

# **Wolstanton High School**

## **A Shaw Education Trust Academy**



# **Safeguarding and Child Protection Policy**

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Disclosure is made, visible signs noted or suspicion raised under one of the following areas of Safeguarding as stated in the school Safeguarding and Child Protection Policy;

1. Physical Abuse
2. Emotional Abuse.
3. Neglect.
4. Sexual Abuse.
5. Child Missing From Education.
6. Child Sexual Exploitation.
7. Female Genital Mutilation.
8. Preventing Radicalisation and Extremism.
9. Self Harm.

What to do if you need to raise a Safeguarding concern, a step by step guide...



Report the incident via the online portal MyConcern. You will then be prompted onscreen to decide whether the concern is urgent. Ask yourself, is a child in immediate danger if no action is taken?

yes

For all urgent Safeguarding disclosures you also need to complete a Red Form and hand it in person to The Designated Safeguarding Lead: Clint Lakin or to The Deputy Designated Safeguarding Lead: Sam Barber. (NB If a child is already Looked After, or is a Child in Need or on Child Protection Plan, First Response are informed as a matter of routine).

If for any reason you cannot contact Clint or Sam then phone First Response on **0800 1313126**.

no

For non-emergency disclosures the DSL will then triage the concern, choosing who can best support the child and allocate a category to the concern. You will be able to see details of actions taken on MyConcern and track the progress made as the child receives support with interventions put into place, eliminating the initial Safeguarding risk.



# Part One

## 1.1 Making referrals



**The Designated Safeguarding Lead is Clint Lakin.**



**The Deputy Designated Safeguarding Lead is Sam Barber.**

If you have a Safeguarding concern, consultation must take place with the DSL or Deputy DSL who will be the most appropriate person to initiate any referral. All Safeguarding concerns are to be logged immediately on My Concern, our online portal that is accessible through the school website and the VLE.

In addition a written record of concerns should be made using the **red form** for all urgent referrals. The red form should have a concise précis of the immediate risk or threat posed to the pupil(s) in question. This should then be given to the DSL or Deputy DSL who will then make the decision whether a referral is needed to the First Response Team or the child's existing social worker. If the child lives in an authority outside of Staffordshire, the matter will be referred by the Designated Safeguarding Lead to the relevant Children's Social Care team in that area. It is essential that a red form is completed as well as an online submission on My Concern for urgent Safeguarding needs as it cannot always be guaranteed that both DSL's are by a computer at all times. Red forms must be handed in person to either Clint Lakin or Sam Barber. A copy of the red form is available in appendix 2 to this policy.

As per statutory government guidance 'Keeping Children Safe in Education: September 2019, anybody can make a referral. However, due to the nature of the role of the Designated Safeguarding Lead, he /she may be party to additional confidential and pertinent information and therefore is best placed to do so. If it is not possible to speak to the Designated or Deputy Designated Safeguarding Lead, or there would be an unwarranted delay by doing so it is the duty of all members of staff to contact the First Response Team to discuss concerns. In these circumstances, the Designated Safeguarding Lead must be informed about the referral as soon as possible.

For referral to First Response phone **0800 1313126**. The phone call will be followed up with written confirmation on the Multi-agency referral form (MARF) within 48 hours.

The multi-agency form is available from the SSCB website (procedure 3B): [www.staffsscb.org.uk](http://www.staffsscb.org.uk) and on the VLE in the Early Interventions folder.

## **1.2 Context and Legislative Drivers**

Wolstanton High School recognises its legal duty under s175 Education Act 2002 (section 157 in relation to independent schools and academies) and the 1989 Children Act and takes seriously its responsibilities to protect and safeguard the interests of all pupils. This organisation recognises that effective child protection work requires sound procedures, good inter-agency co-operation and a workforce that is competent and confident in responding to child protection situations.

These procedures aim to provide a framework which ensures that all practice in the area of child protection is consistent with stated values and procedures that underpin all work with children and young people. Statutory guidance defines a child as anyone who has not yet reached their 18<sup>th</sup> Birthday.

This document has regard to the statutory guidance 'Working Together to Safeguard Children 2018' and 'Keeping Children Safe in Education: September 2019'. The Policy is in keeping with Staffordshire Safeguarding Children Board's (SSCB) Policies, Procedures and Training Strategy and reflects what Staffordshire Safeguarding Children's Board considers to be safe and professional practice in this context. Child Protection has to be considered within professionals' wider "safeguarding" responsibilities that include a duty to co-operate under the Children Act 2004 and takes account of the need for children to 'be healthy' and 'stay safe'.

