



## **POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION**

**This is a Trust Policy – details specific to individual academies and their procedures are added by the Academy in Appendix B. (*For a copy of the policy for a specific academy which includes Appendix B – see individual academy websites*).**

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| <b>REVISED September 2020</b> |
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| <b>Date for Next Revision – September 2021</b> |
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| <b>NAMED LEADS and INITIAL CONTACTS</b>  |  |
|--|--|
| <b>Nominated Director for Safeguarding:</b>  | Margaret Holman  |
| <b>Trust Safeguarding Lead:</b>  | Helen Buckley  |
| <b>Designated Safeguarding Leads and Deputies:</b>   | <i>See Appendix B for details in relation to an individual academy</i> |
| <b>Safeguarding governors:</b>   | <i>See Appendix B for details in relation to an individual academy</i> |
| <b>IMPORTANT INFORMATION</b>   |  |
| <ul style="list-style-type: none"> <li>• <b>For the procedure to follow in cases of possible, alleged or suspected abuse or serious causes of concern about a pupil:</b><br/><i>see Appendix A1 and flow charts (Appendix C)</i></li> <li>• <b>For information regarding thresholds for intervention, including early help, children in need, children suffering or likely to suffer significant harm and useful links and telephone numbers:</b><br/><i>see Appendix A2</i></li> <li>• <b>For details of the roles and responsibilities of specific individuals:</b><br/><i>see Appendix A5</i></li> <li>• <b>For definitions of abuse and other areas of abuse:</b><br/><i>see Appendix A3 and Appendix A4</i></li> <li>• <b>For information about the process for allegations against staff (including headteachers and volunteers):</b><br/><i>see Appendix A6</i></li> <li>• <b>For childcare disqualification regulations:</b><br/><i>see Appendix A7</i></li> </ul> |  |

## 1. Policy Statement

- 1.1 Peterborough Diocese Education Trust (PDET) is a Multi Academy Trust (the / our Trust) and is committed to safeguarding and promoting the welfare of all children within the Trust. This policy sets out how our Trust and each of the individual academies within the Trust (the / our Academy) will fulfil this commitment. Academy specific details can be found in [Appendix B](#).
- 1.2 This Policy is subject to the published Equality Information, in line with the Equality Duty 2011 and is underpinned by the Christian beliefs and values of the Trust.

## 2. Introduction

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

“protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.”  
(*“Keeping children safe in education” 2020*).

Our Trust fully recognises the contribution it can make to protect children and support pupils in the Trust. The pupils’ welfare and safety is of paramount importance. The aim of the policy is to safeguard and promote our pupils’ welfare, safety and health by fostering an honest, open, caring and supportive climate.

Staff in our Trust:

- are made aware that Safeguarding issues **“COULD and DO HAPPEN HERE”**;
- are trained to understand what possible indicators for abuse and neglect may look like;
- will always act in the best interests of the child and will have a conversation with the Designated Safeguarding Lead (DSL) or a Deputy Designated Safeguarding Lead (DDSL) when a concern arises;
- in line with statutory requirements, understand the difference between a safeguarding concern and one involving **“immediate danger” or “at risk of significant harm”**;
- know their responsibility is always to record concerns (*details of the Academy’s process for this can be found in [Appendix B](#)*);
- are also clear on their responsibility to contact the Multi Agency Safeguarding Hub (the MASH) (*see [Appendix A2](#) for more details re: the MASH*) directly should the need ever arise.

The Trust has procured MyConcern (MyConcern), an electronic system for recording and managing safeguarding, for use across the Trust as part of its commitment to safeguarding its pupils.

## 2.2 This policy is consistent with:

- The legal duty on academies to safeguard and promote the welfare of children, as described in Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and in compliance with Section 11 of the Children Act 2004;
- The legal requirements of The [Children and Social Work Act 2017](#);
- The statutory guidance *“Keeping children safe in education – Statutory guidance for schools and colleges” – September 2020*;
- The government’s [“Working Together To Safeguard Children 2018”](#) which sets out statutory guidance for agencies;
- The government’s non-statutory guidance [“What to do if you’re worried a child is being abused” - March 2015](#), to identify child abuse and neglect and take appropriate action in response;
- The non-statutory government advice [“Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers.” – July 2018](#);
- The duties of the [Counter Terrorism and Security Act 2015](#); and the [Counter Terrorism and Border Security Act 2019](#);
- The government’s [“The Prevent duty Departmental advice for schools and childcare providers”](#) – June 2015;
- The government’s [“Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation”](#) – February 2017;
- [The Female Genital Mutilation Act 2003](#);
- [The Serious Crime Act 2015](#);
- The Northamptonshire Safeguarding Children Partnership (NSCP) Inter-agency Procedures, which contain procedures and guidance for safeguarding children

[www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk).  
<http://northamptonshirescb.proceduresonline.com/>

### 2.3 There are four main elements to our Safeguarding / Child Protection Policy:

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

### 2.4 Application

This policy applies to all staff, volunteers, governors and visitors to the Academy. We recognise that child protection is **everyone's** responsibility. We ensure that all parents, carers and other working partners are aware of our Safeguarding / Child Protection Policy by highlighting it on academy websites and in any academy prospectus (if appropriate), displaying appropriate information in reception areas / entrances and by raising awareness at meetings with parents and carers.

### 2.5 Extended Academy Activities

Where the Academy provides services or activities directly under the supervision or management of academy staff, the Academy's arrangements for safeguarding and child protection will apply. Where services or activities are provided separately by another provider, the Academy seeks assurance in writing that the body concerned has appropriate policies, procedures and training in place to safeguard and protect children and that there are arrangements to liaise with the Academy on these matters where appropriate.

## 3 Safeguarding Commitment

- 3.1 The Trust adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. All staff encourage pupils and parents / carers to feel free to talk about any concerns and to see the Academy as a safe place when there are difficulties. Pupils' fears and concerns will be taken seriously and all pupils are encouraged

to seek help from members of staff. The Academy provides a variety of opportunities to help gain “pupil voice” - *for details see Appendix B.*

### 3.2 ***The Academy will therefore:***

- establish and maintain an ethos where all pupils feel secure, are encouraged to talk and are always listened to;
- ensure that pupils know that there are adults in the Academy whom they can approach if they are worried or are in difficulty;
- include in the curriculum, activities, experiences and opportunities which equip pupils with the skills they need to stay safe from abuse, including online and to know to whom they can turn for help;
- provide opportunities to establish effective working relationships with parents, carers and colleagues from other agencies;
- contribute to multi-agency working in line with statutory guidance *Working Together to Safeguard Children*;
- ensure they understand their role in the three safeguarding partner arrangements. *(Locally, the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for an area (any part of which falls) within the local authority area) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.);*
- ensure that their Academy Governance Committee (AGC), their senior leadership teams, especially their designated safeguarding leads, make themselves aware of and follow their local arrangements. They will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans;
- allow access for children’s social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment;
- promote the Early Help agenda in the child’s local authority, incorporating the “Signs of Safety” approach, enabling families to share with the Academy any

challenges that they may be facing which may benefit from early help engagement or assessment; and

- operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, references, right to work, further overseas checks, criminal record, prohibition from teaching and Section 128 (where applicable) checks.

### 3.3 Safeguarding in the Curriculum

The following areas are among those addressed through the opportunities and experiences provided in the Academy. For details as to how these are addressed – see [Appendix B](#).

Bullying / Cyberbullying;

Culture, Diversity, Race, Faith and Discrimination issues (e.g. Forced Marriage, Female Genital Mutilation (so called Honour-Based Abuse);

Prevention from Extremism / Radicalisation;

Drug, Alcohol and Substance Misuse;

Domestic Abuse;

Teenage / Gender Relationship Abuse;

Peer-On-Peer Abuse;

Sexual Harassment and Sexual Violence;

Child Sexual Exploitation;

Safe Use of Technology;

Sexting;

Child Criminal Exploitation (including County Lines);

Mental Health Awareness;

Keeping Safe at Home;

Healthy Living;

Fire and Water Safety;

Protective Behaviours;

Road Safety;

Stranger Awareness;

Body Boundaries and Safe Touch;

Relationships Sex and Health Education; and

Other safeguarding issues as appropriate.

#### ***Online Safety***

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school / academy to protect and educate the whole school / academy community in their use of

technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- contact: being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

The Academy will ensure that they have effective mechanisms to identify, intervene in, and escalate any incident where appropriate. Online safety is included in the Academy's curriculum at all levels and information is also provided to parents / carers.

All staff are made aware of Trust policies (including the new Relationships, Sex and Health Education Policy) covering online safety which set our expectations relating to:

- creating a safer online environment – including training requirements, filters and monitoring;
- giving everyone the skills, knowledge and understanding to help children and young people stay safe online;
- inspiring safe and responsible use and behaviour;
- safe use of mobile phones both within the Academy and on Academy trips / outings;
- safe use of camera equipment, including camera phones; and
- what steps to take if you have concerns and where to go for further help.

The Academy will ensure that appropriate filters and appropriate monitoring systems are in place.

Staff are aware of:

- the governmental guidance [“Teaching Online-Safety in School”](#);
- the UKCCIS guidance [“Education for a Connected World”](#);
- National Crime Agency's CEOP education programme: [Thinkuknow](#); and
- Public Health England: [Rise Above](#)

Staff also have to read, and sign to acknowledge that they have read and understood, the Acceptable Use Policy (AUP) (and the Clarification and Guidance in relation to the AUP),

Bring Your Own Device (BYOD) Policy and Staff Code of Conduct in relation to personal online behaviour.

There is a whole range of information which should be considered and details of other resources that could support academies all of which can be found in “*Keeping children safe in education*” 2020 Annex C.

## **4 Roles and Responsibilities**

### **4.1 General**

Safeguarding and promoting the welfare of children is **everyone’s** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners need to make sure their approach is child-centred. This means that at all times they consider what is in the **best interests** of the child. This includes a responsibility to be alert to possible abuse and to record and report concerns without delay to staff identified with child protection responsibilities within the Academy. (The names of the DSL and Deputy DSLs for the current year are listed in *Appendix B*).

### **4.2 Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (DDSL)**

The Headteacher has appointed a DSL and appropriate senior members of staff to deputise for the DSL in their absence. The DSL will take lead responsibility for safeguarding and child protection (including online safety).

The responsibilities of the DSL are found in full in Annex B of “*Keeping children safe in education*” 2020 and are also set out in *Appendix A5 Part 1* and details in relation to the role of the DDSL can also be found in *Appendix 5 Part 1*.

