

Child Protection and Safeguarding Policy



Reach Academy Feltham

The Governors and staff of Reach Academy Feltham fully recognise the contribution it makes to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our students from harm. In this policy 'staff' includes regular volunteers.

All staff and Governors believe that our Academy should provide a caring, positive safe and stimulating environment which promotes the social, physical and moral development of the individual child.

At Reach Academy Feltham we aim to foster an ethos in which children feel secure, their viewpoints are valued and they are encouraged to talk and are listened to. We are responsible for creating a safe and healthy environment for students.

It is the responsibility of all members of staff to provide a safe environment in which students may develop their self-esteem and respect for one another. It is important that we use the curriculum (both 'overt' and 'hidden') to raise students' awareness and build confidence so that they have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, and develop more responsible attitudes to adult life and parenthood.

LA Child Protection Guidelines are held in the Academy for reference.

Approved by:

Date

**Approval
Signature:**

**Policy Holder:
Georgia Crew**

**Policy Holder
Signature:**

Last reviewed on:

Next review due by:

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1. Aims

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues
- To support the child's development in ways that will foster security, confidence and independence.
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff. To develop a structured procedure within the Academy which will be followed by all members of the Academy community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police and Social Services.
- To ensure that all adults within our Academy who have access to children have been checked as to their suitability.

2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

This policy also complies with our funding agreement and articles of association.

3. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's 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

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

Children includes everyone under the age of 18.

4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of our LA and Local Safeguarding Children Board (LSCB procedures). Our policy and procedures also apply to extended school and off-site activities.

5.1 All staff

All staff will read and understand part 1 of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including the staff, behaviour policy and the role of the designated safeguarding lead (DSL)
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for making referrals to local authority children’s social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

5.2 The designated safeguarding lead (DSL)

Our Academy procedures for safeguarding children will be in line with LA and Local Safeguarding Children Board (LSCB) procedures. We will ensure that:

- We have a designated member of staff in for the whole school, Georgia Crew, who undertakes regular training.
- We have two members of staff, Phil Fowkes and Lorenzo McLellan, who will act as the deputy designated teachers. We have 6 phase leaders who will manage initial safeguarding concerns and will escalate to Georgia Crew, Phil Fowkes and Lorenzo McLellan when necessary.
- All members of staff develop their understanding of the signs and indicators of abuse.
- All members of staff know how to respond to a student who discloses abuse.
- All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

Role	Name	Contact details
Designated safeguarding lead	Georgia Crew	07788 252898
Designated Deputy safeguarding lead	Phil Fowkes	07788255228
Designated Deputy safeguarding lead	Lorenzo McLellan	020 8893 1099
Nominated governor for safeguarding, child protection and looked after children	Emma Luxton	Emma.luxton@reachacademy.org.uk
Chair of governors	Tom Sawbridge	thomas.sawbridge@reachacademy.org.uk

1.1. Designated person for the whole school, Georgia Crew is responsible for:

- Adhering to the LSCB, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse.

- Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - Ensuring that all such records are kept confidentially and securely and are separate from student records.
 - Ensuring that an indication of further record-keeping is marked on the student record.
 - Ensuring that any pupil currently on the child protection register who is absent without explanation is referred to Social Services and any child who is absent for five consecutive days without explanation is referred to Social services.
- 1.2. The Administration Team are responsible for:
- Ensuring that the Safeguarding Single Central Record is up to date at all times.
 - Adhering to the Academy's policy on Safeguarding Recruitment Procedures, as set out below.
- 1.3. Deputy designated persons Phil Fowkes and Lorenzo McLellan are responsible for:
- Adhering to the LSCB, LA and Academy procedures with regard to referring a child if there are concerns about possible abuse.
 - Keeping written records of concerns about a child even if there is no need to make an immediate referral.
 - Ensuring that all such records are kept confidentially and securely and are separate from student records.
 - Ensuring that an indication of further record-keeping is marked on the student record.

Ensuring that any pupil currently on the child protection register who is absent without explanation for is referred to Social Services, and any child who is absent for five consecutive days without explanation is referred to Social services.