This document also seeks to make the professional responsibilities clear to all staff (teaching and non-teaching), Academy Council members and volunteers, temporary and supply staff to ensure that statutory and other duties are met in accordance with Staffordshire Safeguarding Children Board requirements and procedures. All staff and volunteers need to have read and be familiar with this policy, it incorporates previous Safeguarding, Child Protection and Prevent policies to make for a more coherent and clear approach to keeping children safe.

This Safeguarding Policy will be reviewed annually by The Academy Council

## **1.3 Safeguarding and Promoting the Welfare of Children**

The definition for Safeguarding and promoting the welfare of children in Working Together to Safeguard Children, September 2018 is:

- protecting children from maltreatment
- preventing impairment of children's health or development
- ensuring 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.

### **Underpinning values**

Where there is a safeguarding issue, Wolstanton High School will work in accordance with the principles outlined in the Staffordshire Safeguarding Children Board Inter-agency Child Protection procedures:

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded.
- Each child is unique. Action taken by child welfare organisations should be child centred, taking account of a child's cultural, ethnic and religious background, their gender, their chosen gender identity, their sexual orientation, their individual ability and any special needs.
- Children, parents and other carers should be made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances.
- Parents will be advised about this Safeguarding Policy in the school prospectus and on admission to the school. A copy of the Policy is available on the school website.
- Individual family members must be involved in decisions affecting them. They must be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare. However, it may not be appropriate to advise parents/carers immediately about a referral depending on circumstances and the advice given by Children's Social Care. The welfare of the child is paramount in such situations.
- Each child has a right to be consulted about actions taken by others on his/her behalf in an age appropriate way. The concerns of children and their families should be listened to and due consideration given to their understanding, wishes and feelings. However, it may not always be possible to respect a child/carer's request for confidentiality. If a child may be at risk of significant harm, there is a duty on the school to share information with Children's Social Care. This will be explained to the child or family member and appropriate reassurance given.
- Personal information is usually confidential. It should only be shared with the permission of the individual concerned (and/or those with parental responsibility) **unless** the disclosure of confidential personal information is necessary in order to protect a child or promote their welfare. In all circumstances, information must be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis. My Concern is GDPR compliant.
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do. Professionals need to have an understanding that early help and early interventions have more positive impacts upon the lives of young people and their families.

- Explanations by professionals to children, their families and other carers should be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms. There is a glossary of useful terms and acronyms in the resources section at the very end of the policy.
- Level 1 Safeguarding is undertaken by all staff on a 2 year cycle. Additional staff training and INSET takes place at least twice a year for Safeguarding issues. Cover staff are provided with a summary of the schools safeguarding policy and the flow diagram on page 2 of this document on admission.
- Staff are expected to wear their photo identification and carry their Safeguarding summary cards at all times when they are on site or on school business.
- Sound professional practice is based upon positive, timely and appropriate inter-agency collaboration, evidence-based research and effective supervision and evaluation. Pastoral team leadership plays a pivotal part in protecting and Safeguarding children.
- Early intervention in providing support services will utilise the Early Help Assessment Process and if necessary an assessment under Section 17 of the Children Act (1989). This is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children. Staff are to be aware of the identification processes and benefits of Early Help Assessments.
- **1.4 Thresholds for Intervention: Early Help Assessments (EHA)**

Practitioners working to support children (Heads of Year, Attendance Officer, Designated Safeguarding Lead and Deputy Designated Safeguarding Lead, SENCo, Assistant SENCo) should complete an Early Help Assessment when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.

All staff receive EHA awareness training and the Designated Safeguarding Lead needs to ensure staff are familiar with EHA processes and the work of LST's (Local Support Teams). Staff should discuss children who appear to have additional needs with the Designated Safeguarding Lead, the child and parents. The school will need to obtain parental/pupil consent for an EHA to be completed. The school may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). Staff will follow the guidance of the SSCB Threshold Document - accessing the right help at the right time ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) – procedure 1E). The school will inform the LST Co-ordinator when an Early Help Assessment is

opened and when it is closed, irrespective of whether or not there is an LST worker involved with the family.

### **1.5 Thresholds for Intervention: Child in Need (Section 17)**

A 'Child in Need' referral should be considered where the needs of the child are unlikely to be met under an EHA, such as a child with complex disabilities, when a social work led assessment is required.

Section 17 of the Children Act says that an assessment for services should be undertaken by the Local Authority in the following circumstances:

- Children are unlikely to achieve or maintain, or to have opportunity to achieve or maintain a reasonable standard of health or development, without the provision of services by a local authority.
- Their health or development is likely to be impaired, or further impaired without the provision of such services.
- They are disabled.

