



**Discovery Schools**  
Academy Trust



**Braunstone Community**  
Primary School

Dreams and possibilities are endless

# Safeguarding & Child Protection Policy 2018/19

This Safeguarding & Child Protection Policy outlines the commitment of DSAT schools to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance. The policy explains how roles, responsibilities and accountabilities are delegated.

## This policy was approved as follows:

<b>Approver:</b>	<b>Trust Board</b>	<b>Date:</b>	<b>28 June 2018</b>
<b>Adopted:</b>	<b>Advisory Board</b>	<b>Date:</b>	<b>30<sup>th</sup> August 2018</b>
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This policy applies to all DSAT schools. The Headteacher is responsible for ensuring that all school specific information is completed and that the policy reflects the context and needs of their school.

## Document History

Version	Version Date	Author	Summary of Changes
<b>V1.0</b>	25 June 2018	Liz Braithwaite – Safeguarding Lead	New policy prepared in line with the <i>Keeping children safe in education – Statutory guidance for schools and colleges</i> , September 2018 and “ <i>Working Together to Safeguard Children</i> ”, 2015.

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Prevent Single Point of Contact (SPOC)	Sharon Rushin Assistant Headteacher
Designated Safeguarding Lead for Children in Care and Previously Looked After Children	Sharon Rushin Assistant Headteacher
Designated Safeguarding Lead for Early Help: Designated Safeguarding Lead for E-safety: Chair of the Advisory Board DSAT safeguarding & wellbeing team	Nicola Baker Family Support Worker Nicola Baker Family Support Worker Helen Stockill Liz Braithwaite

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## 1. Introduction

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

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2018 and "*Working Together to Safeguard Children*", 2015.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused)
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all trustees, cluster governors, advisory board members, staff, volunteers and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents.

### 1.5 **Extended school activities**

Where the Trust provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Headteacher will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate. This will be monitored by the Lead Professional for Safeguarding and Wellbeing through the school's annual safeguarding audit.

## **2. Safeguarding Commitment**

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128) etc.

## **2.3 Safeguarding in the Curriculum**

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

- Bullying/Cyberbullying
- Drugs, alcohol and substance abuse (County Lines)
- E Safety / Internet safety
- Stranger danger
- Fire and water safety
- Road safety
- Domestic violence / Healthy Relationships / Consent
- (so called) Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),
- Sexual exploitation of children (CSE), including online
- Preventing Extremism and Radicalisation (see Appendices 4 and 5)

### 3. Roles and Responsibilities

#### 3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document and displayed in reception and the staffroom within the school.

#### 3.2 Governance

In accordance with the statutory guidance “Keeping children safe in education” September 2018, the Trust Board, Cluster Governing Board and Advisory Board<sup>1</sup> will ensure that:-

- The school has a personalised Child Protection & Safeguarding Policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. At least one person fully involved in the recruitment process and on any appointment panel will be Safer Recruitment trained.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school’s leadership team who is designated to take lead responsibility for dealing with child protection (the “Designated Safeguarding Lead”) and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead undertakes effective LRSB training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings, regular attendance at DSL network meetings, partnership work with the Safeguarding and Wellbeing Lead Professional etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff, visitors and volunteers who work with children are made aware of the school’s arrangements for child protection and their responsibilities **before any contact with children** (including this policy, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, “Safeguarding in Education Induction – Child Protection Information, Safer Working Practice” will be used as part of this induction and Annex A from “Keeping children safe in education” September 2018 is provided to all staff working directly with children.

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<sup>1</sup> Delegated powers are outlined in the Trust Scheme of Delegation

- Any deficiencies or weaknesses brought to the attention of the Advisory Board will be rectified without delay. The annual safeguarding audit is reviewed by the Advisory Board in the Autumn Term with the Safeguarding and Wellbeing Lead Professional.
- The Director of Primary Education (working with the CEO) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO) and the Safeguarding and Wellbeing Lead Professional.
- Effective policies and procedures are in place and updated annually including a behaviour “code of conduct” for staff and volunteers - “Guidance for Safer Working Practice for those who work with children in education settings October 2015”.
- An annual safeguarding and wellbeing audit is completed by the Safeguarding and Wellbeing Lead Professional and outcomes reported back to the Trust Board, Cluster Governing Board and Advisory Board through an annual action plan and risk assessment. Headteachers review the Safeguarding and Wellbeing action plan regularly with the Safeguarding and Wellbeing Lead Professional. Information is also provided to the Local Authority (on behalf of the LSCB) through the Safeguarding Annual Return.
- The Advisory Board will support the school with issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead and the Safeguarding and Wellbeing Lead Professional.
- The Safeguarding and Wellbeing Lead Professional will provide information and reports to the Cluster Governing Board at least annually (summer term).
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

### **3.3 Headteacher**

The Headteacher of the school will ensure that:

- The policies and procedures adopted by the Trust Board are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Designated Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified firstly to the Local Authority Designated Officer by the headteacher, then the Safeguarding and Wellbeing Lead Professional.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).

- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children’s Social Care (Children’s Services) or the Police.