The Academy should be informed of any child who is included on the Child Protection Register. The Academy's Designated Child Protection Officer will alert members of staff to this information as necessary.

The attendance and development of children on the Register must be monitored and Social Services informed of any cause for concern or change of school.

COMPLETE records must be sent on to the receiving school, when a child changes school as a natural progression or for any other reason.

5.3 The governing board

The governing board will approve this policy at each review, and hold the Principal to account for its implementation.

The governing board will appoint a senior board level (or equivalent) lead [*or*, link governor] to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL.

The chair of governors will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, where appropriate (see appendix 3).

5.4 The Principal

The Principal is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

6. Confidentiality

We recognise that all matters relating to Child Protection are confidential. The Designated Child Protection Officers, or other senior staff will disclose any information about a student to other members of staff on a need to know basis only.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. If a member of staff is in any doubt about the storage of sharing of information s/he must seek guidance from a member of the Leadership Team. Any media or legal enquiries must be passed to the Head teacher.

All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

To report child abuse to your local council:

<https://www.gov.uk/report-child-abuse-to-local-council>

7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

Any teacher who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures. This will include contacting Children's Services on 020 8583 6600 and calling Call the FGM helpline on 0800 028 3550 or emailing fgmhelp@nspcc.org.uk.

7.4 If you have concerns about a child (as opposed to a child being in immediate danger)

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

7.5 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email counter.extremism@education.gov.uk. Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Supporting Children

- 1.4. We recognise that a child who is abused or witnesses' violence may find it difficult to develop and maintain a sense of self-worth. We recognise that a child in these circumstances may feel helpless and humiliated. We recognise that a child may feel self-blame.
- 1.5. We recognise that the Academy may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 1.6. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 1.7. Our Academy will support all students by:
 - Encouraging self-esteem and self-assertiveness whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the Academy.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - Notifying Social Services as soon as there is a significant concern.
 - Providing continuing support to a student about whom there have been concerns who leaves the Academy by ensuring that appropriate information is forwarded under confidential cover to the student's new school.

2. Prevention

- 2.1. We recognise that the Academy plays a significant part in the prevention of harm to our students by providing students with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 2.2. The Academy community will therefore:
 - Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - Ensure that all children know there is an adult in the Academy whom they can approach if they are worried or in difficulty.
 - Include in the curriculum opportunities for Personal Development which equip children with the skills they need to stay safe from harm and to know to whom to contact if they need support.

3. Neglect Strategy

The strategy was developed through Hounslow Safeguarding Children Board and applies to agencies across all sectors. The overarching aim of the Neglect Strategy is to promote the welfare of children and young people and to improve their outcomes. The strategy sets out our approach to tackling neglect and outlines three strategic priorities to improve the quality, reach and scope of our response. As an Academy we promote and support the following strategic priorities to tackle neglect in Hounslow:

- 1) **Leadership and Partnership:** Secure a collective commitment to tackle neglect across the partnership and demonstrate effective leadership in driving forward changes required.
- 2) **Prevention:** Improve awareness, understanding and early recognition of neglect in Hounslow
- 3) **Intervention:** Improve the effectiveness of interventions to tackle neglect.

For detailed information on the Neglect strategy, this is saved on the School's drive which is accessible to all staff.

7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Principal. If you have concerns about the Principal, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The Principal/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform Ofsted of the allegation and actions taken, within the necessary time scale (see appendix 3 for more detail).

We recognise that staff working in the Academy who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.

7.7 Allegations against staff

We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Principal.

If the allegation made to a member of staff concerns the Principal, the designated officer will immediately inform the Chair of Governors.

If a member of staff is dismissed following an allegation, or if an allegation is taken seriously but the member of staff is not dismissed, the Academy will inform the Independent Safeguarding Authority.

The Academy will follow the LA procedures for managing allegations against staff, a copy of which will be readily available in the Academy.

There is guidance on how to manage a staff allegation, this includes contacting information for our Safeguarding Advice and Allegations Management (SAAM). This is saved on the shared drive with access to all staff.