### **4.3 Academy Governance Committee (AGC)**

For details of the role of the AGC – see *Appendix A5 Part 2*

### **4.4 Headteacher**

For details of the role of the Headteacher – see *Appendix A5 Part 3*

### **4.5 All staff**

Academy staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating. The Teachers’ Standards

2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. All staff have a responsibility to provide a safe environment in which children can learn.

All staff will be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any staff member who has a concern about a child's welfare will follow the referral processes set out in *Appendix A1* in accordance with any necessary timescales given. Staff will support social workers and other agencies following any referral.

### ***What school / academy staff need to know***

#### **Induction**

All staff will be made aware of systems within the Academy which support safeguarding and these will be explained to them as part of staff induction. This will include systems and processes outlined in the following:

- Safeguarding policy / child protection policy;
- *"Keeping children safe in education - Statutory guidance for schools and colleges" – September 2020 Part one;*
- Behaviour policy;
- Staff Code of Conduct;
- Safeguarding response to children who go missing from education;
- Role of the DSL (including the identity of the DSL and DDSL);
- Acceptable Use Policy (AUP) (and Clarification and Guidance relating to the AUP);
- Bring Your Own Device (BYOD) Policy;
- Whistleblowing Policy;
- The Prevent Duty 2015
- British Values and Preventing Radicalisation and Extremism Policy
- The Academy safeguarding booklet.

Copies of policies and a copy of Part one of *"Keeping children safe in education"* 2020 will also be provided to staff at induction.

#### **Training**

All staff will receive appropriate safeguarding and child protection **training** which is regularly updated. In addition, all staff will receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

## **Early Help Assessment**

All staff will be aware of their local early help assessment process and understand their role in it – see *Appendix A2*.

## **Referrals**

All staff will be aware of the process for making **referrals** to children’s social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

All staff will know what to do if a **child tells them he / she is being abused or neglected** (for information regarding abuse and neglect – see *Appendix A3*). Staff will know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the DSL (or DDSL) and children’s social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

## ***What academy staff should look out for***

### **Early help**

Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is a privately fostered child.

### ***Abuse and neglect***

Knowing what to look for is vital to the early identification of abuse and neglect. All staff will be made aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. If staff are unsure, they should always speak to the DSL (or DDSL). (For further information on abuse and neglect and other areas related to abuse – see *Appendix A3 and Appendix A4*).

All staff will be aware that abuse, neglect and safeguarding issues are rarely stand-alone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

All staff will be aware that safeguarding incidents and / or behaviours can be associated with factors outside the Academy and / or can occur between children outside of this environment. All staff, but especially the DSL (and DDSL) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence – see *Appendix A4*.

## **5 Records, Monitoring and Transfer**

- 5.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a pupil or pupils within the Academy. For the recording process – see *Appendix B*. The DSL is responsible for receiving, actioning, maintaining and reviewing these records and for deciding at what point they should be shared with, or copied and passed over to, other agencies.
- 5.2 Records relating to actual or alleged abuse or neglect are stored separately and securely from normal pupil or staff records. Normal records have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 5.3 Child Protection records are stored electronically on MyConcern. They are reviewed regularly, by the DSL and Deputy DSLs, to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. They are kept fully up to date with all incidents, contact with the parents / carers and other professionals recorded, as well as clear evidence of regular and robust reviews having taken place between the DSL and Deputy DSLs. Records are kept securely on MyConcern, with access confined to specific staff, i.e. the DSL, the Headteacher and Deputy DSLs.

For specific details of meetings and how they are recorded – see [Appendix B](#).

## 5.4 Pupil Transfer

Where pupils leave the Academy (including for in-year transfers) the DSL will ensure their child protection file is transferred, if possible by hand, to the new school / academy as soon as possible. This will be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained (signed and dated record).

Receiving schools / academies should ensure key staff such as designated safeguarding leads and SENCOs are aware as required.

A copy of the Chronology from the file must be made and securely archived together with the receipt of transfer.

In the event of a pupil moving out of area / County and a physical handover not being possible, then the confidential records are sent to the named DSL by registered post and a receipt is included for return. This receipt is always chased up and kept with the copy of the chronology. **Northamptonshire County Council advice is to copy and retain the Child Protection record before it is transferred to the new setting.**

Files requested by other agencies, e.g. police, are copied and shared as appropriate.

In addition to the child protection file, the DSL will consider if it would be appropriate to share any information with the new school / academy in advance of a pupil leaving e.g., information that would allow the new school / academy to continue supporting victims of abuse and have that support in place for when the pupil arrives.

***(NB: In relation to Academies in Northamptonshire - no archived files can currently be destroyed until NCC issues further information).***

## 6 Support for Pupils and Academy Staff

### 6.1 Support for Pupils

6.1.1 Our Trust recognises that **children who are abused** or **who witness violence** may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children the Academy may be one of the few stable, secure and predictable aspects of their lives. **Children under five** are considered to be extra vulnerable because of their age. Other children may be **vulnerable** because, for instance they:

- **have English as an additional language;**

- are of a cultural heritage that may pose risk, such as from FGM, Breast Flattening or Forced Marriage;
- are refugees;
- are homeless (or at risk of becoming homeless);
- are Looked After or Previously Looked After;
- have a disability and specific additional needs;
- have special educational needs (whether or not they have an EHCP);
- are a young carer;
- are showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- are frequently missing from care or from the home;
- are misusing drugs or alcohol themselves;
- are at risk of modern slavery, trafficking or exploitation;
- are in a family circumstance presenting challenges for the child such as, substance abuse, adult mental health problems or domestic abuse;
- have returned to their family from care;
- are showing early signs of abuse and / or neglect;
- are at risk of being radicalised or exploited;
- have to appear in court;
- have family members in prison;
- are being privately fostered.

We will actively seek to provide such pupils with the necessary support and to build their self-esteem and confidence. Support will be given within the Academy and / or help from external services will be sought.

#### **6.1.2 *Children potentially at greater risk of harm***

##### **Children who need a social worker (Child in Need and Child Protection Plans)**

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and / or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a pupil has a social worker, and the DSL will hold and use this information so that decisions can be made in the best interests of the pupil's safety, welfare and educational outcomes. This will be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools / academies to safeguard and promote the welfare of children.

Where pupils need a social worker, this will inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and / or academic support, alongside action by statutory services).

Findings from the Children in Need review, '[Improving the educational outcomes of Children in Need of help and protection](#)' contains further information; the conclusion of the review, '[Help, protection, education](#)' sets out action the government is taking to support this.

### **Children requiring mental health support**

Schools / academies have an important role to play in supporting the mental health and wellbeing of their pupils. (For further information on Mental Health – see *Appendix A4*). Mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

The Academy has clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

More information to help academies can be found in the [mental health and behaviour in schools guidance 2018](#).

### **Looked after children and previously looked after children**

The most common reason for children becoming looked after is as a result of abuse and / or neglect.

Appropriate staff have the information they need in relation to a pupil's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the pupil's contact arrangements with birth parents or those with parental responsibility. They will also have information about the pupil's care arrangements and the levels of authority delegated to the carer by the authority looking after him / her. The DSL will have details of the pupil's social worker and the name of the virtual school head in the authority that looks after the pupil.

A previously looked after pupil potentially remains vulnerable and all staff will have the skills, knowledge and understanding to keep previously looked after pupils safe. When dealing with looked after pupils and previously looked after pupils, it is important that all agencies work together and prompt action is taken when necessary to safeguard these pupils.

The DSL will work closely with the designated teacher for Looked After and previously Looked After Children. For details of the Academy's designated teacher and the training they have attended – see [Appendix B](#).

### **Children Missing from Education**

The Trust recognises the importance of the fact that all children are entitled to full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

**All staff are aware that a child going missing from an education setting, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.**

This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation, including involvement in County Lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.

Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where a child is missing education, the DSL will follow the County's procedures. Cases will be closely monitored and information reported to the Educational Inclusion Partnership Team (EIP) and the MASH, as appropriate.

All staff are aware of the Trust's unauthorised absence and children missing from education procedures.

Where reasonably possible, the Academy should hold more than one emergency contact number for each pupil. This goes beyond the legal minimum and is good practice to give the Academy additional options to make contact with a responsible adult when a pupil missing education is also identified as a welfare and / or safeguarding concern.

Further information for schools / academies can be found in the DE's School Attendance Guidance. Further information on schools' / academy's duties regarding children missing education can be found in the DfE's statutory guidance: Children Missing Education.

### **Private Fostering**

The nationally accepted definition of Private Fostering is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A

child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer.

Many Private Fostering arrangements remain unknown to the local authority. This is a cause for concern as privately fostered children and young people, without the safeguards provided by law, are a particularly vulnerable group.

There are many reasons why children and young people are privately fostered, for example:

- parental ill health;
- children sent to this country for health care or education by parents living overseas;
- children living with a friend's family as a result of separation, divorce or arguments at home;
- children at boarding schools who do not return to their parents during holidays;
- teenagers living with the family of a boyfriend or girlfriend;
- children on holiday exchanges or living with host families for a variety of reasons;
- children brought from abroad with a view to adopt;
- children whose parents work unsocial hours;
- children whose parents are in prison;
- children whose parents are serving in the forces.

Such arrangements may come to the attention of Academy staff through the normal course of their interaction, and promotion of learning activities, with pupils. The Academy should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the pupil, or encourage the parent / carer to inform the MASH of the arrangement, or contact MASH themselves if they think parents / carers may not have done so already.]

### **Children with Special Educational Needs and / or Disabilities**

Our Trust recognises that pupils with **special educational needs and / or disabilities can face additional safeguarding challenges**. 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;
- being more prone to peer group isolation than other children;
- 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.

In order to address these additional challenges extra pastoral support is offered for pupils with SEN and disabilities where required.

Further information of local support can be found at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/Pages/default.aspx>

### 6.1.3 Disclosure

All staff and volunteers are made aware what to do if a pupil discloses that he or she has been abused in some way. They will:

- listen to what is being said without displaying shock or disbelief;
- accept what is being said;
- allow the pupil to talk freely;
- reassure the pupil, but not make promises which it might not be possible to keep; never promise a pupil that they will not tell anyone - as this may ultimately not be in the best interests of the pupil;
- reassure him or her that what has happened is not his or her fault;
- stress that it was the right thing to tell;
- listen, only asking questions when necessary to clarify. (Using the ‘tell, ‘explain’ and ‘describe’ (“TED”) approach “Anything else you want to tell me?”, “Can you explain / describe what you mean?”);
- not criticise the alleged perpetrator;
- explain what has to be done next and who has to be told;
- make a record (see 5.1). For details of the Academy’s procedures – see [Appendix B](#);
- pass the information to the DSL (or DDSL) immediately.