If the Designated Safeguarding Lead considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, he/she will speak with parents / young person and obtain their consent for referral to the First Response Team to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the Designated Safeguarding Lead will discuss the issues with the First Response Team.

Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Some children in 'acute need' (see SSCB Threshold guidance) may require Child in Need Section 17 support. This could include children who self-harm or disclose an intent to commit suicide (SSCB procedure 4U).

### **1.6 Thresholds for Intervention: Child Protection (Section 47)**

S47 of the Children Act 1989 says the Local Authority has a statutory duty to investigate when there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm due to the actions or inactions of others. Staff from this organisation do not investigate whether a child has been abused. This is the duty of Social workers from the Safeguarding team and the police. Education staff refer reasonable concerns which indicate that a child may be at risk of significant harm.

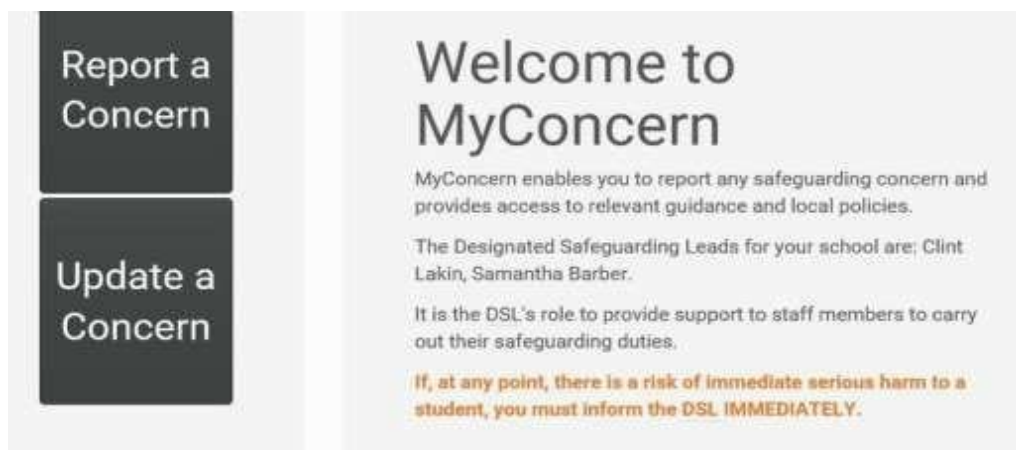


It is the 'significant harm' threshold that justifies statutory intervention into family life. A professional making a child protection referral under S.47 must therefore provide information which clearly outlines that a child is suffering or likely to suffer significant harm. It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. Significant harm may also arise from a combination of significant events which are both acute and long standing and which may impair the child's physical, psychological and social development.

In order to both understand and evidence 'significant harm', it is necessary to consider the family context, together with the child's development within their wider social and cultural environment. It is also necessary to consider any special needs, e.g. medical condition, communication difficulties or disability that may affect the child's development and care within the family. The nature of harm, in terms of ill-treatment or failure to provide adequate care also needs consideration alongside the impact on the child's health and development and the adequacy of care provided.

## Part 2

# My Concern and Categories of Concern.



If staff have significant concerns about any child they must make them known to the Designated or Deputy Designated Safeguarding Leads without delay. The disclosure of this information is via My Concern, our cloud based safeguarding portal. Staff are trained annually on how to access and use the portal with regular updates on best practice from the Designated Safeguarding Lead.

In accordance with reporting and recording procedures a 'red form' is also to be completed where a member of staff considers that a child is at immediate risk. Red forms are available in reprographics and in Appendix 1 of this policy

The following section of this policy outlines the concerns that are considered as specific safeguarding issues;

## 2.1 Physical Abuse

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (*Working Together to Safeguard Children' 2018*).

## 2.2 Emotional Abuse

Is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development? It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying (including Cyber bullying or sexting) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone. (*Working Together to Safeguard Children' 2018*).

## 2.3 Neglect

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. Case studies reveal that neglect and abuse are often linked. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment).
- Protect a child from physical and emotional harm or danger.
- Ensure adequate supervision (including the use of inadequate care-givers).
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (*Working Together to Safeguard Children' 2018*).

NB Neglect and abuse are often co-occurring categories due to their complex nature and professionals need to be mindful of this when working with young people.

## 2.4 Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape, or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. (*Working Together to Safeguard Children' 2018*).

## 2.5 Child Missing from Education

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing from education in their area.