### **3.4 Designated Safeguarding Lead**

The responsibilities of the Designated Safeguarding Lead are found in Annex B of “Keeping children safe in education” and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Safeguarding and Wellbeing Lead Professional, Advisory Board and the Local Authority on any deficiencies brought to the attention Advisory Board and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children’s Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with special educational needs and disability and young carers
- Ensure each member of staff has access to and understands the school’s child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection, the pupil behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and to give Part 1 of “Keeping children safe in education” and Annex A to all staff and those working directly with children; before contact with children is allowed.
- Keep detailed, accurate and secure records of concerns and referrals, including the use of CPOMS;
- Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.
- Where children leave the school, ensure their child protection records are handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible - this will be in advance of the pupil arriving where specific ongoing support is required.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

### **3.5 Lead Professional for Safeguarding and Wellbeing**

The Lead Professional for Safeguarding and Wellbeing of the Trust will:

- Ensure that safeguarding policies, procedures and practice across the academy trust meet statutory requirements.
- Monitor and support all schools so they meet compliance expectations and are developing practice.
- Liaise with the Cluster Leads, CEO & Headteachers to inform of issues, updates and serious case reviews.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding.
- Liaise with other agencies in relation to wellbeing and safeguarding.
- Complete audits of safeguarding compliance in schools currently in the trust and due diligence of new schools.
- Devise, review and update monitoring and evaluate trust wide systems for safeguarding.
- Support schools with areas for development where appropriate.
- Develop and facilitate the delivery of a high quality curriculum for E-Safety, Safeguarding and wellbeing in schools.
- Support DSL's in leading and managing processes and procedures in relation to safeguarding and Child Protection:
  - To update the Trust central Risk strategy for safeguarding and produce an annual action plan for the development of this area in the schools.

## **4. Records, Monitoring and Transfer**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 The school uses CPOMS secure online monitoring of children protection, safeguarding and wider student pastoral welfare software to record child protection and behavioural concerns. Other records will be scanned into CPOMS where possible however if other records exist relating to actual or alleged abuse or neglect they are stored apart from normal pupil or staff records. These records are coded to hide identity and will be recorded on CPOMS to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.

- 4.4 Child protection records are reviewed regularly by the Senior Leadership Team and DSL's to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon. Records of these reviews are kept in school.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where CPOMS is used by the receiving school records will be sent over electronically and securely. Where a child needs specific ongoing support relevant information will be transferred prior the child arriving at their new school. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

## 5. Support to pupils and school staff

### 5.1 Support to pupils

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, a care-giver or previously looked after, or are experiencing some form of neglect.. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in pupils with Special Educational Needs or a disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

- 5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate Trust and local authority or LSCB guidance and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

- 5.3 **Sexting** - School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk

- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police and Social Services (Priority 1)
- School to inform the Safeguarding and Wellbeing Lead Professional and the Director of IT.

5.4 **Children Missing from Education** – our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded. We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

5.5 **Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point or are targeted by criminals involved in the illegal supply of drugs (County Lines). Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children’s Duty if appropriate.

5.6 **So-called ‘honour-based’ violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called “honour” of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.7 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children’s Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

5.8 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

### **Curriculum**

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

### **Responding to an incident**

- School will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

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

#### **5.9.1 Support for Staff**

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

## **6. Working with parents/carers**

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus and on the school's website.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## **7. Other Relevant Policies**

7.1 The Trust and school's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other Trust and school policies, for instance:

- Pupil Behaviour Management
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidance "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Trips and visits / EVOLVE
- Work experience and extended work placements

- First aid and the administration of medicines
- Health and Safety
- Healthy Relationships and Sex Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- E-safety
- Extended school activities
- Visitors and Volunteers

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.

## **8. Recruitment and Selection of Staff**

- 8.1 The school's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2018, Part Three: Safer recruitment*
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children before contact with children is allowed. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (Senior Leader/ teacher /manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

## Appendix 1 - Procedure to follow in cases of possible, alleged or suspected 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 LSCB website [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead is expected to be familiar with these, particularly 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) As soon as possible a CPOMS record should be made or any written records, must be dated (including the day) and signed, to what has been alleged, noticed and reported, and kept securely and confidentially in line with the Trust’s GDPR
- 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 that might put the child at risk, and in individual cases advice from Children’s Social Care will need to be taken.

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

- 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.
- 2) As soon as possible (within 24hrs) write a dated (including the day), timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead or a Deputy Designated 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 allegation is about the Headteacher, the information should normally be passed to the CEO then Director of Primary Education, who will contact the Local Authority Allegations Manager (LADO) for advice. The support of the Safeguarding Lead Professional will also be sought if needed.
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

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

- 1) Begin a case file on CPOMS which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 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. Written confirmation should be made within 24 hours on the LSCB 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 sexually abusive behaviour, 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 (eg 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 allegations against staff (including headteachers) and volunteers**

These procedures should be followed in all cases in which there is an allegation or suspicion 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; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2018 (part 4: Allegations of abuse made against teachers and other staff)

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

- I. Write 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 concerns the conduct of the Headteacher, report immediately to the Cluster Leader. Pass on the written record. (If there is difficulty reporting to the Cluster Leader, contact the Chair of the Cluster Governing Board or the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

### **2. Headteacher (or CEO)**

- I. If there is no written record, write 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.
- 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.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Liaise with Safeguarding and Wellbeing Lead Professional who will act as Investigating Officer if required.
  - Possible referral to the DBS or The Teaching Regulation Agency, depending on the outcome.

### **Appendix 3 - References to applicable DSAT IT Policies**

Refer to the following policy documents:

- DSAT Mobile Phone and Loaned Property Policy
- DSAT Staff Acceptable Use Policy
- DSAT Social Media Policy

#### **Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation**

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

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB 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 pupils 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 Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

## Appendix 5 -Radicalisation and Extremism Risk Assessment

School: .....

