abuse or harassment from a child.
- Our senior designated safeguarding lead will provide support to staff to carry out their safeguarding duties. They will liaise closely with other services such as children's social care, police, early help, and health where required, as the designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

**Safeguarding is not just about protecting children from deliberate harm. It also relates to the broader aspects of care and education including:**

- Students' health and safety and emotional well-being, and their mental and physical health or development.
- Meeting the needs of children with special educational needs and/or disabilities.
- Meeting the legal duties on the school under the Equality act: will not unlawfully discriminate against students based on protected characteristics; we will carefully consider how we support students regarding particular protected characteristics; we will take positive action to deal with particular disadvantages affecting students
- Where a child receives elective home education and has an EHCP, the LA should review the plan working with parents and carers.
- The use of reasonable force.
- Meeting the needs of children with medical conditions.
- Providing first aid.
- Educational visits and off- site education.
- Intimate care and emotional wellbeing.
- On-line safety and associated issues including filtering and monitoring in accordance with DfE monitoring standards.
- Appropriate arrangements to ensure school security, considering the local context.
- Keeping children safe from risks, harm, exploitation and sexual violence and sexual harassment between children: KCSiE 2023 Annex A.

**Safeguarding can involve a range of potential issues such as:**

- Neglect, physical abuse, sexual abuse, and emotional abuse.
- Contextualised also known as extra-familial abuse.
- Bullying, including online bullying (by text message, on social networking sites, and prejudice-based bullying and being aware of the ease of access to mobile phone networks.
- The approach to online safety, including appropriate filtering and monitoring on school devices and school networks for home use.
- Going frequently missing and who are 'absent from education' going 'missing from care or home' and the risks this poses on repeat occasions and for prolonged periods.

- Domestic Abuse including teenage relationship abuse.
- Racist, disability- based, homophobic, bi-phobic, or transphobic abuse.
- Gender based violence/violence against women and girls.
- Risk of extremist behaviour and/or radicalisation and susceptible to being at risk of being drawn into terrorism.
- Child sexual exploitation, human trafficking, modern slavery, sexual or criminal exploitation.
- A young carer.
- Has a mental health need and has an effect on school attendance and progress.
- Has special educational needs - whether or not they have a statutory Education Health and Care Plan (EHCP).
- Privately fostered.
- Has returned home to their family from care.
- Has a family member in prison or is affected by parental offending.
- Child-on-Child Abuse (broadened by KCSiE 2023 to include children abusing other children, other varying forms of bullying including online and sexually harmful behaviour, sexual violence, and sexual harassment, further defined in KCSiE 2023 Part Five).
- Harm outside the home extra familial harm.
- The impact of new technologies, including 'sexting' and accessing pornography.
- Issues which may be specific to a local area or population, is showing signs of being drawn into anti-social or criminal behaviour, including gang activity or involvement and associations with organised crime groups or county lines.
- In possession of a knife and or involved in knife crime, youth violence, criminal child exploitation (CCE).
- Is in family circumstances which present challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse/harm.
- Is at risk of or from serious violence and violent crime.
- Persistent absence from education, including persistent absence for part of the school day.
- At risk of suspension or permanent exclusion
- Particular issues affecting children including domestic abuse and violence, female genital mutilation, and honour-based abuse.
- Being subject to any conduct where the purpose is to cause a child to marry before their eighteenth birthday, even if violence, threats, or another form of coercion are not used. As with the existing forced marriage law, this applies to non-binding, unofficial 'marriages' as well as legal marriages (Law change on Forced Marriage, February 2023).
- 'Upskirting'- The Voyeurism (Offences) Act, which is commonly known as Up-skirting Act, came into force on 12 April 2019. Upskirting is a criminal offence and reportable by all teachers (KCSiE Annex A).

All our staff and volunteers are aware of the indicators of abuse and neglect and know what to look for is vital for the early identification so that support can be put in place. Our staff and volunteers are also aware of the specific safeguarding issues that indicate or inform of concerns or incidents linked to child criminal exploitation (CCE) and child sexual exploitation (CSE) and know to report concerns directly to the designated safeguarding lead (or a deputy).

Our staff recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. Children may also feel embarrassed, humiliated, or could be being threatened not to tell, so do not feel able to share what is

happening to them. Alternatively, we recognise children may not want to make a disclosure or talk about what is happening due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL (or a deputy) if they have concerns about a child and agree a way forward to support the child and determine how best to build trusted relationships with children and young people which facilitate good opportunities for communication.

**All staff** should **always** speak to the designated safeguarding lead, or a deputy at the earliest opportunity.

As a school we are aware that abuse, neglect, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another, therefore all staff should always be vigilant and always raise any concerns with the designated safeguarding lead (or a deputy).

**All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of our school environment.

All our staff have received information and training regarding the risks that can take place outside the child's family. This is known as extra-familial harm and these can take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, sexual abuse, serious youth violence and county lines.

Our staff are aware that technology offers many opportunities but is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

All our staff have 'an understanding of the expectations, applicable to their roles and responsibilities in relation to filtering and monitoring' of ICT systems and regular monitoring of school's equipment and networks.

Our school approach to online safety, including appropriate filtering and monitoring on school devices and school networks is reflected in this Child Protection Policy including awareness of the ease of access to mobile phone networks. (See KCSiE 2023 Paragraph 138).

Our Senior DSL and the DSL team has the lead responsibility in this area, which is overseen and regularly reviewed by the Governing body, along with considering the number of and age range of their children, those who are potentially at greater risk of harm, and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

Our Governing body will ensure they maintain oversight of the Online Safety Policy, and the arrangements put in place to ensure appropriate filtering and monitoring on school devices and the school network. The appropriateness of any filtering and monitoring systems will in part be informed by the risk assessment required by the Prevent Duty as required by KCSiE 2023 paragraph 138 to 147.

This will include:

- identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- reviewing filtering and monitoring provision at least annually.
- blocking harmful and inappropriate content without unreasonably impacting teaching and learning.

- having effective monitoring strategies in place that meet the school safeguarding need.
- review and discuss the standards with the leadership team, IT staff and service providers to ensure the school/college meets the standard published by the [Department for Education filtering and monitoring standards](#).

The management of the filtering and monitoring systems in place in our school is led by the school network services team and overseen by the Senior Designated Lead. Provision is reviewed at least annually by the Senior Designated Lead in collaboration with the Head of Network Services. We deploy Smoothwall's UTM Web filter and Firewall solution, located on premises and managed by the network services team. The web filters are applied to all networks and uses Domain and URL filtering, with authorised content whitelisted for appropriate groups and roles. Smoothwall remote firewall and web filter web agent is also deployed to all devices that are used externally, to provide the same filtering and protection. Senso web agent further supports filtering and monitoring within the classroom. In addition, Smoothwall Managed Monitoring is used to detect concerns in real-time. Concerns are picked up and acted upon swiftly through effective and robust safeguarding systems. Standards are regularly reviewed and discussed by all key stakeholders to ensure that we meet the required standard.

Our Online Safety policy can be found as a separate document and can be accessed via our school website.

Our Governing body will ensure a review is maintained to ensure the standards and discuss with IT staff and service providers these standards and whether more needs to be done to support our school in meeting and maintaining this standard and communicating these to staff, our students, parents, carers and visitors to the school who provide teaching to children as part of the learning and educational opportunities we provide.

Our Senior DSL and the DSL team will always act in the 'best interest of the child' and remain mindful of the importance of working with parents and carers about safeguarding concerns held for children and in particular children's access to online sites when away from school.

We will support understanding of harmful online challenges and hoaxes and share information with parents and carers and where they can get help and support.

All forms of abuse or harassment will be reported in accordance with national safeguarding guidance, and we will take a 'zero tolerance' approach to harassment and abuse as informed in KCSiE.

As a school should an incident or disclosure be made by a child, our staff will always reassure the child (victim) that they are being taken seriously and that they will be supported and kept safe, but we recognise that not every victim will view themselves as such. We will also be mindful of the use of other terminology such as '**alleged perpetrator(s)**' or '**perpetrator(s)**' as in some cases the abusive behaviour will have been harmful to the perpetrator as well.

We will do our best to ensure children understand the law on child-on-child abuse is there to protect them rather than criminalise them. In doing this we will discuss with relevant statutory safeguarding agencies to ensure all concerns or incidents are addressed fully, and where required different types of assessment and services are put in place where required and in accordance with the Pathway to Provision v 9.1.



## Identifying Concerns

All members of staff, volunteers and governors will be aware of indicators of abuse and neglect, will know how to identify students who may be being harmed and then how to respond to a student who discloses abuse, or where others raise concerns about them. Our staff will be familiar with procedures to be followed and will receive safeguarding and child protection (including online safety) updates.

Staff understand that abuse, neglect, and safeguarding issues are rarely standalone events that can be covered by one definition, and that in most cases multiple issues will overlap with each other. Staff who regularly come into contact with children are aware of the DfE guidance [What to do if you're worried a child is being abused](#)

**The four main categories of child abuse are as follows:**

1.     **Physical Abuse**
2.     **Emotional Abuse**
3.     **Sexual Abuse**
4.     **Neglect**

## Indicators of abuse and neglect

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

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

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectation being imposed on children. These may include interactions that are beyond a child's developmental capability as well as over protection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbations, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children to look at, or in the production of, sexual images, watching sexual

activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child-on-child abuse) in education and **all** staff should be aware of it and of their school or colleges policy and procedures for dealing with it.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to; provide adequate food, clothing, and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (the use of inadequate caregivers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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

Our staff Safeguarding poster is updated annually to reflect current Safeguarding information from both KCSIE and other relevant guidance. It is widely displayed throughout staff areas and contains information on the following:

- Key Safeguarding staff (including the Senior Designated Safeguarding Lead and deputies)
- Indicators to be aware of in terms of the different forms of abuse & neglect
- What to do if a child makes a disclosure
- What to do if you have concerns about a member of staff
- For this academic year (2023-24) > Information about the Trust "It's Not OK" campaign to target sexual harassment, bullying, online safety and derogatory language throughout the year

All staff are all trained to use CPOMs to pass on any concerns and they realise the importance of making immediate contact with a member of the Safeguarding team if the concern is serious. Staff are aware that concerns, however small, must be passed on in a timely manner.