A child going missing from education is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for occasions, to help identify the risk of abuse and neglect, including sexual exploitation and to help prevent the risks of them going missing in the future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

**All** schools must inform their local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
- are in custody for a period of more than four months due to a final court order

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

**All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for more than 20 sessions (10 school days).**

## 2.6 Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. 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.

## 2.7 Honour Based Violence (including Female Genital Mutilation)

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead (or deputy). Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section). Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### **Indicators of HBV / FGM:**

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multiagency guidance this will apply to schools and colleges.

### **Actions:**

If staff have a concern they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Mandatory reporting commenced in October 2015 procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

### **Mandatory Reporting Duty**

Section 5B of the Female Genital Mutilation Act 2003 places a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. **This means that failure to report a concern to the police means that employers in a public funded or public facing organisation are breaking the law.** In support of this provision, we will do everything that we can to ensure that:

- Our school is an 'open environment', where students feel able to discuss issues that they may be facing;
- the Designated Safeguarding Leads are aware of the issues surrounding FGM and Forced Marriage;
- Advice and signposting is available for accessing additional help, e.g. The NSPCC's helpline, Child Line services, Forced Marriage Unit
- Awareness raising about FGM is incorporated in the schools safeguarding training.
- My Concern has a bank of resources relating to FGM, CSE and other Safeguarding issues that are continually updated to ensure latest Government and SSCB advice are available to all staff.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:

- To alert the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police if they need assistance. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even if it is against the pupil's wishes.
- **Under no circumstances** consult with or discuss with the pupil's parents or family, or others within the community.

## 2.8 Preventing Radicalisation and Extremism

As part of our school culture we encourage pupils to respect the Fundamental British Values of democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs. We ensure that partisan political issues are brought to the attention of the pupils; reasonably practicable steps have been taken to offer a balanced presentation of opposing views to pupils.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.



## Prevent

From 1 July 2015 specified authorities, including all schools are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 in the exercise of their functions, to have “due regard to the need to prevent people from being drawn into terrorism”. This duty is known as the Prevent duty.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and the Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the Designated Safeguarding Lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance, signposting other sources of advice and support.

## Channel

School staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual’s engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the

police for the relevant local authority area. Following a referral the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual.

## 2.9 Self Harm

Clear definitions of self-harm, self- injurious behaviour and suicidal intent are inherently problematic and understanding the function of these phenomena is an emerging area of research.

Self-harm is used in this document to describe a spectrum of behaviours from self-injury or NSSI (Non Suicidal Self Injury) such as cutting or hair pulling on one hand to self-harm including overdosing and inflicting serious injuries on the other.

Non Suicidal Self Injury (NSSI) is self-injury without suicidal intent. Hawton (2010).

Attempted suicide is self-harm with intent to take life, resulting in nonfatal injury.

Suicide is self-harm, resulting in death.

The Mental Health Foundation (2003) describes self-harm as a wide range of damaging actions that people inflict on themselves in a deliberate and usually hidden way.

They may include:

- Cutting, burning or scalding
- Banging or hitting the head or other parts of the body
- Hair pulling, including eye lashes
- Inserting things into the body
- Swallowing harmful things or substances, including taking overdoses
- Tying something tight around the body, including attempts to bind breast tissue.
- Other forms of Honour Bound Violence. Please note HBV incorporates FGM (Female Genital Mutiliation) and forced marriage

Professionals should also consider that self-injurious abuse of drugs and alcohol by young people and the effect of serious eating disorders and extreme risk taking behaviour by the child or young person as potential threats or attempts to self- harm or commit suicide.

In assessing a child or young person the focus should be on the intent rather than the lethality of the method and checking on each occasion if that intent has shifted from self-injury or self-harm to that of contemplating suicide.



# Part Three:

## Additional Safeguarding and Information for Supporting Pupils

### 3.1 Significant Harm

Self-harm, suicide threats and gestures put the child or young person at risk of significant harm and should always be taken seriously. They may also indicate that the child or young person is at risk of physical, sexual, emotional abuse or chronic neglect which would in itself constitute significant harm.

Any child or young person who self-harms or expresses thoughts about this or about suicide has to be taken seriously and there should be no delay in taking action and offering appropriate help and intervention. More information can be found in the document 'Children and Young People who Self Harm or Disclose Intent to Die by Suicide' Section 4U at [www.staffsscb.org.uk](http://www.staffsscb.org.uk)

### 3.2 Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of child protection. This is a complex area and involves consideration of a number of pieces of legislation.

You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others. A suggested form of words that may help when talking to children is as follows:

"I will keep our conversation confidential and agree with you what information I can share, unless you tell me something that will affect your personal safety or that is illegal, but I will tell you if I am going to pass information on and who to."