		Yes/No	Evidence
Does the school have a policy?			
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?			
Have staff received appropriate training?			
Has the school got a trained Prevent lead?			
Do staff know who to discuss concerns with? (Single point of contact - SPOC)			
Is suitable filtering of the internet in place?			
Do children know who to talk to about their concerns?			
Are there opportunities for children to learn about radicalisation and extremism?			
Have any cases been reported?			
Are individual pupils risk assessed?			
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 pupils/parents)			
Comment on the school's community, locality and relevant history:			
Risk evaluation	<b>Low</b> <b>Medium</b> <b>High</b>	Way Forward	

Date completed..... Signed.....

## **Appendix 6 -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" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made 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 7 - Glossary of terms with guidance

Acronym	Meaning	Link or guidance
DSL	Designated Senior Lead	The Designated Senior Person (DSP) is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with safeguarding issues
CAMHS	Children's Adolescent Mental Health Service	CAMHS are the NHS services that assesses and treat young people with emotional, behavioural or mental health difficulties. <a href="https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/">https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/</a>
CSE	Child Sexual Exploitation	Essentially it involves children and young people receiving something – for example, accommodation, drugs, gifts or affection – in exchange for sexual activity or having others perform sexual activities on them. <a href="http://lrsb.org.uk/cse">http://lrsb.org.uk/cse</a>
DBS	Disclosure and Barring Service	The Disclosure and Barring Service (DBS) helps employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups, including children. It replaces the Criminal Records Bureau (CRB) and Independent Safeguarding Authority (ISA). <a href="https://www.gov.uk/government/organisations/disclosure-and-barringservice">https://www.gov.uk/government/organisations/disclosure-and-barringservice</a>
FMU	Forced Marriage Unit	People should contact the Forced Marriage Unit (FMU) if they're trying to stop a forced marriage or need help leaving a marriage they've been forced into. <a href="https://www.gov.uk/stop-forcedmarriage">https://www.gov.uk/stop-forcedmarriage</a>
CAIU	Child Abuse Investigation Unit (Police)	Investigation Unit (CAIU) is to protect children, investigate offences against children and, where appropriate, prosecute offenders. To achieve this, the unit works closely with partnership agencies, including the local safeguarding children boards (LSCB) and local policing units <a href="https://leics.police.uk/about-us/ourdepartments/delivering-justicedirectorate/child-abuse-investigation">https://leics.police.uk/about-us/ourdepartments/delivering-justicedirectorate/child-abuse-investigation</a>
IDVA	Independent Domestic Violence Advocate	DVAs are specialist support workers who are legally trained to work with victims of domestic abuse at high risk of serious harm from current or ex-partners or other family member(s). ... They deliver training, including the IDVA qualification and also advise professionals and funders commissioning domestic abuse services. <a href="http://www.halt.org.uk/what-is-idva.html">www.halt.org.uk/what-is-idva.html</a>
CME	Children Missing Education	Arrangements for identifying and maintaining contact with children missing, or at risk of going missing, from education. <a href="https://www.leicestershire.gov.uk/education...children/child.../children-missing-from-education">https://www.leicestershire.gov.uk/education...children/child.../children-missing-from-education</a>
LADO	Local Authority Designated Officer	Local authorities in England should identify designated officers (referred to as the LADO) to be involved in the management and oversight of individual cases of allegations of abuse made against those who work with children as set out in the Allegations against People who Work with Children Procedure. <a href="http://lrsb.org.uk/lado-local-authoritydesignated">http://lrsb.org.uk/lado-local-authoritydesignated</a>
FLL	Fabricated Illness	It occurs when a parent or carer, usually the child's biological mother, exaggerates or deliberately causes symptoms of illness in the child. <a href="http://www.nhs.uk/conditions/fabricated-or-induced-illness/Pages/Introduction.aspx">www.nhs.uk/conditions/fabricated-or-induced-illness/Pages/Introduction.aspx</a>
POT	Position of Trust	A position of trust involves a person in a position of authority over another person. This term was used in the 2003 Sexual Offences Act to describe abuse of children by people in certain positions and establishments. Specific roles include teachers, social workers, doctors, foster carers, police officers. Specific settings include schools, hospitals, foster homes, residential care homes, young offenders institutions, clinics.
IRO	Independent Reviewing officer	The IRO's primary focus is to quality assure the care planning and review process for each child ensuring that his/her current wishes and feelings are given full consideration. and, where necessary, challenge poor practice.
HSB	Harmful Sexual Behaviour	Children and young people who develop harmful sexual behaviour harm themselves and others. <a href="https://www.nspcc.org.uk/preventing-abuse/child-abuse.../harmful-sexual-behaviour/">https://www.nspcc.org.uk/preventing-abuse/child-abuse.../harmful-sexual-behaviour/</a>
MARAC	Multi Agency Risk Assessment Committee	A multi-agency meeting, chaired by Police, focusing on the safety of victims of domestic abuse identified as being at high risk.