Staff are given regular Safeguarding CPL. They are aware of the 2023 KCSIE updates and have an understanding of the expectations, applicable roles and responsibilities for **all staff** in relation to filtering and monitoring. Staff are aware that online abuse may be a greater issue when children are not in attendance at school and are engaging in learning remotely with limited supervision from parents/carers. Parents are supported to ensure their children remain free from risk, exploitation, grooming or radicalisation by regular Safeguarding updates in our monthly newsletter.

Our Ashby School Safeguarding ethos demonstrates that the effective safeguarding of children can only be achieved by putting children at the centre of a system where we listen and hear what they say. Safeguarding is placed at the centre of our strategic development wheel where we strive for "a student-centred approach where everyone can thrive." Every individual within Ashby School is aware of this and is willing to play their part, including working with professionals from other agencies, particularly social workers, to meet the needs of our most vulnerable children and keep them safe. We will take opportunities to teach children about important safeguarding issues in a way that is age appropriate through our pastoral programme (including registration activities and assemblies) as well as our Personal Development curriculum. Students are regularly

reminded about the extensive support available to them from our well-staffed Non-Teaching pastoral team. They are also made aware of our “I need to talk” button which enables them to report concerns which are followed up in a timely manner.

Ashby School is led by senior members of staff, governors and trust members whose aims are to provide a safe environment and vigilant culture where children and young people can learn and be safeguarded. If there are safeguarding concerns, we will respond with appropriate action in a timely manner for those children who may need help or who may be suffering, or likely to suffer, significant harm.

Where staff members have concerns about a child (as opposed to a child being in immediate danger) they will decide what action to take in conjunction with the Senior Designated Safeguarding Lead (or a deputy). Although we advocate that any staff member can make a referral to children’s social care or First Response, especially where a child is identified as being in immediate danger, they should however ensure that the Designated Safeguarding Lead (DSL), a deputy, or a member of the senior leadership team is informed as soon as possible.

We also ensure that all our staff are clear that whilst they should discuss and agree with the DSL (or deputy) any actions to be taken, they are able to escalate their concerns and contact First Response, First Response Consultation Line or social care to seek support for the child if despite the discussion with the DSL (or deputy) their concerns remain. Staff are also informed of the school whistle blowing procedures and the contact details for the Local Authority LADO and NSPCC helpline.

Our Safeguarding Team works effectively with other agencies to support vulnerable children. This includes regular contact and meetings online and in school. The Safeguarding Team keep their safeguarding knowledge & understanding up to date with all relevant safeguarding updates & CPL and the team hold internal training once every half term.

Where a school places a student with an alternative provision provider, the school continues to be responsible for the safeguarding of that student and should be satisfied that the provider can meet the needs of the student.

Children who attend alternative education often have complex needs. It is important governing bodies, trusts and designated safeguarding leads ensure children are fully always supported, and the alternative setting is aware of any additional risks of harm that students may be vulnerable to. Information sharing for students who receive education provision outside of a mainstream setting is vital to support the child and ensure the learning environment where they are placed has all necessary information for the child before they access the provision. The working together principles are key to keep the child safe and understanding the vulnerabilities needing to be supported. This should include up to date contact details for the professionals working with the child and family.

Schools should also obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff.

In addition to these measures at Ashby School every alternative provision setting is Quality Assured by a Senior leader with an in-depth audit once every half term. We also conduct regular well-being checks on our students to check that they are happy and are being appropriately supported by the provider.

The Senior Designated Safeguarding Lead (DSL) or headteacher, who is familiar with national and local guidance, will share concerns, where appropriate, with the relevant agencies.

If there are concerns about a student they can be supported through two internal Ashby School systems:

- Internal referral > These referrals are discussed in a weekly meeting of Deputy DSLs and appropriate support is assigned. This could include support from the well-being lead, support from the medical lead, ELSA support, support from Teen Health, support from counsellor on placement (Post 16 students only) or support from the school counsellor (bought in for 3 days a week)
- Team around the child meeting > Once a fortnight each Year Team Leader can refer up to 6 students to be discussed in this meeting held with a Senior Leader (also a DSL), the SENDCo, the well-being lead and the Year Team Leader. Support already in place is discussed as well as current concerns. Appropriate action is then decided which could include referral to external services

Students are reminded regularly that they can report any concern to any member of staff. If an incident/allegation was reported that occurred when a student was attending an activity run on school site by an outside organisation, we understand that it remains our responsibility to follow through with our Safeguarding procedures which may include informing the LADO.

All staff, supply staff and volunteers receive appropriate safeguarding information during their induction. Ashby School staff and Trust staff based at Ashby School all attend initial safeguarding training at the start of the academic year. This is logged and includes how to report concerns or disclosures via our monitoring system CPOMs. Staff that join us throughout the year receive this same training. Staff are then asked to read key documents including the Safeguarding & Child Protection policy, the behaviour policy, the online safety policy, KCSIE part 1, Prevent guidance and the staff code of conduct. They sign to say that they have done this and this is logged.

At Ashby School safer recruitment of staff is a priority. A large number of staff are trained in Safer Recruitment in order to maintain the necessary ongoing vigilance. This ensures we create a culture which considers matters inside and outside the workplace including online searches before recruiting any staff. Our SCR is kept up to date and is checked weekly by the Senior Designated Lead and termly by the Safeguarding Governor. As well as keeping students safe we are passionate about ensuring that we recruit the right people to ensure that our children are able to thrive and take the maximum benefit from their education / learning experiences.

The Senior DSL and deputies (Safeguarding team) maintains a key role in raising awareness amongst staff about the needs of children who have or who have had a social worker and the barriers that those children might experience in respect of attendance, engagement and achievement at schools or college.

The Senior DSL along with the Designated Teacher can inform the Governing body and Headteacher the number of children in their cohort who have or who have had a social worker and appropriate information is shared with teachers and staff on individual children's circumstances

The Designated Teacher and Senior Designated Safeguarding Lead maintain data for children who have looked after status and for children who have been involved in the care system.

The Designated Teacher maintains good links with the Virtual School Head to promote the educational achievement of previously looked after children. The role of virtual school heads was extended in June 2021, to include a non-statutory responsibility for the strategic oversight of the educational attendance,

attainment, and progress of children with a social worker. The virtual school head should identify and engage with key professionals, helping them to understand the role they have in improving outcomes for children. This should include Designated Safeguarding Leads, social workers, headteachers, governors, Special Educational Needs Co-ordinators, mental health leads, other local authority officers.

In addition to our Designated Teacher we have also appointed a non-teaching pastoral member of staff whose sole responsibility is to oversee the requirements and arrangements of vulnerable (to include and prioritise looked after and previously looked after) children. This member of staff works tirelessly to ensure that these children are not disadvantaged and that all key stakeholders are aware of their needs. The member of staff regularly meets with the Designated Teacher to communicate updates.

Our SEND team uses the SEND Code of Practice as a source of information and support. Additional support for our SEND students and their families is also gained is available from a number of specialist organisations including SENDIASS.

## **Our Child Protection Policy**

### **There are seven main elements to our policy:**

- Providing a safe environment in which children can learn and develop.
- Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases of abuse in and outside of school.
- Supporting students who have social care involvement in accordance with his/her child in need plan, child protection plan or are subject to Local Authority Care.
- Raising awareness of safeguarding children, child protection processes and equipping children with the skills needed to keep them safe in and outside of school.
- Working in partnership with agencies and safeguarding partners in the 'best interest of the child.'
- Ensuring we have appropriate policies and procedures to deal with child-on-child sexual violence and sexual harassment, including those that have happened outside of the school or college premises and/or online, forms of harassment and harmful sexual behaviour. Filtering and monitoring arrangements for online safety and harms are included within this policy

We recognise that because of the day-to-day contact our school staff have with children they and we are well placed to observe the outward signs of abuse.

### **The school will therefore:**

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to and heard.
- Ensure children know that there are trusted adults in the school who they can approach if they are worried.
- Ensure that every effort is made to establish effective working relationships with parents, carers, and colleagues from other agencies.