Professionals can only work together to safeguard children if there is an exchange of relevant information between them. This has been recognised in principle by the courts. However, any disclosure of personal information to others, including children's social care departments, must always have regard to both common and statute law.

Normally, personal information should only be disclosed to third parties (including other agencies) with the consent of the subject of that information (Data Protection Act 1998 European Convention on Human Rights, Article 8, GDPR 2018). Wherever possible, consent should be obtained before sharing personal information with third parties. In

some circumstances, however, consent may not be possible or desirable but the safety and welfare of the child dictate that the information should be shared.

The law requires the disclosure of confidential information necessary to safeguard a child or children. Under Section 47 of the Children Act 1989 statutory agencies have a duty to co-operate. Therefore, if the Police or Social Care/Services are conducting a Section 47 investigation under the 1989 Children Act, staff must share requested information relevant to the investigation. Legal advice should be sought if in doubt from the County Legal Services Department.

When children transfer to a new school or college at any time other than key transition points (e.g. move to primary or high school), it may be necessary to inform other partners. For example, a process is in place for informing the school nurse team in these circumstances.

Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the **best** interests of the child at their heart.

### 3.3 Listening and Talking to children

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive.
- listen carefully and uncritically at the child's pace.
- take what is said seriously.
- reassure the child that they are right to tell.
  
- tell the child that you must pass this information on.
- make a careful record of what was said.

You should **NEVER**:

- take photographs of injuries.
- examine marks/ injuries solely to assess whether they may have been caused by abuse (there may be a need to give appropriate first aid).
- investigate or probe, aiming to prove or disprove possible abuse – never ask leading questions.
- make promises to children about confidentiality or keeping 'secrets'.
- assume that someone else will take the necessary action.
- jump to conclusions or react with shock, anger or horror.
- speculate or accuse anybody.
- confront another person (adult or child) allegedly involved.
- offer opinions about what is being said or about people allegedly involved.

- forget to record what you have been told.
- fail to pass the information on to the correct person.
- ask a child to sign a written copy of the disclosure or a 'statement'.

For children with communication difficulties or who use alternative/augmented communication systems, staff may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

### **3.4 Record keeping**

Well kept records are essential in situations where it is suspected or believed that a child may be at risk from harm. My Concern updates are date stamped at the time of entry and therefore ensure correct protocols and procedures are being followed.

Records should:

- state who was present, time, date and place.
- use the child's words wherever possible.
- be factual and state exactly what was said.
- avoid any emotive or subjective comments made by the recorder not the child.
- differentiate clearly between fact, opinion, interpretation, observation and/or oral allegation.
- be written in ink and signed by the recorder.

Records about child protection or pertaining to welfare concerns or issues, including historic details of CAF paperwork, current EHA's etc, will be retained securely and separately to the curriculum records of the child. These will be collated with the Red Form used to disclose the concern to the DSL or Deputy DSL originally. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Lead of the receiving school or college.

### **3.5 Attendance at Child Protection Conferences**

The Head of Year will be expected to attend the initial Child Protection Conference and Reviews, and provide a written report. A suggested template for this report is available on [Staffordshire Education Safeguarding Advice](#). The DSL and Deputy DSL will attend if the Head of Year is not available or in complex cases.

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan it may be more relevant for the class teacher or Head of Year to attend the subsequent core group meetings and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

### **3.6 Children with special educational needs and disabilities**

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

### **3.7 Protecting yourself against allegations of abuse**

Keeping children safe in education 2018 says that all staff members should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This includes the school or college's staff behaviour policy. You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken when working alone with children:

- work in a room where there is a glass panel in the door or leave the door open
- Make sure that other adults visit the room occasionally
- Avoid working in isolation with children unless thought has been given to safeguarding issues.
- Never give out personal mobile phone numbers or private e-mail addresses
- Do not give pupils lifts home in your car (unless this has been specifically agreed by senior management)
- Do not arrange to meet pupils outside of school activities
- Never 'befriend' or chat to pupils on social network sites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a pupil or student even when the pupil/student is over the age of consent but under 18 years of age.

Any use of physical force or restraint against pupils/students will be carried out and documented in accordance with the relevant physical intervention policy. If it is necessary to use physical action to prevent a child from hurting themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

### **3.8 Allegations of abuse made against other children**

Staff should recognise that children are capable of abusing their peers. This policy recognises that children are equally capable of being the perpetrators of abuse that constitute a Safeguarding concern. We have a duty to minimise the risk of peer on peer abuse and treat allegations of peer on peer abuse seriously. They will be investigated and dealt with. In this respect it is important to make clear that abuse is abuse and should never be tolerated or passed off as “banter” or “part of growing up”. For the purpose of this policy, allegations of abuse made against other children will be referred to as **Peer Abuse**.