**If a staff member or volunteer receives a disclosure about potential harm caused by another staff member (including supply staff), they should follow procedures as outlined in Appendix A6.**

### 6.1.4 The Child’s Wishes

Where there is a safeguarding concern, the Headteacher and Academy staff will ensure the pupil’s wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils. This will happen through ensuring there are systems in place for pupils to express their views and give feedback. All systems and processes will operate with the best interests of the pupil at heart.

#### 6.1.5 The use of 'reasonable force'

There are circumstances when it is appropriate for staff in schools / academies to use reasonable force to safeguard children. For details of the Trust's policy in this respect – see *Policy For The Restrictive Intervention And Positive Handling Of Pupils*

#### 6.1.6 Complaints

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

### 6.2 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the pupil as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a Child Protection concern, he / she should in the first instance speak to the DSL / DDSL about the support he / she requires. The DSL / DDSL will seek to arrange the necessary support.

## 7 Working with Parents / Carers

The Academy will:

- Ensure that parents / carers have an understanding of the responsibility placed on the Academy and staff for safeguarding / child protection by setting out its obligations on the Academy website and in any Academy Prospectus;
- Undertake appropriate discussion with parents / carers prior to involvement with another agency or with the MASH, unless to do so would place the pupil at risk of harm or compromise an investigation;
- Engage parents / carers in the early help agenda for the relevant local authority for the child's / parental address applying the Vulnerability Matrix and using the Signs of Safety approach, where early need is identified, and signpost families appropriately or make referrals to outside agencies using the Early Help Assessment tool.

## 8 Other Relevant Policies

- 8.1 The Trust's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and

functions. This policy therefore complements and supports a range of other documents and policies. For details – see [Appendix B](#).

The list of policies in [Appendix B](#) is not exhaustive but, when undertaking development or planning of any kind, the Trust and the Academy will consider the implications for safeguarding and promoting the welfare of children

## **9 Recruitment and Selection of Staff**

The Trust’s safer recruitment processes are based on the statutory guidance: *“Keeping children safe in education” – September 2020*.

When recruiting staff, decisions are made about the suitability of the prospective employee based on checks and evidence including:

- identity checks;
- criminal record checks (enhanced DBS checks);
- barred list checks;
- right to work checks;
- overseas checks;
- prohibition checks;
- references; and
- interview information.

On every interview panel for Academy staff, at least one member will have undertaken Safer Recruitment training and this will be refreshed at least every five years (even though this is not now statutory), either online or by attending an appropriate local or national accredited training course.

The Academy will provide all the relevant information in references for a member of staff about whom there have been concerns regarding child protection / inappropriate conduct. Cases in which an allegation has been proven unsubstantiated, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.

The Academy has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction - see *paragraph on Induction on page 11*.

In line with requirements, all Directors and governors have had DBS, identity checks and Section 128 checks. Additionally all other leaders, managers and senior leaders have had

Section 128 checks. (*Section 128 of the Education and Skills Act 2008 provides for the Secretary of State to direct that a person may be prohibited or restricted from participating in the management of an independent school (which includes academies and free schools). This vetting check must be completed to ensure that someone has not been prohibited from the management of a school / academy. (It is carried out in a similar way to Prohibition from Teaching checks).*)

## 10 Information Sharing

10.1 Information sharing is vital in identifying and tackling all forms of abuse and neglect. The Academy recognises the importance of sharing relevant information with other practitioners and local agencies and follows statutory guidance as set out in [“Information Sharing - Advice for Practitioners providing safeguarding services to children, young people, parents and carers ” July 2018.](#)

Staff will be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of pupils, whether this is when problems are first emerging, or where a pupil is already known to the local authority children’s social care.

The Data Protection Act 2018 and the GDPR place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

Staff will have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as ‘special category personal data’;
- understanding that ‘safeguarding of children and individuals at risk’ is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk;
- for schools / academies, not providing pupils’ personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is

met, they must withhold providing the data in compliance with schools' / academies' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt the Academy will seek legal advice from the Trust's solicitors.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Further details on information sharing can be found:

- in Chapter one of [Working Together to Safeguard Children](#), which includes a myth-busting guide to information sharing;
- at [Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers](#). The seven golden rules for sharing information will be especially useful;
- at [The Information Commissioner's Office \(ICO\)](#), which includes ICO GDPR FAQs and guidance from the department;
- in [Data protection: toolkit for schools 2019](#)- guidance to support schools with data protection activity, including compliance with the GDPR.

For information about data sharing when pupils leave the Academy – see paragraph 5.2.

## **11 Staff / Pupil Relationships**

- 11.1 All staff and volunteers will be made aware of their position of power and trust and will adhere to regulations relating to the Sexual Offences Act 2003 and to the Staff Code of Conduct. This also extends to the use of social media.

## **12 Additional Safeguarding Awareness for Staff**

- 12.1 Staff need to be aware of, and will have training on, the following areas which are related to the wider safeguarding agenda:

- Signs of Abuse & Neglect – see Appendix A3;
- Peer-On-Peer Abuse – see Appendix A4;
- Sexual Violence and Harassment – see Appendix A4;
- Upskirting - see Appendix A4;
- Child Sexual Exploitation - see Appendix A4;
- Children Missing from Education – see 6.1.2 above;
- Modern Slavery, Trafficking and Exploitation - see Appendix A4;

- Female Genital Mutilation - see Appendix A4;
  - Forced Marriage - see Appendix A4;
  - Breast Flattening - see Appendix A4;
  - So called Honour-Based Abuse - see Appendix A4;
  - Domestic Abuse / Violence - see Appendix A4;
  - Gender Based Violence;
  - The Prevent Duty / Preventing Radicalisation and Extremism - see Appendix A4;
  - Child Poverty / Spiralling Debt;
  - Housing Issues / Homelessness - see Appendix A4;
  - Fabricated & Induced Illness;
  - Bullying;
  - Faith & Cultural Abuse;
  - Anti-social or Criminal Behaviour;
  - Gang Involvement and Association with Organised Crime Groups - see Appendix A4;
  - Child Criminal Exploitation (County Lines) - see Appendix A4;
  - Private Fostering – see 6.3 above;
  - Vulnerability of those with Special Needs / Disabilities – see 6.1.2 above;
  - Impact of Parent / Carer Mental Health Issues;
  - Impact of Drug / Alcohol / Substance Misuse - see Appendix A4;
  - Dog Bites - see Appendix A4;
  - Being a Young Carer / Young Parent;
  - Children and the Court System - see Appendix A4;
  - Children with Family Members in Prison - see Appendix A4.
- 12.2 Staff will also be made aware of learning from local and national Serious Incidents (Child Safeguarding Practice Reviews (SPRs) (previously known as Serious Case Reviews)) and other issues that may arise that are seen to be relevant for learning with regard to safeguarding the pupils and staff of the Academy.
- 12.3 All staff will adhere to the Home Office and DfE guidance on [How Social Media Is Used To Encourage Travel To Syria And Iraq Briefing Note For Schools \(July 2015\)](#). The Academy will take advice and use existing NSCP safeguarding and child protection procedures if there is a concern and are aware of the national helpline **0207 3407264** which can be used if necessary.
- 12.4 All staff have been made aware of the Whistleblowing Policy and Procedures. The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding safeguarding / child protection failures internally. Staff can call: **0800 028 0285** – this line is available from 8:00 AM to 8:00 PM, Monday to Friday and E-mail: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).



## APPENDIX A1

### PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A PUPIL

#### Contents

#### A General

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

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

#### D Professional Challenge and Disagreements

#### 1. General

1. Northamptonshire Safeguarding Children Partnership Procedures contain the inter-agency processes, protocols and expectations for safeguarding children (available on the NSCP website [www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)). The DSL is expected to be familiar with these, particularly the referral processes and with NCC “Thresholds and Pathways”.
2. It is important that all parties act swiftly and avoid delays.
3. Any person may seek advice and guidance from the MASH particularly if there is doubt about how to proceed (*see contacts in Appendix A2*). Any adult, whatever their role, can take action in his / her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
4. Details must be recorded on MyConcern (or a written dated and signed record made, which must be subsequently uploaded onto MyConcern) as to what has been alleged, noticed and reported.
5. In most cases, the parents’ / carers’ knowledge and consent to the referral are expected, unless there is reason for this not being in the pupil’s interest. However, there will be circumstances when informing the parent / carer of a referral might put the pupil at risk and in individual cases advice from the MASH will need to be taken.

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

1. When a pupil makes a disclosure, or when concerns are received from other sources, **do not** investigate, interview, ask leading questions, examine pupils, or promise confidentiality. Pupils making disclosures should be reassured and, if possible at this stage, should be informed what action will be taken next. As soon as possible, a note should be made of what has been disclosed following the Academy’s specific procedure (for details of the procedure – *see Appendix B*) and a report made to the DSL.

2. If the concern involves the conduct of a member of staff (including supply staff) or volunteer, a visitor, a governor, a trainee or another young person or pupil, the Headteacher must be informed. The Headteacher will contact the Designated Officer (local authority) to seek advice.
3. If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the local authority Designated Officer. (*See contacts in Appendix A2*).
4. If this has not already been done, inform the pupil (or other party who has raised the concern) what action has been taken.

### **C. Designated Safeguarding Lead – Main Procedural Steps**

1. The concern will either be directly logged on MyConcern or, if the concern is made on a separate form, subsequently logged on MyConcern – see [Appendix B](#) for Academy specific details.
2. Where initial enquiries do not justify a referral to the investigating agencies the initiating adult will be informed and the situation will be monitored. If in doubt, advice will be sought from the MASH: 0300 126 1000. All contact related to the concern will be recorded on MyConcern.
3. Information will be shared confidentially with those who need to know observing the guidelines as laid out in “Information Sharing” 2018 (*also see Paragraph 10*). Information on a pupil can be ‘logged’ with the MASH. This does not require submission of a referral form unless instructed to complete one by the MASH. Any information logged with the MASH needs to be recorded on MyConcern.
4. Where there is a child protection concern requiring immediate, same day, intervention the MASH will be contacted immediately by phone and their advice will be followed. Written confirmation will follow within 24 hours on the NSCP Interagency Online Referral Form. All other referrals will be made firstly through a telephone conversation with the MASH and then by following up with the online form, where requested to do so.
5. If it appears that urgent medical attention is required, arrangements will be made for the pupil to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who will inform medical staff that non-accidental injury is suspected. Parents / carers will be informed that the pupil has been taken to hospital.
6. Exceptional circumstances: if it is feared that the pupil might be at immediate risk on leaving the Academy, advice will be taken from the MASH (for instance about difficulties if the Academy day has ended, or on whether to contact the police). A member of the Senior

Leadership Team will remain with the pupil until the social worker or Police take responsibility. If in these circumstances an adult with Parental Responsibility for the pupil arrives to collect the pupil, the member of staff has no right to withhold the pupil, unless there are current legal restrictions in force (e.g. A Restraining Order). If there are clear signs of physical risk or threat, the MASH will be updated and the Police will be contacted immediately. ([NPCC-when to call the police](#) should help DSLs understand when they should consider calling the police and what to expect when they do).