- Include opportunities in the RSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse by:
- Recognise and managing risks including online safety, radicalisation and extremism, sexual exploitation, child on child sexual violence and sexual harassment, the sharing of nude and semi-nude images which has replaced what was termed as sexting.
- Support the development of healthy relationships and awareness of domestic violence and abuse, recognising that Domestic Abuse can encompass a wide range of behaviours and may involve a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial, or emotional harm and children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.
- Recognising how pressure from others and safeguarding vulnerabilities can affect their behaviour.
- Recognising the link between mental health, school attendance and children 'absent from education' and the impact on learning, progress, and educational attainment.
- Knowing that as a school we will act swiftly to address any concerns related to serious violence, gang and knife crime or child on child sexual violence or sexual harassment incidents.
- Ensuring our behaviour policy includes measures to prevent bullying, including cyberbullying, harmful online challenges, hoaxes, prejudice-based and discriminatory bullying and use of social media platforms and networks.
- Maintain an on-line safety policy which addresses statutory filtering and monitoring standards, which takes into account remote learning, and the use of mobile and smart technology and is reviewed regularly to take into account any new threats.
- The response required by school and safeguarding agencies to address any 'harm outside the home' also known as 'extra familial harm.' Schools are a place of protection and where children and young people can share concerns and seek support and are the place of safety where children and young people can form safe and trusted relationships. Through creating a whole school safeguarding ethos and sharing excellent communication with safeguarding partners and services, children and young people can feel assured they will be listened to, heard, and offered support to enable them share sensitive information and strengthen their resilience.
- Importance of our school safeguarding ethos of working together with parents, carers, and external services to form strong and trusted partnerships which can advocate trauma informed and trauma aware responses and where trusted relationships can be formed and go on to create safe places and spaces within the community, so children and young people know how to access a place of safety outside of the school/college environment if needed.
- If harm outside the home is identified as a concern for a student then the Safeguarding Team will meet to discuss the student and the appropriate support needed (drawing upon our excellent links with external services such as Turning Point). We will also engage parents in this work to ensure that the student has the appropriate support needed both inside and outside of the school.
- RSHE is fully embedded within our Personal Development curriculum. These lessons are taught by staff who have received specific training to enable them to offer high quality learning experiences for our students.
- We will take all reasonable measures to ensure any risk of harm to children's welfare is minimised inside and outside of the school environment.
- Take all appropriate actions to address concerns about the welfare of a child, working to local policies and procedures in full working partnership with agencies.

- Ensure robust child protection arrangements are in place and embedded in the daily life and practice of the school.
- Promote student health and safety.
- Promote safe practice, and challenge unsafe practice.
- Ensure that procedures are in place to deal with allegations of abuse against teachers and other staff including volunteers, supply staff and contractors. KCSiE Part Four has two sections, the second section addresses low-level concerns.
- Provide first aid and meet the health needs of children with medical conditions
- Ensure school site security.
- Address drugs and substance misuse issues.
- Support and plan for young people in custody and their resettlement back into the community.
- Work with all agencies regarding missing children, anti-social behaviour/gang activity and violence in the community/knife crime and children at risk of sexual exploitation.
- Everyone having a duty to safeguard children inside/outside the school environment including school trips, extended school activities, vocational placements, and alternative education packages.
- Ensure alternative provision placements are regularly checked to make sure they are meeting the individual needs of the student.
- Support students with mental health problems to ensure that they get the best out of the education offer.
- Identify the indicators that a child has suffered or is at risk of suffering abuse, neglect or exploitation and report any concerns to the Safeguarding Team.
- Ensure children who may be LGBT have a trusted adult who they can be open with. As a school we are aware that children who are LGBT may be targeted. Homophobia, biphobia and transphobia are forms of discrimination of, or hate towards, LGBT people and we as a school are not prepared to tolerate this in any way.
- If appropriate ensure that safeguarding procedures are in place to prevent child abduction. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.
- Ensure that parents and police are quickly alerted to any community safety incident in the vicinity of the school, for example unknown adults engaging children in conversation and/or loitering nearby.
- Offer students practical advice on how to keep themselves safe whilst being independent – Such as advice on walking to school, water safety in the summer etc. The aim of these sessions (can be through lessons, registration activities or assemblies) is to build student confidence and ability in order for them to protect themselves as well as giving them key information on where to seek help and support

**We will follow the procedures set out by the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and take account of guidance issued by the DfE in Keeping Children Safe in Education 2023 to:**

- Ensure we have a Senior Designated Safeguarding Lead (DSL), who is a member of the school leadership team, and Deputy Safeguarding Leads for child protection/safeguarding who have received appropriate training and support for the role.
- The Designated Safeguarding Lead role is written into their job description and clarifies the role and responsibilities including as defined in KCSiE 2023 Annex C.

- Ensure we have a nominated governor responsible for child protection/safeguarding.
- Ensure that we have a Designated Teacher for Looked After Children (LAC).
- Ensure every member of staff (including temporary, supply staff and volunteers) and the governing body knows the name of the Senior Designated Safeguarding Lead, their deputies responsible for child protection, and their role.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead, or to children's social care/police if a child is in immediate danger.
- Ensure all staff and volunteers are aware of the early help process and understand their role in making referrals or contributing to early help offers and arrangements.
- Ensure that there is a whistleblowing policy and culture where staff can raise concerns about unsafe practice, and that these concerns will be taken seriously.
- Ensure that there is a complaints system in place for children and families.
- Ensure that parents understand the responsibility placed on the school and staff for child protection and safeguarding by setting out its obligations in the school prospectus and on the school's website.
- Notify Children's Social Care if there is an unexplained absence for a child who is subject to a child protection plan and where no contact can be established with the child, or a parent or appropriate adult linked to the child.
- Develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters, including attendance at child protection conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately; documenting and collating information on individual children to support early identification, referral, and actions to safeguard.
- Ensure all records are kept securely. Ashby School uses an electronic management and recording system (CPOMs) and Safeguarding Leads have a secure two factor authentication to access confidential notes. Any paper safeguarding files transferred from previous schools are kept in a locked cabinet in an office. Relevant information about transferring students is scanned and uploaded to their CPOMs file.
- Ensure that we follow robust processes to respond when children are missing from education or missing from home or care.
- Develop and then follow procedures where an allegation is made against a member of staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Apply confidentiality appropriately.
- Apply the LLRSCB escalation procedures if there are any concerns about the actions or inaction of social care staff or staff from other agencies.

## **Supporting children**

We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. We recognise that children who are abused or who witness violence may find it difficult to develop a positive sense of self-worth. They may feel helplessness, humiliation, and some sense of blame. The school may be the only stable, secure, and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be



withdrawn. This should not prevent staff from having a professional curiosity and speaking to the DSL (or deputies) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication. We also recognise that there are children who are more vulnerable than others, which include children with special educational needs and or disabilities.

All staff including volunteers are advised to maintain the attitude of '**it could happen here**' where safeguarding is a concern, and when concerned about the welfare of the child should always act in the **best** interests of the child.

### **Our school will endeavour to support the student through:**

- Developing the content of the curriculum to ensure that within it we cover the broad range of Safeguarding topics as detailed in KCSIE 2023. We will regularly use student voice to explore what students think about the curriculum and how it can be improved
- Maintaining a school safeguarding ethos which promotes a positive, supportive, and secure environment, and which gives students a sense of them being valued.
- The school behaviour policy, anti-bullying policy and child-on-child abuse policy which is kept up to date with national and local guidance and which is aimed at supporting vulnerable students in our school.
- Our school will proactively ensure that all children know that some behaviours are unacceptable and will need to be addressed but as members of our school they are valued and will be supported through the time required to deal with any abuse or harm that has occurred, or outcomes from incidents.
- Effective use of our pastoral areas which include the Bridge (nurture facility), the LINC (SEND facility), the Gateway (internal appropriate provision) as well as an internal reflection (KS3) / inclusion (KS4) room and removal spaces for students that need time to regulate.
- Liaison with other agencies that support the student such as Children's Social Care (in line with the [Thresholds for access to services](#), updated in September 2021); [Leicestershire Inclusion Service and Education Psychology Service](#), and the [Children and Family Wellbeing Service](#), etc.
- Ensuring that, where a student leaves and is subject to a child protection plan, child in need plan or where there have been wider safeguarding concerns, their information is transferred to the new school immediately or within **5 working days** and that the child's social worker is informed.
- Ensuring that the vulnerability of children with special educational needs and or disabilities is recognised and fully supported.
- Where a child discloses a concern or informs of an incident that has involved them in an incident involving sexual violence and or sexual harassment the staff member will ensure the child (victim) is taken seriously, kept safe and never be made to feel like they are creating a problem for reporting abuse, sexual violence, or sexual harassment. A designated safeguarding lead will be informed immediately, and actions taken in accordance with the school policy.
- Providing self-help booklets if appropriate so that students can explore other sources of support.

## **Safe Staff and Safe Recruitment**

- The leadership team and governing body of the school will ensure that all safer working practices and recruitment procedures are followed in accordance with the guidance set out in KCSiE 2023 Part Three.
- School leaders, staff, members of the governing body and trust members will be appropriately trained in safer working practices and access safer recruitment training.
- Statutory pre-employment checks and references from previous employers are an essential part of the recruitment process. We will ensure we adopt the appropriate necessary procedures to carry out the checks required and where any concerns arise, we will seek advice and act in accordance with national guidance.
- The school has in place recruitment, selection, and vetting procedures in accordance with KCSiE 2023 Part Three and maintains a Single Central Record (SCR), which is reviewed regularly and updated in accordance with KCSiE 2023 Part Three paragraphs 206 to 351.
- Staff will have access to advice on the boundaries of appropriate behaviour and will be aware of the Staff Code of Conduct, which includes contact between staff and student outside the work context. Concerns regarding low-level concerns will be included in our Code of Conduct from 1 September 2023 in line with KCSiE Part Four Section two. All staff are given a copy of this at the start of the academic year (or when they join if throughout the year) and they are requested to sign to say that they have read and that they understand the content. This is logged alongside a declaration form siting any relationships with students outside of work.
- Newly appointed staff and volunteers will be informed of our arrangements for safer working practices before beginning working and contact with students.
- In the event of any complaint or allegation against a member of staff, the headteacher (or the Designated Safeguarding Lead) if the headteacher is not present, will be notified immediately. If it relates to the headteacher, the chair of governors will be informed without delay. We will respond to all allegations robustly and appropriately in collaboration with the Local Authority Designated Officer (LADO), LADO Allegation Officers or HR Service.
- Staff may find some of the issues relating to child protection and the broader areas of safeguarding upsetting and may need support which should be provided by the school and their Human Resources Team.
- Advice and support will be made available by the Safeguarding and Compliance Lead (SCL), LADO and LCC HR where appropriate to the leadership team.
- Alternative Provision – Where a school places a student with an alternative provision provider, the school continues to be responsible for the safeguarding of that student and should be satisfied that the provider meets the needs of the student. Schools should obtain written confirmation from the alternative provision provider that appropriate safeguarding checks have been conducted on individuals working at the establishment, i.e., those checks that the school would otherwise perform in respect of its own staff. This process is put in place before any student starts at their placement and the placement is quality assured on a half-termly basis by the Senior Leadership team

## **Links to other policies**

This policy, together with the following, should be read alongside and in conjunction with other policies and statutory guidance regarding the safety and welfare of children, including those adopted from Leicestershire County Council and the Leicestershire and Rutland Safeguarding Children Partnership (LRSCP). These together will make up the suite of policies to safeguard and promote the welfare of children in this school.