7.8 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”. All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), sexual violence, sexual harassment and sexting. Sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and **initiating/hazing-type violence and rituals.**”

The Collins Dictionary defines hazing as:

“a ritual practiced in some universities and other institutions, in which a new member of a club or society is humiliated or abused, or the bullying of a student in school.”

Hazing can include, but is not limited to:

- Physical violence
- Sexual coercion
- Pressure to consume things in dangerous combinations or quantities (e.g. alcohol, drugs)

It can happen in secret, but can also be garnered as an aspect of school life. It can change from relatively harmful rituals to very dangerous in a short period of time.

There are clear physical dangers and the emotional effects can be far-reaching and long-lasting. · Hazing is not acceptable and will not be tolerated at Reach Academy, staff will never dismiss hazing as a “rite of passage” or “harmless fun”

Reach Academy fosters a culture of open communication – reporting concerns is never be seen as “snitching”, and pupils are supported to be able to report concerns without being resented or mistrusted by their peers

In the event of a known or suspected incident, follow the school’s safeguarding and behaviour policies and procedures – including reporting to the police and/or children’s social care if necessary

Most cases of pupils hurting other pupils will be dealt with under our school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy.

7.9 Contextual safeguarding

Staff at Reach Academy take a holistic view to ensure wider environmental factors are considered that may be a threat to safety and welfare of children.

Contextual Safeguarding is an approach to understanding, and responding to, young people’s experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people’s experiences of extra-familial abuse can undermine parent-child relationships.

Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.

7.10 Looked After Children (LAC) and Previously Looked After Children (PLAC)

Staff at Reach Academy recognise that LAC and PLAC remain vulnerable and it's important that all agencies work together to safeguard them. This group of students are extremely vulnerable, the most common reason for children becoming looked after is as a result of abuse and/or neglect and the school is aware of the need to

monitor the welfare and ensure the support of children that fall into this category. Staff at Reach Academy are also aware that these experiences can leave children with complex emotional and mental health needs and this can increase their vulnerability to abuse. At Reach Academy we will work with all agencies and will use the students PEP's and LAC reviews as a supportive measure to make sure their welfare and safety is paramount at all times.

8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

9. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

Some staff have school owned phones and these may be used in the presence of pupils.

We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in the school.

10. Student Pregnancy

If a student tells a member of staff that they are pregnant it must be reported to the Academy's Designated Child Protection Officer. The Academy's Designated Child Protection Officer will meet with student to assist them to inform their parent. If the student is under 15 the Academy's Designated Child Protection Officer must report the case to Social Services. The Academy must contact the family if there is a suspicion of pregnancy. Appropriate outside agencies may be involved to offer counselling and support

The date for the student to begin leave of absence from the Academy is at the discretion of the Principal and must be within the parameters of legislation. The Borough may offer Home Tutors. Academy staff will encourage students to maintain their education and to sit examinations.

Whilst in the Academy the student should be in all lessons and in Academy uniform throughout. We must have authorised absence for maternity (antenatal) appointments.

11. Complaints and concerns about school safeguarding practices

10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

10.3 Whistle-blowing

We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so. All staff should be aware of their duty to raise concerns, where they exist, about the attitudes and actions of colleagues.

11. Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

12. Training

12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect.

- All new members of staff will be given a copy of our Safeguarding and child protection procedures as part of their induction into the Academy.
- All members of staff will be asked to read Keeping Children Safe in Education 2016. New members of staff will receive this in their induction.
- If a member of staff reveals a sexual attraction towards young people, or if safeguarding-related incidents from their past come to light that require investigation, the member of staff will be suspended with immediate effect while the Academy seeks advice.
- If a member of staff is dismissed for safeguarding-related matters, or if a safeguarding-related allegation is taken seriously but this does not lead to dismissal, the Academy will report this to the Independent Safeguarding Authority

This training will be regularly updated and will be in line with advice from our local safeguarding children board.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Volunteers will receive appropriate training, if applicable.