#### **D. Professional Challenge and Disagreements**

1. Working with pupils and families, and in particular safeguarding and child protection work, is stressful and complex and will involve uncertainty and emotion. To ensure that the best decisions are made it may be necessary to challenge one another's practice.
2. The culture within the Academy enables all staff members to raise, without fear of repercussions, any concerns that they may have about the management of safeguarding and child protection within the Academy. This may include raising concerns about decisions, actions or inaction by colleagues about individual pupils. If necessary, staff members will speak to the DSL, DDSL, Headteacher, Chair of Governors or local authority Designated Officer.
3. Co-operation across all agencies is vital to provide the best outcomes for pupils and families. Professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
4. If there are any professional disagreements with practitioners from other agencies the DSL (or the Headteacher) will initially raise concerns with the relevant agency manager and then follow the agreed conflict resolution or appeal procedures as laid out in Section 4 of the NSCP Procedures Manual - <http://northamptonshirescb.proceduresonline.com/>

## APPENDIX A2

| Thresholds for Intervention  |
|--|
| <p><b>Following reported concerns</b>, the Designated Safeguarding Lead (DSL) will decide on the most appropriate course of action and whether the concerns should be referred to Children’s Social Care-refer to <a href="#">Northamptonshire Thresholds Guidance</a>.</p> <p>If it is decided to make a referral to Children’s Social Care the parent/carer will be informed, unless to do so would place the child at further risk or undermine the collection of evidence e.g. obtaining forensic evidence.</p> <p>All concerns, discussions and decisions will be recorded electronically on MyConcern or in writing and subsequently recorded on MyConcern. It is important to remember that informing parents / carers does not require seeking their consent to share the information with professionals who need to know.</p> <p>The DSL will provide guidance on the appropriate action. Options will include:</p> <ul style="list-style-type: none"> <li>• Early Help - managing any support for the child internally via the school’s own pastoral support processes;</li> <li>• Co-ordinated Early Help – carrying out an Early Help Assessment – <i>for details see below</i>;</li> <li>or</li> <li>• A referral for statutory services e.g. the child is, or might be, in need or suffering, or likely to suffer, significant harm – <i>for details see below</i>.</li> </ul> |
| Early Help   |
| <p>Early help means, “Providing support as soon as the problem emerges, at any point in the child’s life from the foundation years through to the teenage years” (<i>Working Together - 2018</i>).</p> <p>As soon as problems start to emerge, staff will identify support for those children and families. This may be academy-based support or may involve intervention from other agencies – co-ordinated early help.</p> <p>If a child would benefit from co-ordinated early help, the DSL will generally lead on liaising with other agencies and setting up an inter-agency early help assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to Children’s Social Care for assessment for statutory services or a complex case review (<i>see below</i>) if the child’s situation does not appear to be improving or is getting worse.</p>  |

Early help support is accessed online at:  
[www.northamptonshire.gov.uk/earlyhelp](http://www.northamptonshire.gov.uk/earlyhelp)

For details of who an individual academy's Early Help Co-ordinator is – see [Appendix B](#).

### **Children in Need**

A child in need is defined under the *Children Act 1989* as “a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled”. The local authority is required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the *Children Act 1989*.

### **Children suffering or likely to suffer significant harm**

Local authorities, with the help of other organisations as appropriate, have a duty to make enquiries under section 47 of the *Children Act 1989* if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based abuse, and extra-familial threats like radicalisation and sexual exploitation.

The DSL should refer all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern.

### **Safeguarding Referrals to the Multi-Agency Safeguarding Hub (MASH)**

The Multi-Agency Safeguarding Hub (MASH) can advise on whether a family needs an early help assessment (*see above*) or whether they meet the threshold for statutory child protection (*see above*).

The MASH deals with referrals from professionals and members of the public who may have concerns about a child's welfare. The MASH makes the process of dealing with referrals quicker and more effective by improving the way that agencies share information.

**Safeguarding Referrals must be made in the following way:**

- By telephone contact to the MASH: **0300 126 1000** followed up by completion of the [online referral form](#) (if requested by the MASH);
- In an emergency outside office hours, by contacting the Emergency Duty Team on: **01604 626938** or the Police on 999.

**If a child is in immediate danger at any time, left alone or missing, the police should be contacted directly and / or an ambulance using 999.**

**For referrals regarding allegations against adults in education contact the Designated Officers (DO).**

<http://www.northamptonshirescb.org.uk/health-professionals/taking-action/designated-officer/>

DO Administration: 01604 364031

For a discussion prior to a referral email:

[AndSmith@childrenfirstnorthamptonshire.co.uk](mailto:AndSmith@childrenfirstnorthamptonshire.co.uk) or [CYork@childrenfirstnorthamptonshire.co.uk](mailto:CYork@childrenfirstnorthamptonshire.co.uk)

Alternatively, the Designated Officers can be contacted between 9am and 10am or 3pm and 5pm:

Andy Smith: 01604 367862

Christine York: 01604 362633

**Complex Case Discussions**

The aim of these meetings is to provide a responsive service to families and professionals throughout Northamptonshire where a case is considered to be of a complex nature and various support has already been in place without noticeable success. Should this situation arise, the Academy's DSL will complete an online request form detailing the risks and issues and intended outcomes from a case discussion. The family's consent for case discussion will be sought. Decisions on a way forward will be suggested by an Early Help Co-ordinator who will contact the Academy to offer advice and to agree actions.

[https://northamptonshire-self.achieveservice.com/service/Request a complex case discussion](https://northamptonshire-self.achieveservice.com/service/Request%20a%20complex%20case%20discussion)

## OTHER USEFUL LINKS

### **Local:**

#### **Northamptonshire Safeguarding Children Partnership (NSCP)**

Telephone: 01604 364036 , **this landline number currently not in use, please use 07872 148334**

[www.northamptonshirescb.org.uk](http://www.northamptonshirescb.org.uk)

[www.northamptonshirescb.org.uk/schools](http://www.northamptonshirescb.org.uk/schools)

#### **Thresholds and Pathways document:**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/Documents/NSCB%20Thresholds%20Guidance%202018.pdf>

#### **Early Help**

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx>

#### **Education Inclusion & Partnership Team**

Online referral form available at:

[https://northamptonshire-self.achieveservice.com/service/Contact the Educational Inclusion and Partnership Team#\\_ga=2.253257737.188717939.1596443513-1266921241.1596443513](https://northamptonshire-self.achieveservice.com/service/Contact%20the%20Educational%20Inclusion%20and%20Partnership%20Team#_ga=2.253257737.188717939.1596443513-1266921241.1596443513)

#### **Community Safety Team, Northamptonshire County Council**

Contact Community Safety

<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>

#### **Prevent Officers:**

DS Andy Blaize

DC Shane O'Brien

DC Jody Williams

[Prevent@northants.pnn.police.uk](mailto:Prevent@northants.pnn.police.uk)

#### **Safeguarding Adults access advice:**

<https://www.northamptonshiresab.org.uk/Pages/default.aspx>

Online referral form available at:

<https://www3.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/local-government-department/26-educational-inclusion-and-partnership-eip-team-ncc>

**National:**

**National Society for Prevention of Cruelty to Children (NSPCC):**

<http://www.nspcc.org.uk/>

**0808 800 5000**

**Childline:**

<http://www.childline.org.uk>

**0800 1111**

**Child Exploitation and Online Protection (CEOP):**

<http://ceop.police.uk/>

**0870 000 3344**

**Professionals Online Safety Helpline:**

<https://www.saferinternet.org.uk/helpline/professionals-online-safety-helpline>  
[helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)

**0844 3814772**

**Parents Protect (Safeguarding Information for Parents, Carers and Staff)**

[www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)

**0808 1000 900**

**PREVENT**

GOV.UK website

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

**NSPCC Whistleblowing Helpline**

**0800 028 0285**

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## **APPENDIX A3**

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

### **DEFINITIONS OF ABUSE**

*(From 'What to do if you're worried a child is being abused?' 2015)*

#### **Understanding and Identifying abuse and neglect**

“Abuse and neglect are forms of maltreatment – a person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm”.

“Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by others, including via the internet”.

“Abuse and neglect can happen over a period of time, but can also be a one-off event”.

“Child abuse and neglect can have major long-term impacts on all aspects of a child’s health and well-being”.

#### **Physical Abuse**

Physical abuse is deliberately physically hurting a child. It might take a variety of different forms, including hitting, pinching, shaking, throwing, poisoning, burning, scalding, drowning, suffocating or otherwise causing physical harm to a child.

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or if they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.

Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. Physical abuse also occurs outside of the family environment.

#### **Sexual Abuse**

Sexual Abuse is a sexual activity with a child. It 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. Sexual abuse can have a long-term impact on mental health.

Sexual abuse may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing or touching outside of clothing. It may include non-contact activities, such as involving children in looking at, or in the production of sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit sexual abuse, as can children. Sexual abuse of children by children is a specific safeguarding issue in education – see *Peer on Peer abuse below*.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another.

It is also sometimes called psychological abuse and it can have severe and persistent adverse effects on a child's emotional development.

Emotional abuse may involve serious bullying (including cyberbullying and including online bullying through social networks, online games or mobile phones – by a child's peers) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example, in the way that a parent interacts with their child.

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

### **Neglect**

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. Neglect is a pattern of failing to provide for a child's basic needs, whether it is adequate food, clothing, hygiene, supervision or shelter, protecting a child from physical and emotional harm or danger; ensuring adequate supervision (including the use of inadequate care-givers) or ensuring access to

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

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have an addiction to alcohol or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

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

It is important that practitioners remain alert and do not miss opportunities to take timely action. Neglect is not always straightforward to identify.

## **APPENDIX A4 – OTHER AREAS RELATED TO ABUSE**

### **CHILD SEXUAL EXPLOITATION (CSE) AND CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and / or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and / or take place online.

#### **Child Sexual Exploitation (CSE)**

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). It may occur without the child's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The definition of CSE is as follows:

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

***“Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation” DFE February 2017***

## **Risk Identification**

When any practitioner becomes aware that a child or young person is at risk of being sexually exploited, they should identify and react to the need to protect that individual from any future harm. This should always include notifying the DSL within the Academy. The DSL will ensure that the online assessment tool is completed (and if the case is subsequently referred into children's social care, the completed assessment will be included with the referral).

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/publications/cse-assessment/>

In all cases if there are concerns that the pupil is in immediate danger then the police should be contacted on 999 or the MASH.