MAPPA	Multi Agency Pupil Protection Arrangements	Tasked with the management of registered sex offenders, violent and other types of sexual offenders, and offenders who pose a serious risk of harm to the public.
FGM	Female Genital Mutilation	FGM is the ritual removal of some or all of the external female genitalia. There are no known health benefits. <a href="http://lrsb.org.uk/fgm-femalegenital-mutilation">http://lrsb.org.uk/fgm-femalegenital-mutilation</a>
SCR	Serious Case Review	A serious case review (SCR) takes place after a child dies or is seriously injured and abuse or neglect is thought to be involved. It looks at lessons than can help prevent similar incidents from happening in the future.
SCR	Single Central Record	All schools should have an SCR of recruitment. You should use it to log all safer recruitment checks, including details of DBS (formerly known as CRB) checks
LSCB	Local Safeguarding Children's Board	Local Safeguarding Children Boards (LSCBs) were established by the Children Act 2004 which gives a statutory responsibility to each locality to have this mechanism in place. LSCBs are now the key system in every locality of the country for organisations to come together to agree on how they will cooperate with one another to safeguard and promote the welfare of children. <a href="http://lrsb.org.uk/">http://lrsb.org.uk/</a>
LRSB	Leicestershire and Rutland Safeguarding Children's Boards	Leicester City, Leicestershire and Rutland Safeguarding Boards working in partnership in respect of safeguarding training, development and learning.
EPO	Emergency Protection Order	Under Section 44 of the Children Act 1989, the local authority can apply for an Emergency Protection Order (EPO) where there are reasonable grounds for believing there is an immediate risk of Significant Harm to a child. <a href="https://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/court-orders-to-protect-children/child-abuse-emergency-protection-orders/">https://www.citizensadvice.org.uk/family/children-and-young-people/child-abuse/court-orders-to-protect-children/child-abuse-emergency-protection-orders/</a>
CDOP	Child Death Overview Panel	Working Together to Safeguard Children (HM Government 2015) states that all Local Safeguarding Children Boards (LSCBs) have a responsibility for ensuring that a review of each child death (0-18 years) of a child normally resident in the LSCB's area is undertaken by a Child Death Overview Panel (CDOP). <a href="http://lrsb.org.uk/child-deathoverview-panel-cdop">http://lrsb.org.uk/child-deathoverview-panel-cdop</a>
FLIC	N/A	Child Protection On line training programme accessible to all DSAT schools.
PSHE	Personal, Social and Health Education.	PSHE education is defined by the schools inspectorate Ofsted as a planned programme to help children and young people develop fully as individuals and as members of families and social and economic communities. <a href="https://www.pshe-association.org.uk/curriculum-and-resources/curriculum">https://www.pshe-association.org.uk/curriculum-and-resources/curriculum</a>
NCTL	The National College for Teaching and Leadership	Previously known as the National College for School Leadership this is an executive agency of the Department for Education. NCTL and the DBS will consider the misconduct and safeguarding aspects of a referral case respectively and in parallel.
CPOMS	N/A	CPOMS is the IT software application for monitoring child protection and safeguarding in schools. <a href="http://www.cpoms.co.uk">www.cpoms.co.uk</a>

## Appendix 8 - Leicestershire Safeguarding Contacts

<p>First Response Children's Duty (Priority 1 referrals)</p> <p>24 Hours</p> <p>The advice phone number for professionals Mon - Fri: 9am - 4pm</p>	<p>Telephone 0116 3050005 Email: <a href="mailto:childrensduty@leics.gov.uk">childrensduty@leics.gov.uk</a> Address First Response Children's Duty, Room 100b, County Hall, Championship Way, Glenfield, LE3 8RF</p> <p>0116 305 5500</p>
<p>Local Authority Designated Office (LADO) / Allegations:</p>	<p>Mark Goddard, Karen Browne 0116 305 7597 0116 305 4532</p>
<p>Safeguarding &amp; Improvement Unit (List of Children with a Child Protection Plan)</p>	<p>Trish Hoyle 0116 305 7407</p>
<p>Service Manager Safeguarding and Improvement</p>	<p>Judith Jones 0116 3057411</p>
<p>Children Missing from Education</p>	<p>Joanne Rees 0116 305 8162 or 0116 305 7136</p>
<p>Safeguarding in Education Development Officers</p>	<p>Simon Genders 0116 305 7750 <a href="mailto:simon.genders@leics.gov.uk">simon.genders@leics.gov.uk</a></p> <p>Ann Prideaux 0116 3057317 <a href="mailto:ann.prideaux@leics.gov.uk">ann.prideaux@leics.gov.uk</a></p>
<p>CHANNEL referral (extremism / radicalisation)</p>	<p>0116 248 6726</p>
<p>Early Help – Request for Services</p>	<p><a href="http://lrsb.org.uk/childreport">http://lrsb.org.uk/childreport</a></p>
<p>Early Help queries and Consultation Line</p>	<p>0116 3059521</p>
<p>All other referrals</p>	<p><a href="http://lrsb.org.uk/childreport">http://lrsb.org.uk/childreport</a></p>
<p>United Against Violence and Abuse Helpline (UAVA) Professionals Advice and Referrals</p>	<p>0116 255 0004 <a href="mailto:info@uava.org.uk">info@uava.org.uk</a></p>