- Behaviour Policy
- Staff Code of Conduct
- Anti-Bullying Policy (including Cyberbullying)
- Physical Interventions/Restraint guidance found within the behaviour policy (based on DfE Guidance “Use of Reasonable Force” and “Searching, screening and confiscation”)
- SEND Policy
- First aid and supporting students with medical needs policy
- Health and Safety
- RSHE policy
- Online safety
- LAC and PLAC policy
- Intimate Care policy

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

Leicestershire and Rutland Safeguarding Children Partnership Policy, Procedures and Practice Guidance link: <https://llrscb.proceduresonline.com/index.htm>

## **Roles and Responsibilities**

### **All staff and volunteers**

Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone in our school who comes into contact with children and their families has a role to play in safeguarding children. All staff in our school consider, always, what is in the best interests of children.

All staff within our school are particularly important as they are able to identify concerns early and provide help to children to prevent concerns from escalating. All staff contribute to providing a safe environment in which children can learn by ensuring that their classrooms are fully inclusive and that all children feel safe whilst learning.

Staff also contribute to enabling a safe environment in school during social times by ensuring they are on duty and visible to students. Some staff may be involved in trips or extended learning opportunities and these require additional risk assessments which are completed on EVOLVE to ensure that students are kept safe.

All our staff are aware of the early help process and understand their role in this. This includes being able to identify emerging problems to recognise children who may benefit from early help. Staff know in the first instance to discuss their concerns with the Designated Safeguarding Lead (or deputies) and understand they may be required to support other agencies and professionals in assessments for early help.

Ashby School has a large pastoral team comprising of 16 Non-Teaching members of staff. Many of these are Deputy Designated Safeguarding Leads with vast experience in supporting students and seeking out the appropriate support. These staff also support/advise parents/carers where appropriate. It is important that we facilitate children to meet with their social workers / other safeguarding partners during the school day.

This is co-ordinated by the student's Year Team Leader (all who are designated safeguarding leads). Each student on a child protection plan, a child in need plan or a LAC plan has a designated trusted adult and that person will be fully aware of their needs as set out in the plan and will strive to ensure that these needs are met in school. The team will signpost students and their parents/carers to appropriate support both in school, via the school website, in our school self-help booklet and/or via external services

## **Safeguarding Training**

All our staff are aware of systems within Ashby School and these are explained to them as part of staff induction, which include our Safeguarding & child protection policy; the staff code of conduct and the role of the Designated Safeguarding Lead and Keeping Children Safe in Education 2023.

Our school utilises an induction checklist when staff are inducted which includes the above, but also other policy and procedural information.

All our staff receive HAYES safeguarding and child protection training which is updated every three years and PREVENT training which is updated every two years. In addition to this training all staff members receive internally provided comprehensive Safeguarding & child protection training annually (led by the Senior Designated Safeguarding Lead) as well as updates when required to do with any local or national changes to safeguarding guidance as well as contextual information.

All our staff are aware of the process for making referrals to children's social care and for statutory assessments under the Children Act (1989) and understand the role they may have in these assessments.

All our staff know what to do if a child is raising concerns or makes a disclosure of abuse and/or neglect. Staff will maintain a level of confidentiality whilst liaising with the Designated Safeguarding Lead (or a deputy) and children's social care. Our staff will never promise a child that they will not tell anyone about a disclosure or allegation, recognising this may not be in the best interest of the child.

## **Staff responsibilities**

All staff have a key role to play in identifying concerns and providing early help for children.

### **To achieve this, they will:**

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school who they can approach if they are worried or have concerns.
- Plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Lead and ensure robust arrangements and procedures are in place to effectively manage and regularly monitor the school's online safety, and specifically appropriate filtering and monitoring on school devices and school networks which are reflected in this Safeguarding & Child Protection

Policy, including awareness of ease of access to mobile phone networks. In agreement with the Governing body.

- Attend training to be aware of and alert to the signs of abuse.
- Maintain an attitude of “it could happen here” with regards to safeguarding.
- Record their concerns if they are worried that a child is being abused and report these to the DSL Or a Deputy) as soon as practical that day.
- Be prepared to refer directly to social care, and the police if appropriate, if there is a risk of significant harm and the DSL or their Deputies are not available.
- Follow the allegations procedures if the disclosure is an allegation against a member of staff.
- Follow the procedures set out by the LRSCP and take account of guidance issued by the DfE KCSiE 2023.
- Support students in line with their child protection plan, child in need plan, LAC Care Plan.
- Treat information with confidentiality but never promising to “keep a secret.”
- Notify the DSL or a Deputy of any child on a child protection plan or child in need plan who has an unexplained absence.
- Understand early help and be prepared to identify and support children who may benefit from early help.
- Liaise with other agencies that support students and provide early help.
- Ensure they know who the DSL and Deputy DSLs are and know how to contact them.
- Have an awareness of the Safeguarding & Child Protection Policy, the Behaviour Policy, the Staff Code of Conduct, procedures relating to the safeguarding response for children who go missing from education and the role of the DSL.
- Have an awareness of the internal support we have available to students as detailed previously in this policy.

### **Senior Leadership Team responsibilities:**

- Contribute to inter-agency working in line with HM Working Together to Safeguard Children 2018 (updated December 2020) guidance.
- Provide a co-ordinated offer of early help when additional needs of children are identified.
- Ensure all staff, supply staff and volunteers are alert to the definitions of abuse and indicators, and through access to regular training opportunities and updates.
- Ensure staff are alert to the various factors that can increase the need for early help.
- Working with Children’s Social Care, support their assessment and planning processes including the school’s attendance at conference and core group meetings as appropriate.
- Carry out tasks delegated by the governing body such as training of staff and volunteers, safer recruitment and maintaining of a single central register.
- Provide support and advice on all matters pertaining to safeguarding and child protection to all staff regardless of their position within the school.
- Treat any information shared by staff or students with respect and follow agreed policies and procedures.
- Ensure that allegations or concerns against staff including low-level concerns are dealt with in accordance with guidance from Department for Education (DfE KCSiE 2023 Part Four ‘Allegations made against/Concerns raised in relation teachers including supply teachers, other staff, volunteers, and contractors in Sections One and Two.

- Have an awareness of the children in the school who are potentially at a greater risk of harm and the children who need a social worker due to safeguarding or welfare needs. Understand how the school is working with social care and other external agencies to address the safeguarding and child protection concerns to support these young people.

## **Teachers (including ECTs) and Headteachers – Professional Duty**

The Teachers Standards 2012 (updated 13 December 2021) remind us that teachers, early career teachers and headteachers should safeguard children and maintain public trust in the teaching profession as part of our professional duties.

The Children and Social Work Act of 2017, places responsibilities for the Designated Teacher to have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales. At Ashby School the Designated Teacher works closely with the pastoral member of staff with specific responsibility for overseeing our vulnerable students. They ensure that all needs are met inside and outside of the classroom.

## **The Safeguarding Team at Ashby School**

We have a Senior Designated Safeguarding Lead who takes lead responsibility for safeguarding children and child protection who has received appropriate training and support for this role. The Senior Designated Safeguarding Lead is a senior member of the school leadership team, and their responsibilities are explicit in their job description.

We also have a large number of Deputy Safeguarding Leads, who will provide cover for the Senior Designated Safeguarding Lead when they are not available. Our Deputy Safeguarding Leads have received the same training as our Senior Designated Safeguarding Lead. They will provide additional support to ensure the responsibilities for child protection and safeguarding children are fully embedded within the school ethos and that specific duties are discharged. They will assist the Senior Designated Safeguarding Lead in managing referrals, attending child protection conferences, reviews, core group meetings and other meetings of a safeguarding and protection nature to support the child/children.

We acknowledge the need for effective and appropriate communication between all members of staff in relation to safeguarding students. Our Senior Designated Safeguarding Lead will ensure there is a structured procedure within the school, which will be followed by all the members of the school community in cases of suspected abuse. The Safeguarding Team meets on a weekly basis to ensure that all staff are fully informed and able to respond to the needs of children subject to safeguarding concerns. This is in addition to internal referral meetings and team around the child meetings.