In the event of an individual having concerns that a child or young person is at risk of being sexually exploited (but where there is no immediate danger), these will be reported to the DSL who will follow the procedures outlined in the Northamptonshire CSE Toolkit - Chapter 3 ([see NSCP website](#)).

Possible Indicators may include:

- acquisition of money, clothes, mobile phones etc. without plausible explanation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- gang-association and / or isolation from peers / social networks;
- exclusion or unexplained absences from school/academy, college or work;
- leaving home / care without explanation and persistently going missing or returning late;
- excessive receipt of texts / phone calls;
- returning home under the influence of drugs / alcohol;
- inappropriate sexualised behaviour for age / sexually transmitted infections;
- evidence of / suspicions of physical or sexual assault;
- relationships with controlling or significantly older individuals or groups;
- multiple callers (unknown adults or peers);
- frequenting areas known for sex work;
- concerning use of internet or other social media;
- increasing secretiveness around behaviours; and
- self-harm or significant changes in emotional well-being.

**Indicators are a guide and do not replace, but should assist, the exercise of professional judgement. The person who is making the judgements needs to take into account the principles detailed above and be clear on the evidence that the risk is actually occurring or whether further assessment is required to clarify this. The earlier the intervention the better chances of success.**

### **Important points to remember – CSE:**

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and / or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- may be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse;
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources;
- the coercers and perpetrators are usually an adult, but can be children and young people in a position of power of either gender;
- young people may exchange or sell sex as a result of constrained choices such as poverty, isolation and historic abuse;
- parents / carers may be involved in the sexual exploitation of their children, or fail to prevent / protect from it;
- groups of children and young people and multiple perpetrators may be involved (organised abuse);
- no child under 13 years can be assessed as low risk if behaviours indicate involvement in CSE;
- children and young people with additional needs require special consideration up to the age of 25 years.

The DfE provide: [Child sexual exploitation: definition and guide for practitioners 2017](#).

### **Child Criminal Exploitation (CCE)**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity:

- in exchange for something which the victim needs or wants, and/or
- for the financial or other advantage of the perpetrator or facilitator and/or
- through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines – see *below for more* information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE. Children who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- suffer from changes in emotional well-being;
- misuse drugs and alcohol;
- go missing for periods of time or regularly come home late;
- regularly miss school or education or do not take part in education.

### ***County lines***

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools / academies, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school / academy), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral should be considered alongside consideration of availability of local services / third sector providers who offer support to victims of county lines exploitation.

Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and / or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office: [County lines exploitation: guidance for practitioners updated February 2020](#).

NSCP Teabreak Guide to County Lines can be found at:

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/tea-break-guides/>

## **FEMALE GENITAL MUTILATION (FGM)**

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.

**FGM mandatory reporting duty for teachers** - Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, 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 may 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. Information on when and how to make a report can be found at: [Mandatory reporting of female genital mutilation: procedural information October 2015 \(updated January 2020\)](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the Academy's DSL (or DDSL) and involve children's social

care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [Female genital mutilation: the facts](#).

FGM is usually carried out on girls between the ages of 5 and 14 years, but younger girls and adult women are sometimes victims of this procedure.

FGM is extremely traumatic. It can lead to serious, life-long physical and mental health problems. Internationally, FGM is recognised as a violation of the human rights of girls and women and when performed on a child, is a violation of the Rights of the Child. With growing and emerging migrant populations in Northamptonshire it is vital that agencies and organisations in Northamptonshire work together to ensure they put plans in place to raise awareness of its illegality and the risks, to prevent further procedures and support women who have experienced FGM.

**Identifying a child at risk of FGM** - indications that FGM may be **about** to take place:

- the family comes from a community that is known to practice FGM (it may also be possible that they will practice FGM if a female family elder is around);
- parents requesting permission for their girls to be taken out of the Academy two weeks before or after the holidays (recovery period can be up to 8-10 weeks);
- a pupil talking about a long holiday to her country of origin or another country where the practice is prevalent;
- a pupil talking about “becoming a woman” or “rites of passage” or a “special ceremony”;
- a pupil talking about new clothing or special outfits;
- a pupil may confide in a professional that she is about to undergo a “special procedure” or attend a special occasion;
- becoming withdrawn or acting out of character;
- there are older girls or women in the family (e.g. older sister/s, mother) who have undergone FGM;
- any female child born to a woman who has been subjected to FGM must be considered to be at risk, as must other female children in the extended family;
- any female child who has a sister who has already undergone FGM must be considered to be at risk, as must other female children in the extended family.

**Identifying a child who has been subject to FGM** - indications that FGM may have **already** taken place:

- a pupil may spend long periods of time away from the classroom during the day with bladder or menstrual problems;
- frequently girls who have undergone FGM find it harder to urinate and it will therefore take longer to pass urine;

- there may be prolonged absences from the Academy;
- a prolonged absence from the Academy with noticeable behaviour changes on the girl's return could be an indication that the girl has recently undergone FGM;
- a pupil requiring to be excused from physical exercise lessons without the support of her GP;
- a pupil may confide in a professional or ask for help.

Professionals encountering a girl or woman who has undergone FGM should also be alert to the risk of FGM in relation to her:

- younger siblings;
- current daughters or daughters she may have in the future;
- extended family members.

For further information: <https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Also: <http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/fgm/>

## **FORCED MARRIAGE**

Forcing a person into a marriage is a crime in England and Wales. 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 (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Academies / schools can play an important role in safeguarding children from forced marriage.

Staff are aware that forced marriage is not the same as arranged marriage (where both parties consent) and that forced marriage can happen to pupils as young as ten years of age.

The Forced Marriage Unit has published [statutory guidance](#) and [Multi-agency guidelines](#), Section 7-36 of which focus on the role of schools and colleges and universities. Academy / school staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

## **BREAST FLATTENING**

Breast flattening, also known as breast ironing, is the process during which young pubescent girls' breasts are ironed, massaged, flattened and / or pounded down over a period of time (ranging

from a few weeks to years) in order for the breasts to disappear or delay the development of the breasts entirely. In some families, large stones, a hammer or spatula that has been heated over hot coals can be used to compress the breast tissue. Other families may opt to use an elastic belt or binder to press the breasts to prevent them from growing. Breast flattening usually starts with the first signs of puberty, and is usually carried out by female relatives.

It should also be acknowledged that some adolescent girls and boys may choose to bind their breast using constrictive material due to gender transformation or questioning their identity, and this may also cause health problems.

In many cases, the abuser thinks they are doing something good for the girl by delaying the effects of puberty and the practice is designed to:

- prevent pregnancy and rape;
- make teenage girls look less “womanly” and no-longer sexually attractive to men;
- enable the girl to continue her education;
- prevent dishonour being brought upon the family if the girl begins sexual relations outside of marriage;
- prevent early marriage;
- deter unwanted attention.

There has not been extensive research done on breast flattening and the few studies that have been carried out indicate that the practice occurs predominantly in Cameroon. Other countries include: Togo, Chad, Kenya, Guinea Bissau, South Africa, Cote d’Ivoire, Benin and Zimbabwe.

Further information can be found in the DfE leaflet available from:

[www.nationalfgmcentre.org.uk](http://www.nationalfgmcentre.org.uk)

## **SO CALLED HONOUR-BASED ABUSE**

So called ‘honour-based abuse’ (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and / or community. It includes Female Genital Mutilation, Forced Marriage and practices such as breast ironing / flattening. 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 so-called HBA are abuse (regardless of the motivation) and should be handled and escalated as such. If staff have a concern regarding a child that might be at risk of HBA or who has suffered HBA, they should speak to the DSL (or DDSL). As appropriate, they will activate local safeguarding procedures using existing national and local protocols for multi-agency liaison with police and childrens’ social care

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child (or family member) being at risk of HBA, or already having suffered HBA.

## PREVENTING RADICALISATION AND EXTREMISM

*See also the Trust “Preventing Radicalisation & Extremism” Policy*

- **Extremism** is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- **Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism** is an action that endangers or causes serious violence to a person / people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child’s vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in pupil’s behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the DSL (or DDSL) making a Prevent referral. The DSL and DDSL should be aware of local procedures for making a Prevent referral.

### **The Prevent duty**

All schools / academies are subject to a duty under section 26 of the Counter Terrorism and Security Act 2015 (the CTSA 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 Prevent duty should be seen as part of the Academy’s wider safeguarding obligations. DSLs, DDSLs and other senior leaders should familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned

with schools / academies (and also covers childcare). The guidance is set out in terms of **four general themes: risk assessment, working in partnership, staff training, and IT policies** – see below.

The **local agenda** supports the Prevent Strategy. Communities and local authorities have a key part to play in developing a sense of belonging and will be an important part of wider partnership working. The threat is not just from radical religious groups such as ‘Islamic State’ but also from radical ‘far right’ and other political groups who may attempt to radicalise children and young people.

Northamptonshire County Council has embedded Prevent into its safeguarding procedures. Any contacts made with concerns in relation to Prevent will be assessed through the MASH. If there are concerns that a child or young person may be vulnerable to violent extremism or radicalisation the DSL within the Academy will be informed and, after initial discussions, a multi-agency referral form will be submitted to the MASH.

As part of the “Prevent Duty”, academies must address the four key areas, which are:

- Risk Assessment;
- Working in Partnership;
- Staff Training;
- IT Policies.

### **Risk Assessment**

Academy staff should know how to make a referral where they have concerns about potential radicalisation.

Advice and guidance can be sought from the Prevent Engagement Officers at Northamptonshire Police:

E-mail: [prevent@northants.pnn.police.uk](mailto:prevent@northants.pnn.police.uk) or phone **101 (ext. 343931) or 101 (ext. 345215)**

Or from the DfE who also have a dedicated helpline: **020 7340 7264**.

Actual Referrals must go to the MASH.

### **Working in Partnership**

Academies are required to work in partnership with the NSCP, the Home Office trained Prevent Engagement Officers and other partner agencies to safeguard and promote the welfare of children. Prevent Engagement Officers and other partners will be accessed as relevant to provide advice and support with regard to this duty.

Effective engagement with parents / carers and their families is also important as they are in a key position to spot signs of radicalisation. The Academy recognises it is important to assist and advise families who raise concerns and direct them to support mechanisms.

### **Staff Training**

In line with the Prevent Duty, the Academy is required to assess training needs in the light of their assessment of risk. For details of the Academy's risk assessment – see [Appendix B](#).

The DSL has accessed Prevent training in line with the requirements of “*Keeping children safe in education*” 2020 and disseminated appropriate information to other Academy staff. In addition, all staff have completed Channel online training and certificates are retained in Personnel Files.