## Appendix 9 – Rutland Safeguarding Contacts

<p>Children’s Social Care services – Duty And Advice – CSE concerns</p> <p>24 Hours</p>	<p>TEL: 01572 722577 FAX: 01572 758307 Secure email <a href="mailto:dutyteam@rutland.gcsx.gov.uk">dutyteam@rutland.gcsx.gov.uk</a> Address: Rutland County Council Children’s Duty &amp; Assessments Catmose Oakham Rutland LE15 6HP</p> <p>Rutland Social Services Children &amp; Families Team Social Care Duty Worker 01572 758 407</p> <p>First response forms: <a href="http://www.lrsb.org.uk">www.lrsb.org.uk</a></p>
<p>Local Authority Designated Office (LADO)</p>	<p>Steve Tanner Elaine Newcombe</p> <p>01572 720 913</p> <p><a href="mailto:safeguardingunit@rutland.gcsx.gov.uk">safeguardingunit@rutland.gcsx.gov.uk</a></p>
<p>Safeguarding in Education Development Officers</p>	<p>Simon Genders 0116 305 7750 <a href="mailto:simon.genders@leics.gov.uk">simon.genders@leics.gov.uk</a></p> <p>Ann Prideaux 0116 3057317 <a href="mailto:ann.prideaux@leics.gov.uk">ann.prideaux@leics.gov.uk</a></p>
<p>Children Missing from Education</p>	<p>Liz Odom 01572 758 493</p>
<p>CHANNEL referral (extremism / radicalisation)</p>	<p>0116 248 6726</p>
<p>CAMHS Advisory Service for Professional</p>	<p>0116 295 5048 (8:30-3pm)</p>
<p>Educational Psychology Service</p>	<p>01572 720 911</p>
<p>United Against Violence and Abuse Helpline (UAVA)</p>	<p>0808 802 0028 <a href="mailto:info@uava.org.uk">info@uava.org.uk</a></p>
<p>UAVA Professionals Advice and Referrals</p>	<p>0116 255 0004</p>