12.2 The DSL and deputies

The DSL will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

12.5 Staff who have contact with pupils and families

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

13. Safer Recruitment

The Academy follows all Safer Recruitment Procedures as recommended by the Children's Workforce Development Council:

A designated member of the administration team, overseen by the Finance Director, maintains an up-to-date Single Central Record of all staff who work on the Academy site, which shows:

1. Name
2. Date of appointment
3. Nationality
4. National Insurance number
5. GTC registration number
6. Type of Initial Teacher Training
7. Teacher number
8. Degree(s)
9. Application form number
10. Date of most recent Child Protection training
11. Notes on any relevant Safeguarding matters

When seeking references, the Academy asks about whether the candidate has been subject to any disciplinary procedures, to any safeguarding concerns, and the outcomes of these.

When making agency staff permanent, the member of staff is required to complete an Academy application form.

14. Monitoring arrangements

This policy will be reviewed **annually** by Georgia Crew. At every review, it will be approved by the full governing board.

Feeder Primary Schools are kept informed of the role of the Academy's Designated Child Protection Officer and will pass confidential details on accordingly. Office staff will inform the Academy's Designated Child Protection Officer of concerns relating to any new student entering the Academy.

Confidential files are kept in the Designated Person's office. All confidential information is stored electronically on the software CPOMS; **CPOMS** allows the Academy to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for Case Conference Meetings, Governors and Ofsted.

Colleagues should see the Academy's Designated Child Protection Officer for more information or further guidance.

LA Child Protection Guidelines are held by the Academy's Designated Child Protection Officer and the Academy Office.

These procedures may be updated upon further advice from the Local Authority. Staff are given an updated Child Protection training session every September.

15. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Safer Recruitment

- Complaints
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum

Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both within the Academy environment and when away from the Academy when undertaking trips and visits.

Our policy on physical intervention by staff is set out in a separate policy and acknowledges that staff must only ever use physical intervention as a last resort and that at all times it must be the minimal force necessary to prevent injury to another person. We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection procedures. Any physical interventions will be recorded on CPOMS, our confidential management information system.

Our policy on bullying is set out in a separate policy and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

Our policy on racist incidents is set out in a separate policy and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.

Appendix 1: Forward – Female Genital Mutilation (FGM)

FGM mandatory reporting duty is a legal duty provided for in the FGM Act 2003 (as amended by the Serious Crime Act 2015). The legislation requires regulated health and social care professionals and teachers in England and Wales to make a report to the police where, in the course of their professional duties, they either:

- are informed by a girl under 18 that an act of FGM has been carried out on her; or
- observe physical signs which appear to show that an act of FGM has been carried out on a girl under 18 and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth.

For the purposes of the duty, the relevant age is the girl's age at the time of the disclosure/identification of FGM (i.e. it does not apply where a woman aged 18 or over discloses she had FGM when she was under 18).

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable

- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
 - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
 - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
 - Being unexpectedly absent from school
 - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply.

The duty is a personal duty which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if you know that another individual from your profession has already made a report; there is no requirement to make a second.

The duty does not apply in relation to at risk or suspected cases or in cases where the woman is over 18. In these cases, you should follow local safeguarding procedures. For more information, please see the English or Welsh version of Working Together to Safeguard Children as appropriate, and/or the multi-agency guidance on FGM.

Where there is a risk to life or likelihood of serious immediate harm, professionals should report the case immediately to police, including dialling 999 if appropriate.)

Making a report - It is recommended that you make a report orally by **calling 101**, the single non-emergency number. When you call 101, the system will determine your location and connect you to the police force covering that area. You will hear a recorded message announcing the police force you are being connected to. You will then be given a choice of which force to be connected to – if you are calling with a report relating to an area outside the force area which you are calling from, you can ask to be directed to that force. Calls to 101 are answered by trained police officers and staff in the control room of the local police force. The call handler will log the call and refer it to the relevant team within the force, who will call you back to ask for additional information and discuss the case in more detail.

You should be prepared to provide the call handler with the following information after explaining that you are making a report under the FGM mandatory reporting duty

1)Your details:

- name
- contact details (work telephone number and e-mail address) and times when you
- will be available to be called back
- role
- place of work

2)Details of your organisation's designated safeguarding lead:

- name
- contact details (work telephone number and e-mail address)
- place of work

3)The girl's details:

- name
- age/date of birth
- address

You will be given a reference number for the call and should ensure that you document this in your records.