## **The Senior Designated Safeguarding Lead is expected to:**

### **Manage Referrals**

- Refer cases of suspected abuse or allegations to the relevant investigating agencies.
- Support Deputy DSLs / other staff who make referrals to children's social care and other referral pathways.
- Ensure arrangements are in place year-round for all staff and volunteers to seek advice, support and inform of safeguarding concerns, or incidents and disclosures that inform children are at risk of harm, or abuse, harm or bullying or sexual harm or harassment has occurred.
- Ensure appropriate systems are in place to manage and address online safety, access to mobile phone networks, especially for those children who are potentially at greater risk of harm, abuse, and exploitation and refer concerns where required linked to the PREVENT duty.
- Has an awareness of all vulnerable children and children subject to safeguarding concerns. This should include students placed on appropriate provision.

### **Work with others**

- Liaise with the headteacher to inform her of any issues and ongoing investigations.
- Liaise with staff on matters of safety and safeguarding and deciding when to make a referral by liaising with other agencies and acts as a source of support, advice, and expertise for other staff.
- Take part in strategy discussions or attend inter-agency meetings and/or support other staff to do so and to contribute to the assessment of children.
- Liaise with the local authority and other agencies in line with Working Together to Safeguard Children 2018 (updated December 2020) and the local Leicestershire Safeguarding Children Partnership procedures and practice guidance.
- The headteacher, designated safeguarding leads and governing body/trust are aware of the local arrangements put in place by Leicestershire and Rutland Safeguarding Children Partnership (LRSCP) and know how to access the LRSCP website and training.
- Utilise staff briefing to raise awareness amongst staff of emerging threats and risks
- Work with the Safeguarding team to ensure that Safeguarding topics are well covered throughout the school's seven-year curriculum. Where possible arrange additional learning opportunities for students.
- Maintain links with external agencies such as the NSPCC & police.

### **Undertake training**

- Formal Designated Safeguarding Lead training will be undertaken at least every two years. Informal training and updating of knowledge and skills will be at regular intervals, undertaken at least annually.
- The Senior Designated Safeguarding Lead is responsible for their own training and should obtain access to resources or any relevant refresher training.
- The Senior Designated Safeguarding Lead is also responsible for ensuring all other staff with designated safeguarding responsibilities access up to date and timely safeguarding training and

maintains a register or data base to evidence the training. This includes online safety and sexual harassment training.

- Lead relevant and up to date training for the Safeguarding Team once a half term

**The training undertaken should enable the Designated Safeguarding Leads to:**

- Understand the assessment process for providing early help and intervention through the Thresholds to access services.
- Have a working knowledge of how the Leicestershire and Rutland Safeguarding Children Partnership operates, the conduct of a child protection conference, and be able to attend and contribute to these effectively when required to do so.
- Ensure that each member of staff has access to the Safeguarding & child protection policy and procedures.
- Understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes
- Be alert to the specific needs of children in need, including those with special educational needs and/or disabilities and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Understand the Prevent Duty and provide advice and support to staff on protecting and preventing children from the risk of radicalisation and being grooming into extremist behaviours and attitudes (KCSiE 2023 Annex A and B).
- Understand the reporting requirements for FGM.
- Understand and support children to keep safe when online and when they are learning at home (KCSiE 2022 Part Two – The Management of Safeguarding and page 111 to 116 and 134, 136 142 to 144, 152 and 158).
- Encourage a culture of protecting children, listening to children and their wishes and feelings.

**Raise awareness**

- Ensure that the Safeguarding & child protection policies are known, understood, and used appropriately.
- Ensure that the Safeguarding & child protection policy is reviewed annually in consultation with staff members, and procedures are updated and reviewed regularly and implemented, and that the governing body is kept up to date and actively involved.
- Work strategically to ensure policies and procedures are up to date and drive and support development work within the school.
- Ensure that the Safeguarding & child protection policy is available to parents and carers and uploaded to the school website and make parents/carers aware that referrals may be made about suspected abuse or neglect.
- Ensure all staff receive induction training covering Safeguarding & child protection before working with children and can recognise and report any concerns immediately as they arise.



## **Child Protection file**

- The Senior Designated Safeguarding Lead is responsible for ensuring that when a child leaves the school their 'child protection,' 'child in need' file or 'confidential' file is transferred to the new school or college at the same time the child goes on roll of its new school or education provision.
- A record of the number of children open and subject to CP, CiN and LAC concerns is maintained and shared with the governing body annually.
- A record or data on the cohort of children having or have had a social worker and social care involvement will be maintained.
- Our school will maintain, keep and store records, where a concern about a child has been identified in accordance with statutory guidance in KCSiE 2023.
- We use an electronic management system (CPOMS) and the Senior Designated Safeguarding Lead ensures that all concerns and incidents reported are responded to and actioned in a timely manner.
- We have systems in place to securely transfer these files (either electronically or on paper) should a child move school or leave to go to either Elective Home Education, alternative education placement, or college.

## **Availability**

- During term time the Senior Designated Safeguarding Lead or a Deputy will always be available (during school hours which are 8am-4pm) for staff in the school to discuss any safeguarding concerns. In the absence of the Designated Safeguarding Leads a member of the senior leadership team will be nominated to provide cover. Appropriate arrangements will also need to be in place all year round for any out of school hours' activities in line with the guidance contained in DfE KCSiE 2023 Part Two and Annex C.

## **Headteacher**

### **The Headteacher of the school will ensure that:**

- The policies and procedures adopted by the governing body (particularly those concerning referrals of cases of suspected abuse and neglect), are understood, and followed by **all** staff.
- The school maintains an up-to-date Single Central Record (SCR) which is reviewed regularly and is compliant with statutory guidance.
- Sufficient resources and time are allocated to enable the Senior Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and inter-agency meetings, and contributing to the assessment of children.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice with regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.
- The Headteacher will ensure all staff including supply teachers and volunteers have access to and read and understand the requirements placed on them through: - the school Safeguarding & Child Protection Policy; the Behaviour Policy and the Staff Code of Conduct.
- The Headteacher will ensure there are mechanisms in place to assist staff to fully understand and discharge their role and responsibilities as set out in KCSiE 2023.

- Where there is an allegation made against a member of staff (either paid or unpaid, including volunteers) that meets the criteria for a referral to the LADO, then the headteacher or principal will discuss the allegation immediately with the LADO (within 24 hours) and ensure that cases are managed as per Part Four: Allegations made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers, and contractors in KCSiE 2023. If the allegation is against the Headteacher, then the Chair of the Governing Body will manage the allegation.
- Refer cases where a person is dismissed or left due to risk/harm to a child and will make a referral to the Disclosure and Barring Service.

## **Governing Body**

**We recognise our Governing Body has a strategic leadership responsibility for our school's safeguarding arrangements and must ensure they comply with their duties under legislation and must have regard to KCSiE 2023, ensuring policies, procedures and training in our school are effective and always comply with the law.**

**The Governing Body will be collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day to day safeguarding practices by:**

- Ensuring there is an individual member of the governing body to take leadership responsibility for safeguarding and champion child protection issues in the school.
- Ensuring that the school has effective policies and procedures in line with statutory guidance (Working Together to Safeguard Children 2018, updated December 2020) as well as with local LRSCP guidance and monitors the school's compliance with them.
- Ensuring that safeguarding policies and procedures are in place for appropriate action to be taken in a timely manner to promote a child's welfare.
- Recognising the importance of information sharing between agencies through the statutory guidance provided within KCSiE 2023 Annex C page 166 to 170 and paragraphs 56 to 57, 115 to 121, 375, to 390, 476, 540 and 543 and page 158, the additional clarification about GDPR and withholding information.
- Ensuring cooperation with the local authority and other safeguarding partners.
- Appointing a Senior Designated Safeguarding Lead from the leadership team to take lead responsibility for child protection/safeguarding and that a Designated Teacher for Looked After Children is appointed and appropriately trained.
- Ensuring that all staff, supply teachers and governors read and fully understand at least KCSiE 2023 Part One and or Annex A as a minimum and ensure that there are mechanisms in place to assist staff to understand and discharge their role and responsibilities as required within the guidance.
- Ensuring that the governing body understands it is collectively responsible for the school's safeguarding arrangements, even though a governor will be nominated as the 'Safeguarding Governor' and is the person who will champion all safeguarding requirements.'
- All members of the governing body will undertake safeguarding training to ensure they have the knowledge and information needed to equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of robust 'safeguarding arrangements and act as the 'critical friend'. This training must focus on their strategic role and not on operational procedures.