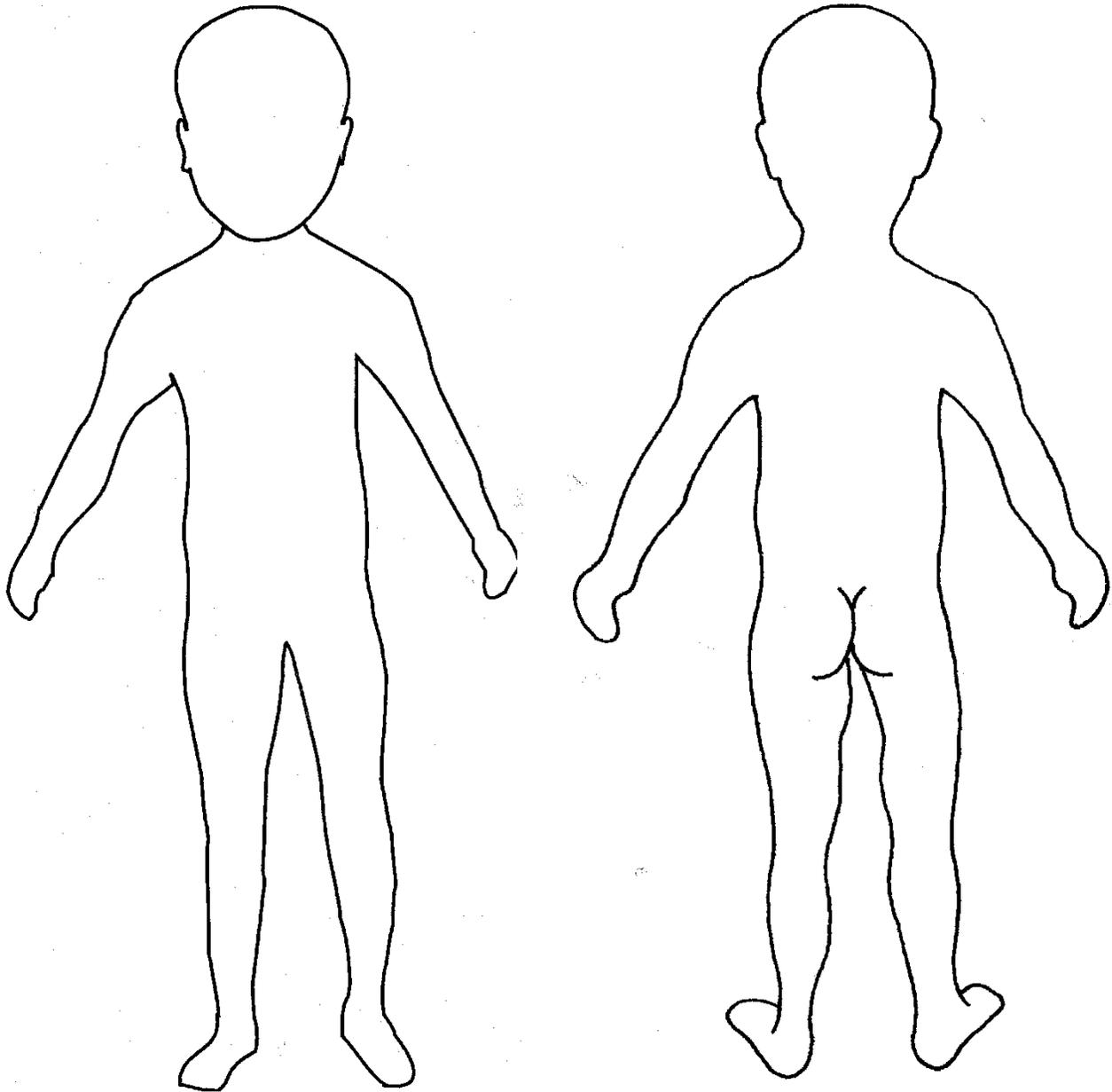
**Appendix 10 – Body Map**

**(This must be completed at time of observation)**

Names for Child: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

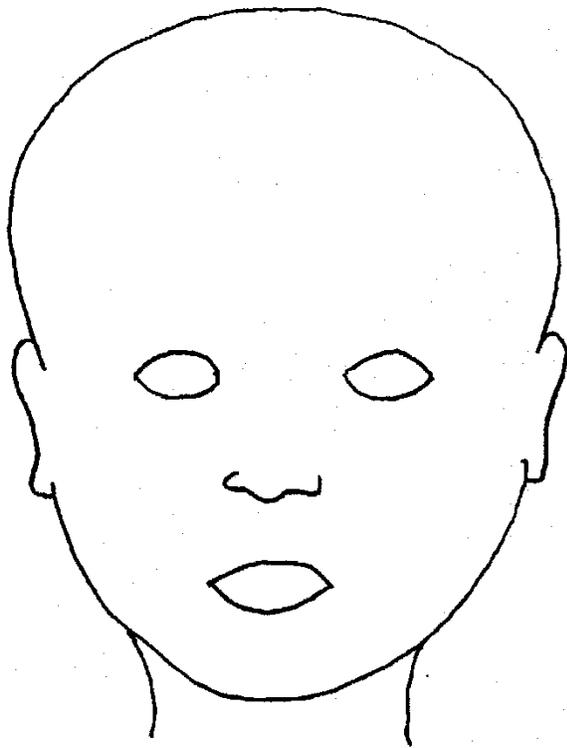
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Date and time of observation: \_\_\_\_\_

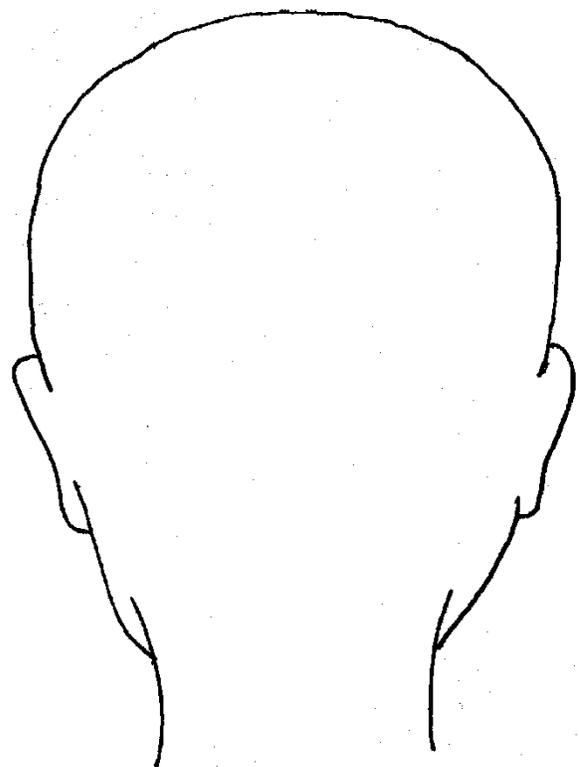


Name of Child: \_\_\_\_\_

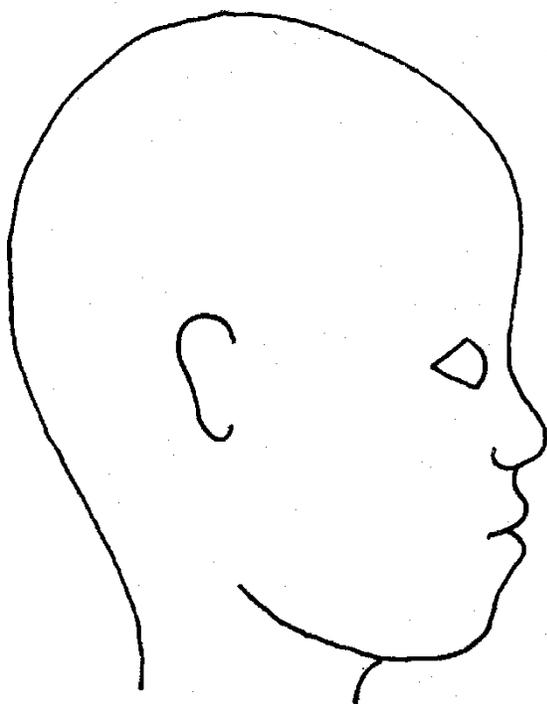
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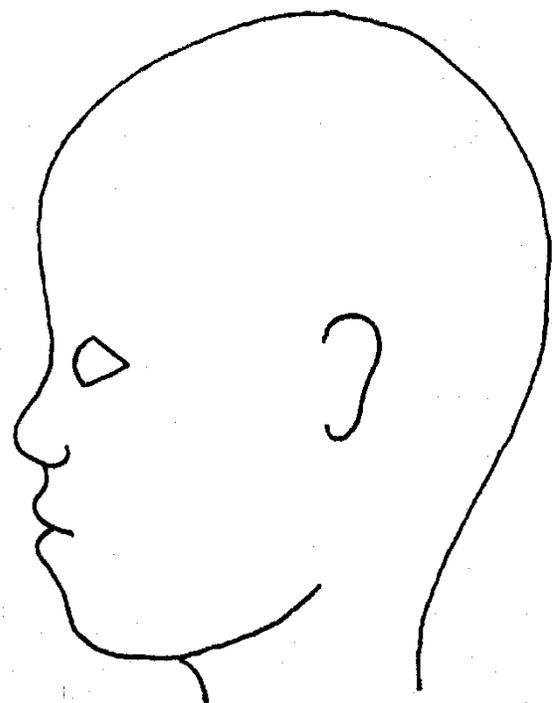
**FRONT**