In a situation where child abuse is alleged to have been carried out by another child, the child protection procedures should be adhered to for both the victim and the alleged abuser; that is, it should be considered a child care and protection issue for both children.

All abusers must be held accountable for their behaviour and work must be done to ensure that abusers take responsibility for their behaviour and acknowledge that the behaviour is unacceptable. This may take the form of Restorative Justice Processes.

If there is any conflict of interest between the welfare of the alleged abuser and the victim, the victim's welfare is of paramount importance.

Peer abuse must be taken seriously. It is known that some adult abusers begin abusing during childhood and adolescence, that significant numbers will have suffered abuse themselves and that the abuse is likely to become progressively more serious. Early referral and intervention is therefore essential. Peer on peer abuse can manifest itself in many ways;

- Verbal abuse
- Physical abuse
- Emotional abuse
- Sexual abuse
- Sexting and the taking / possessing / distribution of sexual / pornographic images via the internet.
- girls being sexually touched / assaulted by boys or other girls.

- boys being sexually touched / assaulted by girls or other boys.
- Upskirting (please note this is now a criminal offence)

All such instances of abuse are to be taken seriously and disclosed on My Concern in the same way as any other form of Safeguarding issue.

### **3.9 Recruitment, supervision and training for staff**

When recruiting new members of staff the school follows the government guidance 'Keeping Children Safe in Education 2018' and Safer Recruitment principles, and has due regard to the Safeguarding Vulnerable Groups Act 2006 and The Protection of Freedoms Act 2012. The school ensures that enhanced DBS checks are undertaken in line with government guidance, that appropriate references are obtained and that qualifications are verified. Accredited Safer Recruitment training has been undertaken by senior members of staff and appropriate Governors who sit on recruitment panels in accordance with statutory guidance.

All staff will be encouraged to read the government guidance 'Keeping Children Safe in Education: September 2019' and have been asked to sign to say that they have read and understand Annex A. The signature sheet for all staff to sign to say that they have read the Safeguarding and Child Protection Policy and Annex A of 'Keeping Children Safe in Education: September 2010 is Appendix B of this policy.

Newly appointed staff and volunteers will have a robust induction into the child protection procedures when they join the school. They will be made aware of the Staffordshire Safeguarding Children Board procedures ([www.staffsscbb.org.uk](http://www.staffsscbb.org.uk)) as part of that induction programme, and be given a copy of the school Safeguarding Policy and the Staff Code of Conduct. Keeping Children Safe in Education: September 2019 states that governors will ensure that these policies are effective and provided to all staff, including temporary and volunteers, on induction. Any reason for staff to be having personal, social contact with pupils at the school must be explained to the head teacher with the rationale and any safeguarding actions required will be recorded. Staff will also attend the Level 1 Safeguarding and Promoting the Welfare of Children and Young People training within 6 months of joining the school. The initial Level One Child Protection training given to each member of the organisation will be updated every two years and recorded.

Any staff member, volunteer or governor who becomes the subject of a police investigation in relation to physical or sexual offences against adults or children, or are charged with such a criminal offence, must inform the Head Teacher. Staff must disclose any convictions, cautions, court orders, reprimands and warnings which may affect their suitability to work with children whether received before, or during their employment at the school. The Head Teacher or Designated Safeguarding Lead will discuss any potential safeguarding matters with the LADO and any required action will be agreed.

Any staff member, volunteer, Academy Council member or other employee whose own children become subject to child protection investigation must inform the Head Teacher.

The Head Teacher will discuss with the Local Authority Designated Officer (LADO) in regard to procedures for dealing with allegations against Persons who work in a position of trust with children. Appropriate action will be agreed.

The Designated and Deputy Designated Safeguarding Leads will attend Staffordshire Safeguarding Board Courses at Level Two and above at least every 2 years in order to maintain continuous professional development and comply with statutory guidance and the SSCB training strategy.

This school recognises the importance of professional reflective supervision when working with vulnerable children. Arrangements are in place for the Designated Safeguarding Leads to have regular and scheduled supervision. The Designated Safeguarding Leads offer appropriate support to other staff within the school according to need or at their request. (Ensuring there is effective support and supervision for staff working with vulnerable children is highlighted In Working Together 2018. The organisation must decide on the best way to offer this support e.g. peer support between Designated and Deputy Safeguarding Leads)

### **3.10 Allegations of abuse against a person working in a position of trust**

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer is therefore taken seriously.