- The Chair of Governors and named Safeguarding Governor will access role specific training to enable them to comply and discharge their child protection / safeguarding responsibilities including should any allegations be made against the Headteacher.
- The Governing body will collectively ensure there is a training strategy in place for all staff, including the headteacher, so that child protection training is undertaken and refreshed in line with KCSiE 2023 and LRSCP guidance.
- Ensuring that staff undergo safeguarding child protection training at induction and that there are arrangements in place for staff to be regularly updated to ensure that safeguarding remains a priority.
- Ensuring that temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities
- Ensuring there are procedures in place to manage allegations against staff and exercise disciplinary functions in respect of dealing with a complaint KCSiE 2023 Part Four Section One.
- Ensuring that arrangements / procedures are in place to manage and provide clarity on the process for sharing 'low level' concerns, which should be referred to within the school Staff Code of Conduct, (Allegations and concerns about a staff member that after initial consideration by the 'case manager' do not meet the criteria for a referral to LADO).
- Ensuring a response if there is an allegation against the Headteacher by liaising with the LADO or other appropriate officers within the local authority.
- Ensuring appropriate responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse, including child sexual exploitation and going missing in future.
- Be aware of the issues involving the complexity of serious violence and sexual violence and sexual harassment between children and ensure the school has appropriate procedures and staff are trained (including the DSL and Senior Leadership) to recognise and respond to incidents and have resources to manage actions and support for those involved.
- Be alert and respond to harmful online challenges and hoaxes, including providing information and advice to parents and carers and informing where to get help and support.
- Be alert to the growing concerns involving knife crime and ensure the school works closely with the police and safeguarding partners to raise awareness of the impact of such crime and adopt proactive practice to address concerns locally and within the community.
- Ensuring appropriate filters and monitoring systems are in place to protect children online and children are taught about keeping safe online through the curriculum.
- Giving staff the opportunities to contribute and shape safeguarding arrangements and child protection policy.
- When the school's premises are used for non-school activities the Governing body will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place, and inspect them as needed, including liaising with the Headteacher. This will apply regardless of whether or not children who attend the provision are on the school roll.
- Any safeguarding concerns involving outside organisations will be addressed through our school safeguarding policies and procedures and in line with Leicestershire Safeguarding Children Partnership procedures (KCSiE 2023 paragraph 377).
- Prevent people who pose a risk of harm from working with children by adhering to statutory responsibilities to check staff who work with children, making decisions about additional checks and ensuring volunteers are supervised as required.
- Ensure at least one person on an interview panel has completed safer recruitment training.

- Inform any new prospective employees' candidate that our school will carry out online checks (KCSiE 2023 Part Three Safer Recruitment).
- Recognising that certain children are more vulnerable than others, such as looked after children and children with special educational needs and disabilities.
- Be open to accepting that child abuse and incidents can happen within the school and be available to act decisively upon them.

## **Looked After Children – The Role of the Designated Teacher and the Designated Safeguarding Lead**

- A teacher is appointed who has responsibility for promoting the educational achievement of children who are looked after. They have the appropriate training. The Designated Teacher will work with the Virtual School to ensure that the progress of the child is supported.
- The Designated Safeguarding Lead will also have details of the child's social worker and the name of the Assistant Head of the Virtual School. The Designated Safeguarding Lead will work closely with the Designated Teacher, as we recognise that children may have been abused or neglected before becoming looked after. We will ensure their ongoing safety and wellbeing as well as supporting their education, through linking with their social worker, carers, and parents where appropriate.
- We also recognise those children who were previously Looked-After potentially remain vulnerable and all staff will be informed of the importance of maintaining support for them through our school pastoral system. As a school we will continue to recognise the importance of working with agencies and take prompt actions where necessary to safeguard these children, who may remain vulnerable.

## **Children with Special Educational Needs**

We recognise that children with special educational needs (SEN) and or disabilities can face additional safeguarding challenges on and offline. Children with SEN and or disabilities are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it difficult to tell others what is happening.

All staff are aware that additional barriers can exist when recognising abuse and neglect for children with SEND and be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children. They may not always show outward signs and may have communication barriers and difficulties in reporting challenges, especially involving exploitation or incidents involving child-on-child harm, abuse, or harassment and particularly where that harassment or harm is of a sexual nature. Our staff's vigilance will be a supporting factor to keeping all children safe.

Our policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEN and disabilities can be disproportionately impacted by things like bullying, without outwardly showing any signs; and communication barriers and difficulties in overcoming their ability to disclose incidents or the risk of harm they feel subject to,
- Addressing individual behaviour concerns and incidents considering the child's SEN and disabilities.

- Recognising and having in place additional support for example to teach, advise, mentor and support children with SEND from online harms, hoaxes, bullying, grooming and radicalisation and enable them to have confidence and the ability to stay safe online, either in schools or outside the school environment.

### **Acting where concerns are identified**

Our staff recognise the difference between concerns about a child and a child in immediate danger. If staff have concerns about a child, they will need to decide what action to take. The concerns should be logged on CPOMs and a discussion should take place with a Designated Safeguarding Lead, to agree a course of action.

If a child is in immediate danger or risk of harm a referral will be made immediately to First Response and/or immediately to the police if at imminent risk of harm by a Designated Safeguarding Lead. The member of staff who raised the concern of immediate danger will be required to provide the detail needed to make the referral.

**If a child chooses to tell a member of staff about alleged abuse, there are several actions that staff will undertake to support the child:**

- The key facts will be established in language that the child understands, and the child's words will be used in clarifying/expanding what has been said.
- No promises will be made to the child, e.g., to keep secrets.
- Staff will stay calm and be available to listen.
- Staff will actively listen with the utmost care to what the child is saying.
- Where questions are asked, this should be done without pressurising, and only using open questions.
- Leading questions should be avoided as much as possible.
- Questioning should not be extensive or repetitive.
- Staff will not / should not put words in the child's mouth but will subsequently note the main points carefully.
- A full written and dated record will be kept by the staff (using CPOMs), 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 or get them to sign the staff record.
- Staff will reassure the child and let them know that they were right to inform them and inform the child that this information will now have to be passed on.
- The Designated Safeguarding Lead will be immediately informed unless the disclosure has been made to them.
- Information should be shared with children's social care without delay, either to the child's own social worker or to First Response. Children's Social Care will liaise with the police where required, which will ensure an appropriate police officer response rather than a uniformed response.
- The Police would only therefore be contacted directly in an emergency or if a child is in immediate risk of harm, abuse, or danger.

**Staff should never attempt to carry out an investigation of suspected child abuse by interviewing the child or any others involved especially if a criminal act is thought to have occurred. The only people who should investigate child abuse and harm are Social Care, Police, or the NSPCC.**

## **Confidentiality**

We recognise that all matters relating to child protection are confidential; however, a member of staff must never guarantee confidentiality to children; children will not be given promises that any information about an allegation will not be shared.

Where there is a child protection concern it will be passed immediately to a Designated Safeguarding Lead and to children's social care. When a child is in immediate danger children's social care / the police will be contacted.

The Headteacher or Designated Safeguarding Lead will disclose personal information about a student to other members of staff, including the level of involvement of other agencies, only on a 'need to know' basis.

All staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children. They are aware that the Data Protection Act 1998 should not be a barrier to sharing of information where failure to do so would result in a child being placed at risk of harm.

We acknowledge further guidance can be found by visiting Leicestershire and Rutland Safeguarding Children Partnership website: <https://lrsb.org.uk/>

## **Information Sharing**

Effective sharing of information between practitioners and local organisations and agencies is essential for early identification of need, assessment, and service provision to keep children safe. Serious Case Reviews (SCRs) now known as Rapid Reviews (RRs) have highlighted that missed opportunities to record and thereby understand the significance of sharing information in a timely manner can have severe consequences for the safety and welfare and well-being of children (Working Together to Safeguard Children 2018, updated December 2020).

We will adopt the information sharing principles detailed in statutory safeguarding guidance contained within:

- DfE KCSiE 2023 has several sections which provide clarity on information sharing processes and GDPR including within Annex C which makes clear the powers to hold and use information when promoting children's welfare.
- Working Together to Safeguard Children 2018 Paragraph 23 to 27 and on pages 20 and 21.
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents, and carers (which has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018).
- Leicestershire and Rutland Safeguarding Children Partnership (NSCP) Policy and Practice Guidance.

## **Records and Monitoring** (KCSiE 2023 paragraphs 68 to 70, Part Four, Part Five, Annex C)

Any concerns about a child will be recorded in writing on our electronic management system CPOMs within 24 hours. 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, where appropriate, witnessed. Where an opinion or professional judgement is recorded this should be clearly stated as such. CPOMs records are monitored and scrutinised on both a daily (high level concerns) and weekly (low level concerns and active cases) basis. We believe that our CPOMs records accurately reflect the child's journey through the safeguarding system as well as their engagement with statutory agencies such as Social Care, Early Help, Police, CAMHS, Health and other services.

At no time should an individual teacher/member of staff or school 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 procedures. The body maps in CPOMs should be used in accordance with recording guidance and to support clarity for example of areas of injury, marks and bruising and or touching.

Any concerns should be reported and recorded without delay to the appropriate safeguarding services e.g., First Response or the child's social worker if already an open case to social care.

Our school will ensure all our CPOMs 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 be encouraged to 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. It is often when a chronology of information is pieced together that the level of concern escalates or the whole or wider picture becomes known.

Our school uses CPOMs as its electronic management system. This enables us to ensure that the recording is robust, secure and appropriate and this is regularly scrutinised by the Senior Safeguarding Lead and the Governing Body.

We acknowledge without information being recorded it can be lost. This could be crucial information, the importance of which is not always necessarily apparent at the time. On occasions, this information could be crucial evidence to safeguard a child or be evidence in future criminal prosecutions.

### **The Child Protection (CP), Child in Need (CiN) or Confidential file**

(KCSiE 2023 Annex C pages 166 to 170 and paragraphs 68,102,122, 123, 540 and 543).

The establishment of a Child Protection, CiN or Confidential Safeguarding 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 should be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the

child's particular circumstances will need to be taken into account for example if a child is subject to a child protection plan, CiN plan or has looked after status (LAC). Professional judgement will therefore be an important factor when making this decision and will need clear links between pastoral staff and those with Designated Safeguarding Lead responsibilities in school.

**CPOMs can be used to document the following:**

- A referral to First Response / Children's Social Care.
- Any issues relating to any child open to social care.

**CPOMs can be used to identify the following:**

- A number of minor concerns which accumulate and piece together to identify a larger concern.

**All 'child protection' file should contain the following:**

- A chronology.
- A record of concern in more detail and body map, where appropriate.
- A record of concerns and issues shared by others.