### **IT Policies**

Measures are in place at the Academy, which include filtering and monitoring of online access. Learning experiences are in place, evaluated and regularly reviewed, which help the pupils to understand ways in which to stay safe online. Further details of measures taken can be found in [Appendix B](#).

Suspected on-line terrorist content can be reported to HM Government:

[www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)

### **Further Information and additional support:**

The DfE has published further advice for schools on the [Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts to other sources of advice and support.

- [PREVENT](#) (see GOV.UK website)
- Community Safety Team, Northamptonshire County Council  
<https://www3.northamptonshire.gov.uk/councilservices/fire-safety-and-emergencies/community-safety/Pages/default.aspx>
- Prevent Officers:  
DS Andy Blaize  
DC Shane O'Brien  
DC Jody Williams  
[Prevent@northants.pnn.police.uk](mailto:Prevent@northants.pnn.police.uk)

### **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the Academy may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance.

## **SERIOUS VIOLENCE**

All staff must be aware of indicators which may signal children are at risk from, or involved with, serious violent crime. These may include increased absence from school/academy, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff must be aware of the associated risks and understand the measures in place to manage these. Further guidance is provided in these Home Office documents which staff need to read:

["Preventing youth violence and gang involvement: Practical advice for schools and colleges"](#)  
["Criminal Exploitation of Children and Vulnerable Adults: County Lines Guidance"](#).

## **DOMESTIC VIOLENCE AND ABUSE**

The Government definition of domestic violence and abuse is:

"Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or who have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial;
- emotional."

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and / or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

## **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools / academies work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the DSL) in school / academy before the child or children arrive at school / academy the following day. This ensures that the school / academy has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

**Domestic Abuse Notifications to Schools / Academies** – this scheme involves early reporting when a child or young person has been involved in a domestic incident. Upon a police referral, the Education Inclusion Partnership Team within Northamptonshire County Council will contact the DSL at the Academy and share information about the pupil who had witnessed or been subject to domestic abuse. The DSL will share this information with relevant staff and assess what type of support (silent or overt) needs to be offered to the affected pupil.

**Controlling behaviour** is a range of acts designed to make a person subordinate and / or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

**Coercive behaviour** is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

## **Domestic Abuse indicators in children**

The majority of referrals to the MASH and a large number of Child Safeguarding Practice Reviews (SPRs) (previously known as Serious Case Reviews) involve domestic abuse. Academies will therefore ensure that they look out for possible indicators and talk to the DSL as a matter of urgency.

It is important to note that children may respond to domestic abuse in different ways even within the same family. Some children may be profoundly affected by witnessing domestic abuse whilst others appear to be relatively unaffected. It is therefore important to remember that the behaviour below may be due to other causes.

Children's coping strategies and reactions to domestic abuse may also be similar to those for other forms of abuse. Learning to recognise domestic abuse can therefore be useful in helping to protect children from all forms of abuse.

Possible Indicators:

### **0 – 5 years**

- violence to the mother during pregnancy may result in neurological and physical damage;
- physical and emotional neglect may result in basic needs for food and warmth not being met;
- under-stimulation and neglect can result in cognitive delay;
- witnessing unpredictable and frightening behaviour may result in symptoms similar to post traumatic stress disorder;
- parental unhappiness, tension, irritability or lack of commitment may lead to false attachments;
- babies and toddlers have difficulty in communicating distress.

### **5-9 years**

- the risk of physical injury may lead to symptoms of extreme anxiety and fear. The pupil may be subject to abuse;
- academy behaviour and academic attainment may be impaired;
- pupils may blame themselves for parental behaviour. Self-blame may result in low self-esteem;
- unplanned separations may cause distress and disrupt education and friendship patterns;
- embarrassment and fear of unpredictable parental behaviour may result in curtailed friendships;
- pupils may take on too much responsibility for self, parents and younger children.

### **10 years +**

- coping with puberty without support;
- denying own needs and feelings;
- low self-esteem;
- increased risk of psychological problems, behavioural disorders, suicidal behaviours and offending;
- poor Academy attainment due to difficulties concentrating;
- poor Academy attainment due to absence in order to protect parent or younger children;
- unacceptable behaviour resulting in pattern of academy exclusion;
- isolation caused by reluctance to disclose for fear of family disruption.

Further guidance can be found at:

NSPCC - <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

Refuge - <http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safelives - <http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **MENTAL HEALTH ISSUES**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe pupils day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health issue or be at risk of developing one.

Where pupils have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these pupil's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a pupil that is also a safeguarding concern, immediate action should be taken, following this child protection policy and speaking to the DSL or DDSL.

The DfE has published advice and guidance on [Preventing and Tackling Bullying](#), and [Mental Health and Behaviour in Schools](#). See [Rise Above](#) for links to all materials and lesson plans.

### **Children requiring mental health support**

Schools / academies have an important role to play in supporting the mental health and wellbeing of their pupils.

The Academy has clear systems and processes in place for identifying possible mental health issues, including routes to escalate and clear referral and accountability systems.

Schools / academies can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in [the mental health and behaviour in schools guidance](#), the Academy may also wish to follow this guidance as best practice.

Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong;
- resolve (face) problems and setbacks and learn from them.

Staff seeing pupils regularly are well placed to spot any changes in behaviour that might indicate an issue. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in pupils' lives. This includes loss or separation (e.g. death, parental separation, divorce, hospitalisation etc.). It also includes other life changes (e.g. transition to a new school, birth of a sibling, bullying, domestic abuse etc.).

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children could be described as experiencing mental health issues/ problems or disorders.

Mental health professionals have defined these as:

- Emotional disorders such as phobias, anxiety states and depression;
- Conduct disorders such as stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders such as disturbance of activity and attention;
- Developmental disorders such as delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders such as children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Other mental health problems including eating disorders, habit disorder, post-traumatic stress syndromes, somatic and psychotic disorders (such as schizophrenia and manic depressive behaviour).

## **SELF HARM AND SUICIDAL TENDANCIES**

Self-harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously, as they could be indicative of a serious mental or emotional disturbance.

## **SUBSTANCE ABUSE**

There are many reasons why adults take drugs or drink alcohol. If doing so has negative consequences, then it may be regarded as misuse. Some people take greater risks than others do, but anyone can have a problem with drugs or alcohol.

To be healthy and develop normally, children must have their basic needs met. If a parent / carer is more concerned with feeding an addiction, or is under the influence of drugs or alcohol, it may reduce their ability to meet their children's needs.

A disorganised lifestyle is a frequent consequence of substance misuse. Parents / carers may fail to shop, cook, wash, clean, attend appointments or pay bills. This can lead to an inadequate home environment for children.

Children need conversation and play to stimulate their mental development, but substance misuse may affect a parent's / carer's ability to engage with their child. It may also affect a parent's / carer's ability to control their emotions. Severe mood swings and angry outbursts may confuse and frighten a child, hindering healthy development and control of their own emotions. Such parents / carers may even become dependent on their own child for support. This can put stress on a child and may mean they miss out on the experiences of a normal childhood.

Other consequences of substance misuse may include: lost jobs, unsafe homes, broken marriages, severed family ties and friendships. The disruption caused by efforts by the local authority to help is also likely to negatively affect a child.

There are several signs that may indicate that someone has a problem. Adults who misuse drugs or alcohol may:

- become consumed or violent;
- drink alone;
- drink every day;
- get "the shakes" when they have not had a drink;
- miss work or social activities;
- neglect their own health, appearance and homes;
- not be able to stop their drug or drinking habit;
- try to hide or deny their problem.

The signs that may indicate that a child is being neglected due to parent's / carer's drug or alcohol misuse include:

- poor appearance;
- delayed development;
- a child who is caring for a parent.

## **CHILDREN AND THE COURT SYSTEM**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children. They explain each step of the process and support and special measures that are available.

There are diagrams illustrating the courtroom structure and the use of video

links is explained.

5-11 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

12-17 year olds - <https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

## **CHILDREN WITH FAMILY MEMEBERS IN PRISON**

Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

The National Information Centre for Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

<https://www.nicco.org.uk/>

## **HOMELESSNESS**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and any DDSL(s)) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise / progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and / or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into the MASH where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. There are factsheets, which usefully summarise the new duties: "Homeless Reduction Act Factsheets" can be found at:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases, Academy staff will be considering homelessness in the context of pupils who live with their families and intervention will be on that basis.

## **PEER-ON-PEER ABUSE**

Our Trust recognises that children themselves sometimes display **abusive behaviour** and can abuse other children and that such incidents must be referred to the DSL for appropriate support and intervention to be put into place. This is especially important where the alleged behaviour:

- is serious and potentially a criminal offence;
- could put pupils in the Academy 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 one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a large difference in power (for example age, size, ability, development) between the young people concerned; or
- whether the perpetrator has repeatedly tried to harm one or more other children; or
- whether there are concerns about the intention of the alleged perpetrator.

Peer-on-peer abuse can include, but is not limited to:

- Bullying including cyberbullying;
- Sexual violence and sexual harassment;
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm;
- Upskirting – for definition *see paragraph on Upskirting below*;
- Sexting; sexting (also known as youth produced sexual imagery). The DfE provides [Searching Screening and Confiscation Advice for schools 2018](#). The UK Council for Internet Safety (UKCIS) Education Group has published [[Advice on Sexting in schools and colleges: Responding to incidents and safeguarding young people](#)];
- Initiation / hazing type violence and rituals.

Procedures are in place to minimise the risk of peer-on-peer abuse and to record, investigate and deal with allegations of peer-on-peer abuse. Peer-on-peer abuse will not be tolerated and individuals (victims, perpetrators etc.) will be supported.

Different gender issues can be prevalent when dealing with peer-on-peer abuse. Peer-on-peer abuse can take a range of forms (bullying, teenage relationship abuse, physical abuse, sexual abuse, on-line abuse etc.).

Staff are alert to the possibility that a pupil or young person who has harmed another may well also be a victim. However, the interests of the identified victim must always be the paramount consideration and staff are alert to the fact that there is likely to be a risk to pupils other than the current victim.

Evidence suggests that children who abuse others may have suffered considerable disruption in their lives, been exposed to violence within the family, may have witnessed or been subject to physical or sexual abuse, have problems in their educational development and may have committed other offences.

Such children and young people are likely to be children in need and some will, in addition, be suffering, or at risk of suffering, significant harm and may themselves be in need of protection.

Children and young people who abuse others should be held responsible for their abusive behaviour, while being identified and responded to in a way that meets their needs as well as protecting others.

Staff will not dismiss some abusive behaviour as 'normal' between young people and should not develop high thresholds before taking action.

“Keeping children safe in education” 2020 makes it clear that “abuse is abuse and should never be tolerated or passed off as “banter” “just having a laugh” or part of “growing up”.