Staff have a professional duty to report concerns about the conduct of other adults working in the school if there are indications that a child or children could be at risk of harm. Adults working in this school are encouraged to raise any concerns about conduct or practice so that this can be addressed appropriately. Allegations of abuse made against adults working in the school, whether historical or current, should be reported to the head teacher (or, if the allegation is against the head teacher, it should be reported to the Chair of Governors). Adults working in the school are also able to follow the 'Whistle Blowing Policy' if they feel unable to follow standard procedures relating to an allegation against staff.

In line with government guidance and SSCB procedures, the Head Teacher/ Chair of Governors will contact a Local Authority Designated Officer (LADO) to discuss the allegation if the concerns are that an adult in a position of trust has:

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

This initial discussion will establish the validity of any allegation under SSCB procedures ([www.staffsscb.org.uk](http://www.staffsscb.org.uk) procedure 4A) and if a child protection safeguarding referral is required due to a child having suffered or being at risk of suffering 'significant harm'. If this is the case a referral will be raised with the relevant Safeguarding team and a

section 47 child protection strategy meeting will be convened that the Head Teacher/ Chair of Governors should attend

If an individual child is not identified but there are concerns about the behaviour of a person in a position of trust which require consideration by other agencies or organisations, the LADO will convene a Joint Evaluation Meeting (JEM) to consider the issues and any action required.

The fact that a member of staff offers to resign will not prevent the allegation procedure and any necessary disciplinary action reaching a conclusion.

The decision of the strategy/Joint evaluation meeting could be:

- investigation by children's social care
- police investigation if there is a criminal element to the allegation
- single agency investigation completed by the school which should involve the Senior HR advisor for the School.

If the matter does not meet the threshold for intervention by other agencies, but concerns remain about the conduct of a person in position of trust working with children, the school will undertake investigatory and, if appropriate, disciplinary action. Referrals to the Disclosure and Barring Service (DBS) will be made by the school when necessary in line with current guidance.

### **3.11 E-Safety**

The growth of different electronic media in everyday life and an ever developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyberbullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping), or distributing indecent images of children (e.g. sexting).



In compliance with statutory guidance any inappropriate images or comments made via social media and discovered in school will be reported to Parents and Guardians. necessary disclosures will be made to other agencies for serious incidents of E-Safety breaches. See also GDPR Policy.

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE and sex and relationship education.

Protection is Prevention

- Software is in place to minimise access and to highlight any one accessing inappropriate sites or information, this screening mechanism (Lightspeed) is checked by 3 different members of staff daily for violations which are then reported to the DSL and or headteacher if appropriate.
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Lead should be informed immediately)
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords etc
- Pupils should adhere to the school policy on mobile phones.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

### **3.12 Emergency Contacts for Children**

Keeping Children Safe in Education 2019 says that schools should have at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home. These contacts need to be available to party leaders on all Educational Visits.

### **3.13 Alternative Provisions**

Schools are responsible for the safeguarding of their pupils when they're placed in an alternative provision. In line with Keeping Children Safe in Education 2019 it is the responsibility of the school to obtain a written statement from all alternative providers that they have completed all the vetting and barring checks that are necessary on their staff.

Attendance of pupils in Alternative Provision is to be reported daily by the alternative provider to the Attendance Officer.

### 3.14. Resources

Section 175 of the Education Act 2002 puts an explicit duty on Governing Bodies to ensure their functions are exercised with a view to safeguarding and promoting the welfare of pupils. The Academy Council will therefore ensure that sufficient resources are made available to enable the necessary tasks to be carried out properly under Staffordshire Safeguarding Children Board procedures including attending meetings, collating and writing assessment reports, and staff training. The Academy Council will also ensure that all of its members have an understanding of safeguarding issues and the policies and procedures that are in place in school to safeguard and promote the welfare of all pupils in the school. Safeguarding awareness will be addressed through the curriculum as appropriate to ensure all the pupils understand what is meant by safeguarding and how they can be safe.

To ensure that all staff have a clear understanding of this policy and it's interaction with other school policies, such as the Staff Code of Conduct, Whistle-blowing Policy and E-Safety Policy staff will be requested to complete a signed sheet to state that they have read and understood its contents.

A summary version will be made available for parents and students.