The school will keep electronic records of concerns about children even where there is no need to refer the matter to First Response / Children's Social Care (or similar) immediately, but these records will be kept within the CPOMs system.

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

When staff record a concern this is classed as 'active' on CPOMs and will be triaged (and assigned) to the most appropriate Designated Safeguarding Lead to action. Once appropriate actions are put in place to safeguard and support the young person and they are documented the incident is classed as 'closed.' Active and closed cases are regularly monitored by the Senior Safeguarding Lead and looked at in weekly team meetings. If future concerns arise incidents can be re-activated or a new incident opened. New information can also be added to the CPOMs record at any point.

**Transfer of child's child protection file, child in need, LAC, or confidential file (statutory requirement):**

Our school will adopt the file transfer guidance contained in KCSiE 2023 and ensure when a child moves school / education provision their child protection / confidential files are sent securely to their new educational setting when the child starts / leaves the school.

For those children subject to social care and safeguarding agency involvement the school will ensure the file is able to evidence the child's journey and include key information as described in KCSiE 2023; Should a child



be subject to social care involvement we will ensure the child's child protection or confidential file move is transferred within 5 days as required by KCSiE.

Our Senior DSL will liaise directly with the receiving school, college or alternative placement and hold a discussion to share important information to support the child's transfer to ensure the child remains safeguarded, has any 'reasonable adjustments' agreed, and put in place and to ensure the changes experienced by the child are as smooth as possible to enable a positive integration experience and engagement with new staff and learning.

In accordance with KCSiE 2023 we will maintain information (on CPOMs) on cohorts of children who have been open to social care, have had a social worker or who are closed to social care and may have returned to the family home. This information will only be considered for sharing 'if appropriate' with the new school or provider in advance of the child leaving to allow for the new school to continue supporting the children who have had a social worker or been victims of abuse, including those who are currently receiving support through the 'Channel' programme. (KCSiE 2023 paragraph 123 and pages 150 to 152 and Annex C).

## **Recording Practice**

Timely and accurate recording will take place using CPOMs when there are any issues regarding a child.

A recording of each and every incident or concern for the child will be made, including any telephone calls to other professionals. These will also be recorded on the chronology and kept within the child protection file for that child, as over time they are likely to help identify any patterns or emerging risks and needs. 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 responsibility of each agency will be clarified, and outcomes recorded.

Further detailed recording will be added to the incident log on CPOMs and will be signed and dated. Records will include an analysis of the event or concerns and will take 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 Early Help Assessment should be undertaken, or whether a referral should be made to First Response / Children's Social Care in-line with the Threshold for access to services published September 2021, or any later edition made available by Leicestershire and Rutland Safeguarding Children Partnership.

Such robust practice across child protection and in safeguarding and promoting the welfare of children will assist the school and Safeguarding team in the early identification of any concerns which may require addressing further and the prevention of future harm, risk, or abuse.

The Designated Safeguarding Leads will have a systematic means of monitoring children known or thought to be at risk of harm. They will ensure that staff contribute to assessments of need and support multi-agency plans for those children.

## **Educating Young People – Opportunities to teach safeguarding**

(KCSiE 2023 paragraphs 124 to 140, Annex A & Annex C Online Safety paragraph 144 to 148).

As a school we will teach children in an age-appropriate way about youth produced imagery, on-line risks associated with social networking to prevent harm by providing them with the skills, attributes, and knowledge to help them navigate risks, including covering online safety, remote learning, filters and monitoring, information security, cyber-crime, reviewing online safety platforms and use of mobile technology. We will ensure appropriate filters and monitoring systems in place and regularly review their effectiveness

The education we provide for online safety will take into account the need for children to learn using online technologies in a safe environment whether that be in school, in the home or in a community environment. This will also be taught as part of a wider RSHE programme, as well as through other subject areas and ICT.

We will ensure a whole school approach is in place to promote giving children the space to explore key issues in a sensitive way and the confidence to seek the support of adults should they encounter problems or online harms, hoaxes or harassment including involving incidents of sexual violence and sexual harassment between children.

We will carefully consider mobile phone use and the new filtering and monitoring standard required by DfE and how this is managed in school and ensure it is reflected in our mobile and smart technology procedure. This will include where children have unlimited and unrestricted access to the internet via mobile phone networks (i.e., 3G, 4G and 5G).

Our arrangements will be regularly reviewed to address this additional area of safeguarding as technologies change on a regular basis and having access to smart technology could mean some children, whilst at school, sexually harass, bully, and control others via their mobile and smart technology, share indecent images consensually and non-consensually (via large chat groups) and view and share pornography and other harmful content.

We have an RSHE policy and this content is now fully embedded in our Personal Development curriculum.

We support both students and their parents/carers to be aware of online safety to minimise the safeguarding risks technology can pose and where they can seek advice, help and support.

Any student on a part-time timetable has a risk assessment which considers the additional risk that learning from home places upon them.

Our school's response to identifying, responding to, and managing concerns, incidents, or disclosures regarding sexual violence between children in school is shared with both staff and students and all actions are recorded on CPOMs.

## **Helplines and reporting**

- Children can talk to a ChildLine counsellor 24 hours a day about anything that is worrying them by ringing 0800 11 11 or in an online chat at <https://www.childline.org.uk/get-support/1-2-1-counsellor-chat/>

- Where staff members feel unable to raise an issue with their employer, or feel they have a genuine concern that is not being addressed we acknowledge they may wish to consider whistleblowing channels. Likewise, if parents and carers are concerned about their child, they can contact the NSPCC Helpline by ringing 0800 028 028 0295, or by emailing [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **APPENDIX 1**

### **Procedure to follow in cases of possible, alleged or suspected abuse, or serious abuse, or serious cause for concern about a child.**

#### **Contents**

<b>A</b>	<b>General</b>	
<b>B</b>	<b>Individual Staff/Volunteers/Other Adults - main procedural steps</b>	
<b>C</b>	<b>Designated Safeguarding Lead – main procedural steps</b>	

#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the indicators of abuse and neglect and the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children's Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) A record, dated (including the day and time) and signed, must be made as to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk and/or undermine Police enquiries, and in individual cases, advice from Children's Social Care will need to be taken.

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

Disclosures or information may be received from children, parents or other members of the public. School recognises that those who disclose such information may do so with difficulty, having chosen carefully to whom they will speak. Accordingly all staff will handle disclosures with sensitivity.

Staff will not investigate but will, wherever possible, elicit enough information to pass on to the designated person in order that s/he can make an informed decision of what to do next. Such information cannot remain confidential and staff will immediately communicate what they have been told to the designated person and make a record.

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.

Staff should:

- Listen to and take seriously any disclosure or information that a child may be at risk of harm.
  - Try to ensure that the person disclosing does not have to speak to another member of school staff.
  - Clarify the information.
  - Keep questions to a minimum and of an 'open' nature e.g. 'Can you tell me what happened?' rather than 'Did x hit you?'
  - Try not to show signs of shock, horror or surprise.
  - Not express feelings or judgements regarding any person alleged to have harmed the child.
  - Explain sensitively to the person that they have a responsibility to refer the information to the senior designated person.
  - Reassure and support the person as far as possible.
  - Explain that only those who 'need to know' will be told.
  - Explain what will happen next and that the person will be involved as appropriate.
- 2) As soon as possible make a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
  - 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.

- 4) If the safeguarding concern or allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or failing that to the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

Information will be shared in line with GDPR.

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

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

### **C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin an individual case file for each child involved which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer). Include a chronology of case activity.
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care, the First Response Children's Duty should be contacted by phone (contact the local authority Children's Services where the child lives). Written confirmation should be made within 24 hours on the Multi-Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, also refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance).
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about

difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (e.g. a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

## **APPENDIX 2**

### **PROCESS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS), SUPPLY TEACHERS, VOLUNTEERS AND CONTRACTORS**

These procedures should be followed in all cases in which there is an allegation or safeguarding concern that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child;
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

There is also a school “Low-level concerns policy” which should be followed if the concern does not meet the allegations threshold above or is not considered serious enough to make a referral to the LADO.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” (part 4: Allegations made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors)

#### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.
- iii. Pass on the written record.
- iv. If the allegation or safeguarding concern is about the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager (LADO), Safeguarding and Performance Unit as soon as possible.)

#### **2) Headteacher (or Chair of Governors)**

- i. If there is no written record, write and sign a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager (LADO), Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation at this stage.
- iv. Report to First Response Children’s Duty if the Allegations Manager (LADO) so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO)

- Co-operation with the investigating agency's enquiries as appropriate (including working closely with the employment agency in the case of supply teachers).
- Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
- Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.



## APPENDIX 3

### Low-level Concerns Policy

#### 1.0 Purpose

- 1.1 This policy sets out a framework whereby staff are expected to report concerns, no matter how small, about their own behaviour or that of another member of staff, volunteer, supply teacher, contractor or other person working in school. Its purpose is to help create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour set out in the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019) (sometimes called the safeguarding code of conduct) are lived, monitored, and reinforced.
- 1.2 The policy should be read in conjunction with the current statutory guidance – “Keeping Children Safe in Education” Part 4, Section 2.

#### 2.0 Who does the policy apply to?

- 2.1 This policy applies to all staff and other individuals who work or volunteer in school.