The Academy tries to minimise incidents of peer-on-peer abuse by:

- providing a developmentally appropriate PSHE and RSHE curriculum which develops pupils to understand acceptable behaviour and keeping themselves safe;
- having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued;
- developing robust risk assessments where appropriate;
- having relevant policies in place (e.g. Behaviour Policy).

Further details of what the Academy does can be found in [Appendix B](#).

Staff are also aware of possible cases of sexual violence or harassment between children and more detail about this is set out below.

## **SEXUAL VIOLENCE AND SEXUAL HARRASMENT BETWEEN CHILDREN IN SCHOOLS / ACADEMIES**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
- challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts.

Dismissing or tolerating such behaviours risks normalising them.

### **What is Sexual violence and sexual harassment?**

#### ***Sexual Violence***

It is important that school / academy and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence, the reference is to sexual offences under the Sexual Offences Act 2003.

#### **Rape:**

A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

#### **Assault by Penetration:**

A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her / his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

### **Sexual Assault:**

A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

### **What is consent?**

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

### **Sexual Harassment**

When referring to sexual harassment in this policy it means ‘unwanted conduct of a sexual nature’ that can occur online and offline. Reference to sexual harassment is in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and / or make them feel intimidated, degraded or humiliated and / or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual “jokes” or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes (schools / academies should be considering when any of this crosses a line into sexual violence -it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and / or sexual violence.

It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation;
- Coercion and threats; and
- Upskirting – *see below for definition.*

### **The response to a report of sexual violence or sexual harassment**

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A

victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a pupil or a pupil makes a report to them, they should follow up and speak to the DSL or DDSL immediately.

Further information:

<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

There is support available for schools / academies. Paragraph 43 and Annex A in the [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#) advice provides information and links to resources.

## **UPSKIRTING**

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019.

‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence

## **DOG BITES ON CHILDREN**

The following guidance has been agreed by partner agencies for the NSCP.

### **Academy staff must:**

- be aware of an injury to a child caused by a dog;
- be aware of the treating of an injury to a child caused by a dog;
- establish precisely when and how the injuries were caused;
- establish if there is any history of previous, similar injuries and when this occurred.

Consideration should be given to whether the injuries caused are "non-accidental injuries".

**A referral to the MASH should be considered if any of the following criteria apply:**

- the pupil injured is under 2 years of age;
- the pupil is under 5 years of age and injuries have required medical treatment;
- the pupil is over 5 years and under 18 who has been bitten more than once by the same dog;
- the pupil is under 18 years of age, injuries have required medical treatment and initial information suggests the dog responsible could be prohibited and / or dangerous;
- a prohibited and / or dangerous dog is reported and / or treated, and is believed to be living with and / or frequently associated with children under 5 years of age.

Some calls might be logged 'for information' only by the agencies, if it is clearly established that no significant or continued risk is likely to the pupil, or other children (for example, if the dog has already been 'put down' or removed).

**All should be mindful that the bite does not have to be a vicious injury.  
Contact the MASH immediately for advice if unsure. Call 0300126 1000.**

**Definitions:**

- certain dogs are '**prohibited**' and if any agency has any knowledge or report of a dog of this type, the matter should be reported to the police immediately;
- any dog can be '**dangerous**' (as defined by The Act) if it has already been known to inflict or threaten injury.

**For further information, see the NSCP guidelines at:**

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/policies/dangerous-dogs/>

## **APPENDIX A5**

### **ROLES AND RESPONSIBILITIES**

#### ***PART 1***

#### **DESIGNATED SAFEGUARDING LEAD**

The Headteacher has appointed a DSL and appropriate senior members of staff to deputise for the DSL (DDSL(s)) in their absence. The DSL will take lead responsibility for safeguarding and child protection (including online safety).

The responsibilities of the DSL are found in full in Annex B of “*Keeping children safe in education*” 2020 and are also set out here.

#### ***Manage referrals***

The DSL is expected to:

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

#### ***Work with others***

The DSL is expected to:

- act as a point of contact with the three safeguarding partners (*for information re: three safeguarding partners – see Paragraph 3.2*);
- provide information to the NSCP / local authority on safeguarding and child protection, including co-operating with other agencies and supporting with MASH enquiries (including during evenings / holidays where required);

- liaise with the AGC and the local authority on any deficiencies brought to the attention of the AGC and how these should be rectified without delay;
- liaise with the headteacher to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part 4 of “*Keeping children safe in education*” 2020) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

### **Training**

The DSL (and any DDSL(s)) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

The DSL will also undertake Prevent awareness training.

Training should provide DSLs with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children’s social care, so they:

- understand the local assessment process for providing early help and statutory intervention, including the “Signs of Safety” approach and local criteria for action and local authority children’s social care referral arrangements;
- liaise with the three safeguarding partners and work with other agencies in line with [Working Together to Safeguard Children. NPCC-when to call the police](#) should help DSLs understand when they should consider calling the police and what to expect when they do;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so (and other safeguarding related meetings) and have arrangements in place to ensure attendance at meetings which may occur in holidays;
- ensure each member of staff has access to, and understands, the Academy’s child protection policy and procedures, especially new and part time staff and lunch time staff who may work with different educational establishments;

- ensure all staff have induction training covering safeguarding and child protection and are able to recognise and report any concerns immediately they arise;
- ensure all staff are given, read, and sign to acknowledge having read and understood:
  - Safeguarding / Child Protection Policy;
  - “Keeping children safe in education” 2020 - Part one;
  - the Staff Code of Conduct;
  - Acceptable Use Policy (AUP) (and Clarification and Guidance in relation to the AUP);
  - Bring Your Own Device (BYOD) Policy;
  - Behaviour Policy;
  - “Prevent Duty 2015”;
  - British Values and Preventing Radicalisation & Extremism Policy; and
  - Whistleblowing Policy;

*(see Appendix A7 for a form that can be utilised to record this.)*

- are alert to the specific needs of children in need, those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the Academy, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the Academy with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at the Academy;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the Academy may put in place to protect them.

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

### ***Raise Awareness***

The DSL should:

- ensure the Academy's child protection policies are known, understood and used appropriately;
- ensure that, following review of the Trust's child protection policy, procedures and implementation are updated and reviewed regularly (and in particular ensure that [Appendix B](#) of the policy is updated);
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the Academy in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements;
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that pupils, including pupils with a social worker, are experiencing, or have experienced, with teachers and Academy leadership staff, and;
- ensure that the Academy, and its staff, know who these pupils are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that pupils in this group might face and the additional academic support and adjustments that they could make to best support these pupils.

### ***Child protection file***

- Maintaining, monitoring and reviewing child protection records, including monitoring and acting upon individual concerns, patterns of concerns or complaints, in accordance with the provisions in the section on "Records, Monitoring and Transfer" – Paragraph 5.

- Where pupils leave the Academy (including for in-year transfers) the DSL should ensure their child protection file is transferred to the new school / academy as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. (See paragraph 5.3 for further details).
- In addition to the child protection file, the DSL should also consider if it would be appropriate to share any information with the new school / academy in advance of a pupil leaving e.g. information that would allow the new school / academy to continue supporting victims of abuse and have that support in place for when the pupil arrives.

### **Availability**

During term time the DSL (or a DDSL) will always be available (during Academy hours) for staff in the Academy to discuss any safeguarding concerns and adequate and appropriate cover arrangements will be made for any out of hours / out of term activities.

### **Deputy designated safeguarding leads (DDSL(s))**

Deputies will be trained to the same standard as the DSL. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, **this lead responsibility is not to be delegated.**

## **PART 2**

### **ACADEMY GOVERNANCE COMMITTEE**

In accordance with the Statutory Guidance *“Keeping children safe in education” – September 2020*, the Academy Governance Committee (AGC) will ensure that:

- all members of the AGC have:
  - Enhanced Disclosure & Barring Service (DBS) checks;
  - Section 128 Checks; and
  - appropriate Safeguarding / Child Protection awareness.
- the Academy has Safeguarding / Child Protection procedures and training in place, in line with this policy and which are effective and comply with the law at all times;
- this policy is made available publicly via the Academy website and information can be found in the entrance / reception of the Academy;
- the Academy implements the Trust’s Staff Code of Conduct which includes information regarding acceptable use of technologies, staff / pupil relationships and communications including the use of social media;
- the Academy operates safer recruitment practices, including appropriate use of references and all required checks on new staff and volunteers in line with the requirements of Part three of *“Keeping children safe in education 2020”*. The Headteacher, any governor and other staff, as appropriate, involved in the recruitment process have also undertaken Safer Recruitment training, and keep it regularly updated;
- there are clear procedures for dealing with allegations of peer-on-peer abuse and allegations of abuse made against members of staff and volunteers;
- there is an appropriate senior member of the Academy’s **leadership team**, who has the appropriate status and authority within the Academy to carry out the duties of the post, who is designated to take **lead responsibility** for dealing with child protection and safeguarding (the DSL) and that there is always cover for this role (the Deputy DSL(s)). This responsibility is incorporated into and is explicit in the role holder’s job description;
- the DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and / or to support other staff to do so, and to contribute to the assessment of children;

- the DSL (and Deputy DSL(s)) undertake local training (in addition to basic safeguarding / child protection training) and this is refreshed every two years, as required by law. Additionally, that the DSL (and Deputy DSL(s)) receive regular updates which take a variety of forms such as meetings, online training etc;
- the Headteacher, and all other staff and volunteers who work with children, undertake appropriate training which is regularly updated (and at least annually) and receive regular, appropriate updates during the year. For specific details in relation to the Academy – see [Appendix B](#);
- new staff and volunteers are made aware of the Academy’s arrangements for safeguarding and child protection and of their responsibilities. They will also ensure” that, as part of induction procedures, the documents listed in the paragraph on Induction under ‘What academy staff need to know’ are used and / or explained and copies provided.
- a proportionate risk-based approach is taken to the level of information that is provided to temporary staff and volunteers;
- opportunities are provided for staff to contribute to and shape safeguarding arrangements and how this Policy is implemented in the individual Academy through staff meetings and other training sessions;
- any deficiencies or weaknesses concerning safeguarding or child protection are brought to the attention of the AGC and will be rectified without delay;
- the Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with one of the Designated Officers at the Local Authority and in accordance with the provisions of part 4 of “*Keeping children safe in education*” 2020;
- relevant policies and procedures are implemented;
- the Academy is aware of and follows its local arrangements and works with social care, the police, health services and other services to promote the welfare of children and protect them from harm;
- information is provided to the Local Authority (on behalf of the [NSCP](#)) through the Section 175 Safeguarding Audit and other information, as requested;
- there is an individual member of the AGC who will champion issues to do with safeguarding children and child protection within the Academy, monitor practices and procedures, liaise with the DSL, and provide information and reports to the AGC. Their details are found in [Appendix B](#);

- the Academy has appropriate filtering and monitoring systems in place to monitor staff and pupil internet usage - for specific details – see [Appendix B](#);
- pupils are taught about safeguarding, including online safety, through teaching and learning opportunities and a broad, balanced curriculum – for details – see [Appendix B](#);
- pupil’s wishes and / or feelings are taken into account when determining actions and services (voice of the child). The Academy follows the “Signs of Safety” approach required by NSCP - see *Paragraph 3.1 and Appendix B for more details on pupil voice*;
- a designated teacher is appointed to promote the educational achievement of children who are looked after and those who were previously looked after and they will ensure this person has appropriate training. For details of the current teacher – see [Appendix B](#);
- staff have the skills, knowledge and understanding to keep looked after children safe;
- the Academy has clear systems and processes in place for identifying possible mental health issues, including routes to escalate and clear referral and accountability systems;
- the Academy puts in place appropriate safeguarding responses to pupils who are frequently missing from education to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of their going missing in future.