Further Information and procedures for any concerns around FGM are set out in separate policy. The policy not only outlines what to do when there are concerns of FGM and information to help raise awareness of FGM.

Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer

- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Appendix 2: Prevent

Prevent is part of the national counter-terrorism strategy and aims to stop people being drawn into or supporting terrorism.

The Prevent strand of the strategy focuses on three key areas which are:

- to respond to the ideological challenge of terrorism and the threat from those who promote it
- to prevent people from being drawn into terrorism and make sure that they're given appropriate advice and support
- to work with sectors and institutions where there are risks of radicalisation that we need to address.

If a member of staff in a school has a concern about a particular pupil they should follow the school's normal safeguarding procedures, including discussing with the school's designated safeguarding lead, and where deemed necessary, with children's social care.

In Hounslow, a Prevent priority area, the Prevent leads can provide support:

Joan Conlon Prevent Lead

Email: joan.conlon-GCSX@hounslow.gcsx.gov.uk

Mobile 07817 079190

Najeeb Ahmed Home Office Approved Intervention Provider and Prevent Coordinator Email: najeeb.ahmed-GCSX@hounslow.gcsx.gov.uk

Mobile 07890 540433

You can also contact your local police force or dial 101 (the non-emergency number). They can talk to you in confidence about your concerns and help you gain access to support and advice. The Department for Education has dedicated a telephone helpline (020 7340 7264) to enable staff and governors to raise concerns relating to extremism directly. Concerns can also be raised by email to counter.extremism@education.gsi.gov.uk. Please note that the helpline is not intended for use in emergency situations, such as a child being at immediate risk of harm or a security incident, in which case the normal emergency procedures should be followed.

Appendix 3: Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence. Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases, privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery. Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility. Reach staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements. On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Appendix 4: Categories of abuse

Emotional abuse is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying
- exploitation or corruption

Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning, 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.

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation (CSE) is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

We have a separate sexting policy saved on the Shared drive which gives guidance on how to manage students who share or send indecent images.

All members of staff should be aware of the procedures to be followed in the event of child disclosing information or their detecting signs of abuse and react accordingly.

The contact that teachers and other staff in the Academy maintain with pupils and their position of responsibility prompts children to confide in them. Physical symptoms of abuse or neglect may be particularly apparent to members of the P.E. teaching team. Any sign of physical abuse (look out for soft tissue bruising

and symmetrical bruising, e.g. both ears) should cause some concern. So teachers might ask a child "How did that happen?" In cases of alleged or suspected physical abuse you should note that no teacher has the legal right to ask a child to remove any item of clothing. Also, a Doctor may only examine a child with parents' permission (unless a real emergency, matter of life or limb).

Any revelation of abuse should be taken seriously and a referral made to the Academy's Designated Child Protection Officer. It is important to be aware that it is extremely rare for children to make false allegations regarding sexual abuse. False allegation of any form of abuse is an indication that something may be wrong and that the child needs help of some kind.

Disclosure may also be made by the child's peers, or by someone outside the Academy. The same procedures should be followed.

Experience has shown that when a child chooses to confide in a particular teacher, he or she is most concerned that the teacher respects that confidence. To retain the trust of the child the teacher should discuss this with the child. However, ALL cases must be reported to the Academy's Designated Child Protection Officer. No teacher should in any way take responsibility upon him or herself. This should be explained to the child. The teacher should inform the child that if they are in any form of danger, that teacher will have to seek further advice but at all times the child's wishes will be respected as far as possible.

A code of good practice should be: LISTEN, BELIEVE, OFFER SUPPORT, SEEK ADVICE. When serious allegations are made, it is also important not to leave the child alone. Keep an adult there, even if they are not party to the confidence. Make the referral to the designated teacher AS IMMEDIATELY AS POSSIBLE.

The Principal, Designated Teacher and other key members of staff will, as necessary, refer to guidelines as to how to proceed in a specific instance. There could be a concern about a sexual relationship (including pregnancy), allegation concerning a fellow student, or an allegation concerning a member of staff.