#### 3.0 Definition of a low-level concern

- 3.1 A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a ‘nagging doubt’, that a person working in or on behalf of the school may have acted in a way that:
  - is inconsistent with the “Guidance for safer working practice” (May 2019), including inappropriate conduct outside of work, and
  - does not meet the allegations threshold or is otherwise not considered serious enough to make a referral to the LADO

#### 4.0 Reporting low-level concerns

- 4.1 Where a low-level concern has been identified this will be reported as soon as possible to the **headteacher**. However, it is never too late to share a low-level concern if this has not already happened.
- 4.2 Where the headteacher is not available, the information will be reported to the Designated Safeguarding Lead or Deputy (i.e. the most senior member of SLT acting in this role).
- 4.3 Low-level concerns about the Designated Safeguarding Lead will be reported to the headteacher and those about the headteacher will be reported to the Chair of Governors.
- 4.4 Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the headteacher of the details as soon as possible.

#### 5.0 Recording concerns

- 5.1 A summary of the low-level concern should be written down, signed, timed, dated and shared by the person bringing the information forward.
- 5.2 Where concerns are reported verbally to the headteacher a record of the conversation will be made by the headteacher which will be signed, timed, and dated.

#### 6.0 Responding to low-level concerns

- 6.1 Where a low-level concern has been raised this will be taken seriously and dealt with promptly. The headteacher will:
  - Speak to the person reporting the concern to gather all the relevant information

- Speak to the individual about the concern raised to ascertain their response, unless advised not to do so by the LADO or Police (HR advice may also need to be taken).
- Where necessary further investigation will be carried out to gather all relevant information. This may involve speaking to any potential witnesses.
- The information reported and gathered will then be reviewed to determine whether the behaviour,
  - i) is consistent with the “Guidance for safer working practice for those working with children and young people in education settings” (May 2019): no further action will be required,
  - ii) constitutes a low-level concern: no further action is required, or additional training/guidance/support may be required to rectify the behaviour via normal day to day management processes. The employee should understand that failure to improve or a repeat of the behaviour may lead to further action being taken, e.g. either via the Performance Management Policy or Disciplinary Policy.
  - iii) is serious enough to consult with or refer to the LADO: a referral should be made to the LADO and advice taken from HR. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
  - iv) when considered with any other low-level concerns that have previously been raised about the same individual, should be reclassified as an allegation and referred to the LADO or Police: a referral should be made to the LADO and advice taken from HR. In this case the school’s Managing Allegations procedure within the Safeguarding Policy and Disciplinary Policy will be followed.
- Records will be made of, i) all internal conversations including any relevant witnesses, ii) all external conversations e.g. with the LADO iii) the decision and the rationale for it, iv) any action taken

## **7.0 Can the reporting person remain anonymous?**

- 7.1 The person bringing forward the concern will be named in the written record. Where they request to remain anonymous this will be respected as far as possible. However, there may be circumstances where this is not possible e.g. where a fair disciplinary investigation is needed or where a later criminal investigation is required.

## **8.0 Should staff report concerns about themselves (i.e. self-report)?**

- 8.1 It may be the case that a person finds themselves in a situation which could be misinterpreted, or might appear compromising to others; or they may have behaved in a manner which on reflection they consider falls below the standard set out in the “Guidance for safer working practice”. In these circumstances they should self-report. This will enable a potentially difficult situation to be addressed at an early opportunity if necessary.

## **9.0 Where behaviour is consistent with the “Guidance for safer working practice” (May 2019)**

- 9.1 Feedback will be given to both parties to explain why the behaviour was consistent with the “Guidance for safer working practice”.

## **10.0 Should the low-level concerns file be reviewed?**

- 10.1 The records will be reviewed periodically, and whenever a new low-level concern is added, so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and referred to the LADO if required. A record of these reviews will be retained.

## **11.0 References**

- 11.1 Low-level concerns will not be included in references unless a low-level concern, or group of concerns, has met the threshold for referral to the LADO and found to be substantiated.

## **12.0 What is the role of the Governing Body?**

- 12.1 The headteacher will regularly inform the Governing Body about the implementation of the low-level concerns policy including any evidence of its effectiveness eg with relevant data. The Safeguarding Governor may also review an anonymised sample to ensure that these concerns have been handled appropriately.

## **APPENDIX 4**

### **Policy for the use of Cameras and Mobile Phones**

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and children)
- Mobile phones must not be used within toilets or changing areas.
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

## **APPENDIX 5**

### **Safeguarding children who are vulnerable to extremism and radicalisation**

Our school recognises the duties placed on us by the Counter Terrorism Bill 2015 to prevent our children being drawn into terrorism.

These include:

- Assessing the risk of children being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies (including making referrals) under the Safeguarding Children Partnership procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. The children are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamist Ideology, Far Right / Neo Nazi / White Supremacist ideology etc. Concerns should be referred to the Designated Safeguarding Lead who has local contact details for the Prevent Engagement Team (Police) and Channel referrals. They will also consider whether circumstances require Police to be contacted urgently.

Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise. There are systems in place for keeping children safe from extremist material when accessing the internet in our school by using effective filtering and usage policies. The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism. Through our curriculum, we will promote the spiritual, moral, social and cultural development of children. We will use relevant information, tools and resources to help our staff and parents to recognise and address extremism and radicalisation in young people, for example the Educate Against Hate website.

**APPENDIX 6**Radicalisation and Extremism Risk Assessment

School: Ashby School

	Yes/No	Evidence
Does the school have a policy?	No	
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	School engages with CPL opportunities. School engages with agencies where necessary
Have staff received appropriate training?	Yes	Full staff training has taken place and staff have completed on-line prevent training.
Has the school got a trained Prevent lead?	Yes	Vikki Rundle-Brown (Senior Designated Safeguarding Lead)
Do staff know who to discuss concerns with? (DSL)	Yes	Full staff training has taken place – Vikki Rundle-Brown
Is suitable filtering of the internet in place?	Yes	The school uses Senso & Smoothwall to ensure that there is effective filtering and monitoring
Do children know who to talk to about their concerns?	Yes	Students are informed to report concerns to pastoral staff or any member of staff. Visible posters around school. Students can also use the ‘I need to talk’ button.
Are there opportunities for children to learn about radicalisation and extremism?	Yes	These topics are addressed in PD lessons, in registrations and in assemblies
Have any cases been reported?	Yes	Prevent referrals submitted in March 2023 & October 2023
Are individual children risk assessed?	Yes	As appropriate
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some children/parents)	The school adopts the ‘it can happen here’ philosophy. We work closely with the local police, council and youth offending services and share relevant intelligence.	
Comment on the school’s community, locality and relevant history		
There are no significant current concerns with regard to extremist activity in the area.		

Risk evaluation	<u>Low</u> Medium High	<u>Way Forward</u> To continue to work closely with all relevant local agencies and share relevant information and concerns.
-----------------	------------------------------	---



Date completed: January 2024

Signed

## **APPENDIX 7**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" updated October 2018. Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

## **APPENDIX 8**

### **Racist Incidents**

Repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We maintain a log of racist incidents in school.

## **APPENDIX 9**

### **Indicators of abuse and neglect**

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Fabricated or induced illness (FII) is a rare form of child abuse. It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child.

Below are some of the warning signs:

- symptoms only appear when the parent or carer is present
- the only person claiming to notice symptoms is the parent or carer
- the affected child has an inexplicably poor response to medicine or other treatment
- if one particular health problem is resolved, the parent or carer may then begin reporting a new set of symptoms
- the child's alleged symptoms do not seem plausible – for example, a child who has supposedly lost a lot of blood but does not become unwell
- the parent or carer has a history of frequently changing GPs or visiting different hospitals for treatment, particularly if their views about the child's treatment are challenged by medical staff
- the child's daily activities are being limited far beyond what you would usually expect as a result of having a certain condition – for example, they never go to school or have to wear leg braces even though they can walk properly
- the parent or carer has good medical knowledge or a medical background
- the parent or carer does not seem too worried about the child's health, despite being very attentive
- the parent or carer develops close and friendly relationships with healthcare staff, but may become abusive or argumentative if their own views about what's wrong with the child are challenged
- one parent (commonly the father) has little or no involvement in the care of the child
- the parent or carer encourages medical staff to perform often painful tests and procedures on the child (tests that most parents would only agree to if they were persuaded that it was absolutely necessary)

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.



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

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## **APPENDIX 10**

### **Professional development**

Regular training and discussion within the school environment is important and should be led by the Designated Leads for safeguarding. All staff, schools and Governing bodies should be open to new learning and keep up to date with changes made to national and local safeguarding policy, procedure and guidance including that provided by our safeguarding partners. The governors recognise that all staff and volunteers who work with students aged up to 18 years need to have appropriate child safeguarding training that equips them to recognise and respond to student welfare concerns.

We will ensure staff are given mandatory induction, which includes familiarisation with child safeguarding policy, part 1 and 5 of Keeping Children Safe in Education, staff behaviour policy, the designated leads in the school, their responsibilities and procedures to be followed.

The training, including multi-agency training, undertaken by staff and governors to ensure their knowledge and skills are up to date include:

- Safeguarding training – Annual training for all staff on Autumn INSET day / Regular updates via e mail / Weekly safeguarding communication in staff briefing
- DSL update training – Annual
- Prevent safeguarding training – All staff every 2 years
- HAYS safeguarding training – All staff every 3 years
- Suicide awareness training – DDSL who leads on this area updates training annually
- Safer recruitment training – Annual

A report of the school's training needs assessment is presented to the governors annually so that they can ensure that training is appropriately provided for all staff. This report is also shared with staff to enable them to contribute to the development of safeguarding practice in the school.

A training register is kept to indicate when staff and governors have been trained and this in turn informs the annual report to governors.