**BACK**



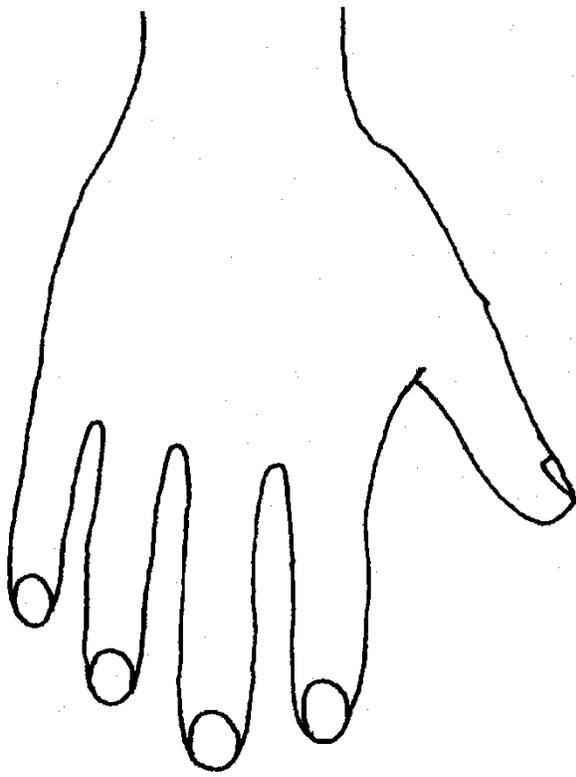
**RIGHT**



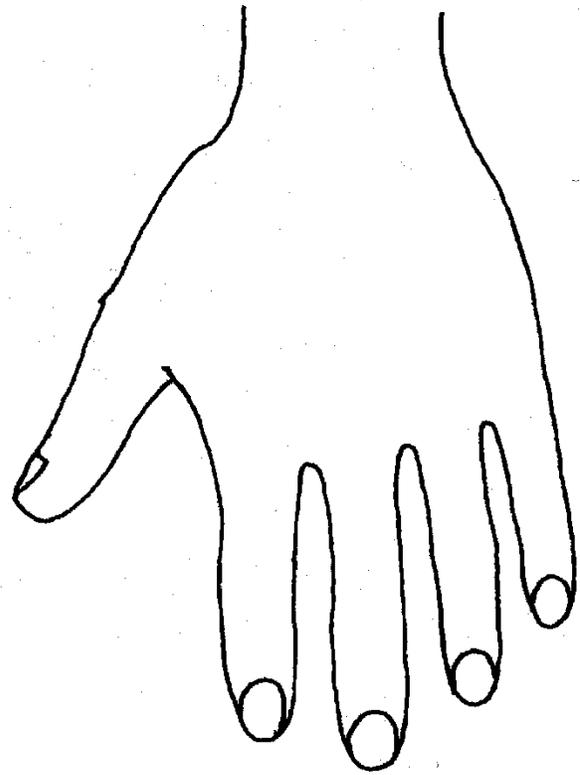
**LEFT**

Name of Child: \_\_\_\_\_

Date of observation: \_\_\_\_\_

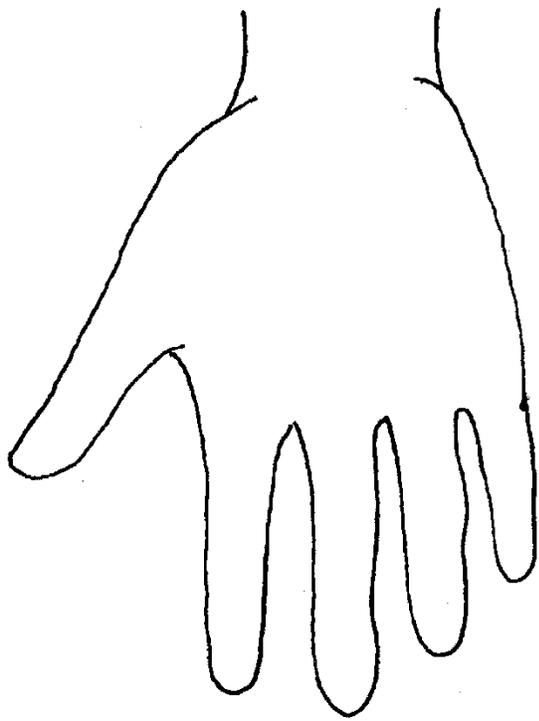


R



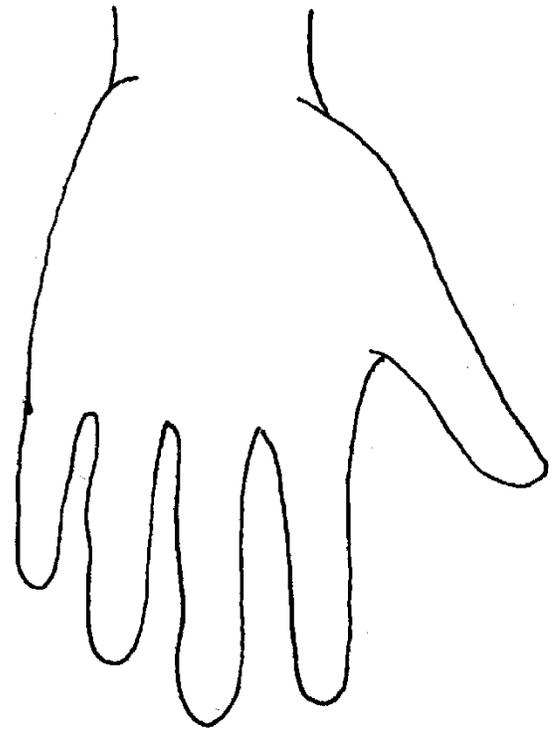
L

BACK



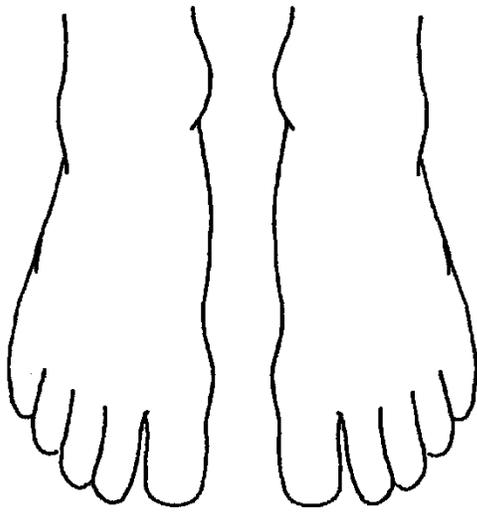
R

PALM

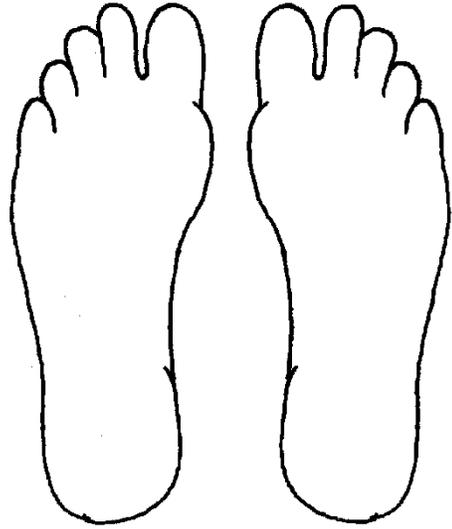


L

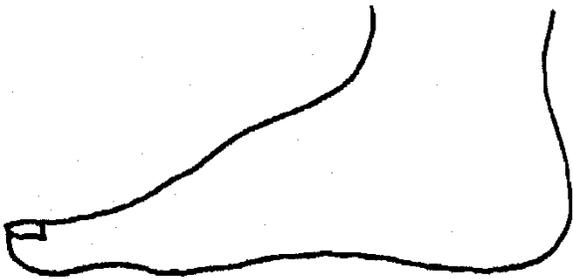
Name of Child: \_\_\_\_\_ Date of observation: \_\_\_\_\_



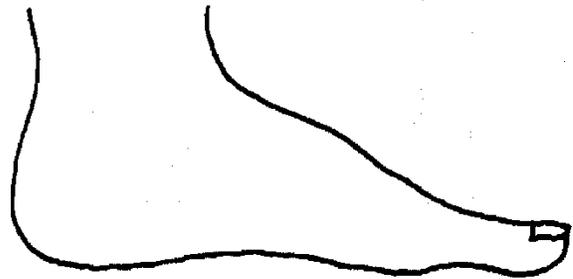
R TOP L



R BOTTOM L