**This policy has been devised in accordance with the following legislation and guidance:**

- Keeping Children Safe in Education 2019 (DfE)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811513/DRAFT\\_Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)
- **All members of staff are asked to read this policy alongside Annex A from Keeping Children Safe in Education: September 2019**
- Working Together to Safeguard Children 2018 (DfE)
- [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/779401/Working\\_Together\\_to\\_Safeguard-Children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf)
- Staffordshire Safeguarding Children Board Procedures (online)  
[www.staffsscb.org.uk/professionals/procedures/](http://www.staffsscb.org.uk/professionals/procedures/)
- Staffordshire Safeguarding Children Board Training Catalogue

(online)[www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/](http://www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/)

- Early Help Assessments and Local Support Teams<http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/gettinghelpearlyinstaffordshire.pdf>
- Staffordshire Safeguarding Children Board Training Catalogue (online)[www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/](http://www.staffsscb.org.uk/professionals/Inter-Agencytraining/events/)
- Keeping Children Safe in Education April 2018 (DFE)  
[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/KCSIE\\_gdnce\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/KCSIE_gdnce_FINAL.pdf)
- Disqualification under the Child Care Act 2006  
<https://www.gov.uk/government/publications/disqualification-under-thechildcareact-2006>
- Information Sharing Advice for practitioners providing safeguarding services HM Gov 2015  
<https://www.gov.uk/government/publications/safeguardingpractitionersinformation-sharing-advice>
- What to do if you're worried a child is being abused – March 2015 - advice for practitioners (HM Gov)  
<https://www.gov.uk/government/publications/whattodo-if-youre-worried-a-child-is-being-abused>
- Children Missing from Education Policy  
[www.staffordshire.gov.uk/education/welfareservice/missing/CMEReferral/Children-Missing-Education-Policy.pdf](http://www.staffordshire.gov.uk/education/welfareservice/missing/CMEReferral/Children-Missing-Education-Policy.pdf)
- Early Years Statutory Framework  
[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335504/EYFSframeworkfrom1September2014withclarificationnote.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335504/EYFSframeworkfrom1September2014withclarificationnote.pdf)
- Glossary of Terms and Acronyms  
<http://www.staffsscb.org.uk/Professionals/Procedures/SectionOne/SectionOne-Docs/Section-1K-Glossary-of-Terms-and-Acronyms-v3.pdf>
- Staffordshire Policy and guidance on the use of Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004

- Education Act 2002
- [WHISTLE BLOWING POLICY](#)
- [BEHAVIOUR MANAGEMENT POLICY](#)
- [E-SAFETY POLICY](#)
- [PHYSICAL RESTRAINT AND REASONABLE FORCE POLICY](#)
- [GDPR POLICY](#)

## Useful links from The Government

Further reading on all of the categories of abuse can be accessed on these links. All members of staff are asked to read this policy alongside Annex A from Keeping Children Safe in Education 2018.

[child missing from education](#) – and Annex A

[child missing from home or care child sexual exploitation \(CSE\)](#) – and Annex A

[bullying including cyberbullying domestic violence drugs fabricated or induced illness](#)

[faith abuse female genital mutilation \(FGM\)](#) – and Annex A

[forced marriage gangs and youth violence gender-based violence/violence against](#)

[women and girls \(VAWG\) hate mental health private fostering preventing radicalisation](#)

[sexting teenage](#)

[relationship abuse](#)

[trafficking](#)

**The Designated Safeguarding Lead in this school is: Mr C Lakin**

**The Deputy Designated Safeguarding Lead(s) in this school are: Mrs S Barber**

**The Nominated Governor for Safeguarding is:** Mrs Michelle Jones

**The Chair of the Academy Council is:** Dr H Chapman

ADOPTED BY THE ACADEMY COUNCIL ON: OCTOBER 11<sup>th</sup> 2018

REVIEWED : SEPTEMBER 2<sup>nd</sup> 2019

Further advice on Safeguarding matters can also be obtained from:

First Response Team including LADO advice 0800 1313126.

Emergency Duty Team (for out of office hours referrals for children) 0845 6042886.

LST: Staffordshire County Council - Education Safeguarding Advice Service 01785 895836; Email [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk) Website [Staffordshire Education Safeguarding Advice](#)

APPENDIX 1 – Annex A

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811513/DRAFT\\_Keeping\\_children\\_safe\\_in\\_education\\_2019.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811513/DRAFT_Keeping_children_safe_in_education_2019.pdf)

Appendix 2 – Red Form

## APPENDIX 2 – Sign In Sheet

**I understand that I am signing to confirm that I have read the school Safeguarding & Child Protection Policy (published Sept 2019) and Annex A of the document 'Keeping Children Safe in Education' (published Sept 2019)**