When the Academy's Designated Child Protection Officer is involved, the following procedures are followed. Depending on the nature of the problem, the following professional bodies may be immediately involved: Social Services, Police/Police Child Protection, School Medical Service, Custodian of the child, Protection Register, LEA/EWO. Advice will be sought from Social Services as to how parents are to be informed /involved. Usually, the Academy continues to be involved in some way throughout ensuing procedures. The Academy's Designated Child Protection Officer will feed back to other members of staff as appropriate. It is essential that confidentiality is respected at all times.

It may be appropriate for the Academy's Designated Child Protection Officer, to delegate responsibility to another specified member of staff during ensuing procedures. This might include attendance at case conferences. If this is the case, it is essential that the Academy's Designated Child Protection Officer is kept fully briefed of developments.

Appendix 5: RAF Procedure for referral to Social Care

In the event of any safeguarding concern where the child is in immediate risk of harm and danger the first step is to find one of the members of the safeguarding team: Georgia Crew, Phil Fowkes and Lorenzo McLellan.

In the event of all three absences the Headteacher, Beck Owen should be contacted for all concerns. If a member of staff has a concern and it is out of hours then staff members need to make contact with the Headteacher, Beck Owen.

All safeguarding concerns should be promptly recorded on CPOMS after speaking to the member of the safeguarding team.

Deciding whether to refer to social care

Georgia Crew, Phil Fowkes and Lorenzo McLellan will make referrals to social care. However, it is important to realise that any member of staff can make a referral if they consider that there is any chance a child could come to significant harm. If a member of staff is not confident in their next steps, then they can speak to the safeguarding team, or speak anonymously to the NSPCC on 0808 800 5000 and they will help the member of staff to decide. The best outcome for a child needing to be referred will be if it happens inside social care hours, so every effort should be made to refer before 3pm.

What information will I need to give when making a referral?

You should have the following information ready:

- Your name
- Your job title
- School address and telephone number
- Child's name
- Child's date of birth
- Parents' names
- Parents' dates of birth, where possible
- Name of any other implicated adults
- Details of child's siblings or any other children who may be at risk
- Exact details of concern – any of the following:
 - Time of disclosure
 - Exact words of disclosure
 - Precise description of any injuries you have seen

Contacting the child's family

You will have to use common sense in deciding your approach to parents/carers. If there is time you can ask the advice of social care.

Generally, good practice is for you to speak to the child's parents/carers to tell them that you have made a referral to social care and to explain why. This is to help maintain good, trusting relationships between all parties. You could say, for example, "I know that you want the very best for your child and I know that you will understand that it is my duty to take care of your child too. Your child let me know today that... and so I am letting social care know so that they can help you and your family. It is likely that they will speak to you later today. Do you have any questions?"

Sometimes it will be appropriate for you to speak to the child's family before making a referral because the child may not be able to give enough information on their own.

Sometimes you will want to avoid letting the child go home with their parent/carer. Sometimes you will need to address this directly with the adult. Occasionally you may need to call 999 if the child is taken away by the parent/carer.

If a child is risk of immediate significant harm or there is a risk that adults may change stories or obstruct social care and it is early enough in the day, then it is most appropriate to let social care deal with the incident.

Appendix 2: safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher

- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state
- Ask for written information about previous employment history and check that information is not contradictory or incomplete

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Regulated activity means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

Agency and third-party staff

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

Contractors

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

Trainee/student teachers

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006.

Volunteers

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

Governors

All governors will have an enhanced DBS check without barred list information. They will have an enhanced DBS check with barred list information if working in regulated activity.

The chair of the board of trustees will have their DBS check countersigned by the secretary of state.

All trustees, proprietors and local governors will have the following checks:

- Section 128 direction
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

Visitors

When a visitor comes to the school we must see a form of photo ID and they must sign in on our visit-ed system. If they have DBS certificate then they receive a green lanyard which means they may be in the school unescorted. If we only see a form of photo ID then they receive a red lanyard and must be escorted round the building.

Adults who supervise pupils on work experience

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

Pupils staying with host families

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

Appendix 4: specific safeguarding issues

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant

- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education