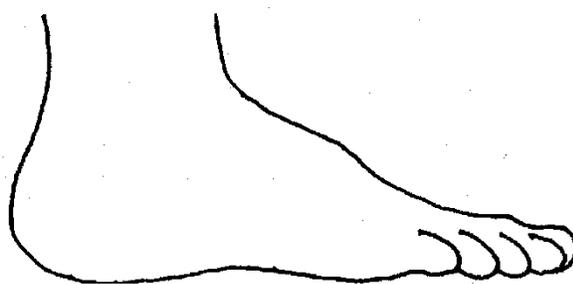


R

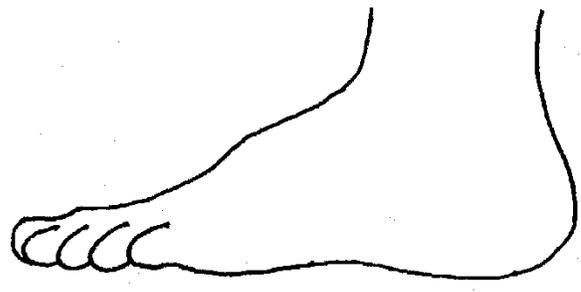


L

INNER



R



L

OUTER

Printed Name and  
Signature of staff:

Date:

Time:

Job title:

This box is to be photocopied on to the back of each body map sheet.

When completeing this box please do not use any leading questions – stick to the facts and keep it as sussinct ast possible.

1) When did this happen?

2) Where were you?

3) Who was with you?

4) How did it happen?

Form passed on to \_\_\_\_\_(member of the DSL team)

Time and Date passed on to DSL member \_\_\_\_\_