### **PART 3**

#### **HEADTEACHER**

The Headteacher of the Academy will ensure that:

- the Trust's and Academy's policies and procedures, and particularly concerning referrals of cases of suspected abuse and neglect, are effectively implemented, and followed by **all** staff;
- sufficient resources and time are allocated to enable the DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of pupils;
- allegations of abuse or concerns that a member of staff (including supply staff) or adult working at the Academy may pose a risk of harm to a child or young person are notified to the Designated Officer at the Local Authority and that they follow the provisions of part 4 of *"Keeping children safe in education" 2020*;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to pupils, and such concerns are addressed sensitively, confidentially and effectively in a timely manner;
- all staff are made aware that they have an individual responsibility to pass on safeguarding concerns and, that if all else fails, to report these directly to the MASH or the Police.

## APPENDIX A6

### PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF INCLUDING HEADTEACHERS SUPPLY TEACHERS AND VOLUNTEERS

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

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

Relevant documents:

- DfE *“Keeping children safe in education: Statutory guidance for schools and colleges”* – 2020 (Part four).
- NSCP procedures – Section 5.

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

1. Write a dated and timed note of what has been disclosed or noticed, said or done.
2. Report immediately to the Headteacher.
3. Pass on a written record to the Headteacher.
4. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Designated Officer at the local authority as soon as possible or, if unavailable, contact the MASH on the same day.)

#### **B Headteacher**

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Before taking further action notify and seek advice from the Designated Officer at the local authority or, if unavailable, the MASH on the same day.

3. The Headteacher may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
  - liaison with the Designated Officer;
  - co-operation with the investigating agency's enquiries as appropriate;
  - consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**C Chair of Governors (only relevant in the case of an allegation against the Headteacher)**

1. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
2. Notify the Designated Officer at the local authority or, if unavailable, the MASH on the same day.
3. The Chair may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
4. Report to the MASH (and Ofsted) if the Designated Officer so advises or if circumstances require a referral.
5. Ongoing involvement in cases:
  - liaison with the Designated Officer;
  - co-operation with the investigating agency's enquiries as appropriate;
  - consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.

**D. Record Keeping**

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

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

## APPENDIX A7

### CHILDCARE DISQUALIFICATION REGULATIONS

The Childcare (Disqualification) Regulations 2009, and updated in August 2018, prohibit anyone who is disqualified under the Regulations, from working in a relevant setting, including an academy.

#### **Who is disqualified?**

A person is disqualified if any of the following apply:

- they have been disqualified by the DBS;
- they have committed any offences against children;
- they have committed any sexual offence against an adult or child;
- they have committed murder, manslaughter, kidnapping, false imprisonment, actual bodily harm (ABH) and grievous bodily harm (GBH).

For full details of what constitutes 'disqualification', refer to Schedules 1, 2 and 3 of the Regulations. <https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

#### **Key Actions for Academies**

##### ***Staff who may be disqualified***

Academies should immediately contact the Trust's HR Manager if they:

- know of anyone in the Trust's employment who is, or may be, disqualified;
- receive a positive declaration from any member of staff.

Anyone who is disqualified will need to be immediately removed from the relevant setting (probably through suspension in the case of employees) and Ofsted must be notified at the latest within 14 days.

##### ***Disqualified Workers***

The Trust's HR Manager will provide support in dealing with cases where a disqualified person is identified. A disqualified person can apply to Ofsted for a waiver.

<http://www.ofsted.gov.uk/resources/applying-waive-disqualification-early-years-and-childcareproviders>

Ofsted may grant a full or partial waiver, including a waiver that would allow an individual to work in a relevant academy setting. Whilst a waiver application is under consideration the individual must not continue to work in these settings. Where a waiver is not granted, the employee will need to be dismissed unless redeployment options are available.

### ***Record Keeping and Storage of Declarations (Staff and Volunteers)***

#### **Storage**

The Academy must handle and store all information carefully, in accordance with normal Data Protection and GDPR regulations.

It is recommended that Disclosure Declaration Forms should be placed on personnel files. (Files should only be accessed by those staff required to do so).

#### **Single Central Record:**

There is no statutory requirement that the disclosure form should be recorded on the Single Central Record (SCR) but it is recognised that this is good practice. The date should be recorded when forms have been completed.

#### ***Regularity of Checks***

There is no statutory requirement for declaration forms to be completed on a regular basis. However, it is recommended that, as part of the Academy's approach to safeguarding, they take the opportunity to regularly remind staff and volunteers of their obligation to make Headteachers aware of any new information that is relevant.

## APPENDIX A8

### EXEMPLAR FORM FOR STAFF DOCUMENTATION

I confirm that I have been given, read and understand the following documents:

| Document  | Date Confirmed Having Read and Understood | Signature |
|---|---|-----------|
| Safeguarding / Child Protection Policy            |   |           |
| Keeping Children Safe in Education Part one       |   |           |
| Whistleblowing Policy                             |   |           |
| Behaviour Policy                                  |   |           |
| Staff Code of Conduct                             |   |           |
| Preventing Radicalisation and Extremism Policy    |   |           |
| Acceptable Use Policy (AUP)                       |   |           |
| Clarification and Guidance in relation to the AUP |   |           |
| Bring Your Own Device (BYOD) Policy               |   |           |

## APPENDIX B

| Individual Academy Specific Details and Information |  |
|---|--|
| Name of Academy                                     | <p><b>Cottingham CofE Primary School</b></p>  |

|  |  |
|--|--|
| This Policy was shared with the Academy Governance Committee (AGC) on: | <b>22/9/20</b>   |
| Chair of Governors   | Name: <b>David Sharman</b>   |
|  | Signature:  |
|  | Date: <b>21/9/20</b>   |
| Headteacher  | Name: <b>Ashley Scott</b>  |

|   | Signature: <i>AmScott</i>  |
|---|----------------------------|
|   | Date: 3/9/20               |
| Designated Safeguarding Lead (DSL) and Deputy/s (DDSL)  | Name: <b>Ashley Scott</b>  |
|   | Signature: <i>AmScott</i>  |
|   | Date: <b>3/9/20</b>        |
|   |                            |
|   | Name: <b>Susan Crainie</b> |
|   | Signature: <i>scrainie</i> |
|   | Date: <b>21/9/20</b>       |
|   |                            |
| Designated Teacher for Looked After and Previously Looked After Children  | Name: <b>Ashley Scott</b>  |
|   | Signature: <i>AmScott</i>  |
|   | Date: <b>3/9/20</b>        |
| <b>Relevant paragraph in policy</b>   |                            |
| <b>Paragraph/Page number</b>  |                            |
| <b>Introduction</b>   | <i>page 4 – 2.1</i>        |
| <p><b>Process for recording of concerns</b></p> <p>Currently, in our Academy we have paper 'Child Protection' log of concern forms. These are printed on white and also pink paper to make them easily and quickly identifiable. Blank copies of these forms can be collected from outside of the staff room or within the front office. If an adult has a concern about a child, they will complete one of these forms (following guidance given by the DSL at the start of the academic year) and then will pass this form to the DSL or a DDSL as early as possible.</p> <p>The DSL/DDSL will review the concern and then decided on, if any, follow up action is to be taken. Concerns are filed in an individual file set up for the child and details of the concern will be added to a chronology sheet in the file. These are reviewed by the DSL/DDSLs on a half-termly basis to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. These chronologies are kept fully up to date with all incidents, contact with the parents / carers and other professionals recorded, as well as clear evidence of regular and robust reviews having taken place between the DSL and Deputy DSLs.</p> |                            |

|  |   |
|--|---|
| <p>During the Autumn term, all staff will receive training on the new 'My Concern' safeguarding system where concerns are recorded online on a safe, secure platform.</p>  |   |
| <p><b>Safeguarding Commitment</b></p>  | <p><i>page 10 – 3.1</i></p>   |
| <p><b>Pupil voice</b></p> <p>In our Academy we collect the 'pupil voice' through various means that include pupil surveys and also on a more regular basis during PSHE sessions for example. Children also have access to a 'worry box' where children can post concerns or worries for an adult to look into. Our 'Magnificent Mind,' champions will also take part in helping one another through this method of pupil voice.</p> <p>We also look to be proactive in terms of specific needs of our pupils and seek useful CPD for staff. In addition to online safety sessions delivered by staff, we have also invited Online Safety experts in to school to deliver both pupil and parent workshops.</p> <p>When returning to school after the Covid-19 lockdown for a full re-opening in September, our teachers delivered a specific bespoke PSHE curriculum that had been recommended by the Trust, that dealt specifically with issues relating to Covid-19. This was in addition to the regular PSHE curriculum.</p>   |   |
| <p><b>Safeguarding in the curriculum</b></p>   | <p><i>page 6 – 3.3</i></p>  |
| <p><b>Areas addressed through opportunities and experiences provided in our Academy</b></p> <p>In our Academy, we ensure that all of the areas that are mentioned in 3.3 of the main safeguarding policy are covered through our curriculum. In addition, we also build in units of work on positive mindset and wellbeing for example. All of these areas are addressed through our PSHE curriculum that meets the current requirements for both PSHE and SRE. The children are also made aware and enjoy learning about the British Values (Visit <a href="http://www.cottinghprimary.co.uk">www.cottinghprimary.co.uk</a> for more details).</p>  |   |
| <p><b>Records, Monitoring and Transfer</b></p>   | <p><i>page 13 - 5</i></p>   |
| <p><b>Process for recording concerns (5.1)</b></p> <p>At our Academy the process is as stated above under – 'Recording of Concerns'.</p> <p><b>Storing concerns (5.2)</b></p> <p>All concerns and follow up records are stored in a locked cabinet located in the Headteacher's office. These files are stored alphabetically for quick access by the DSL and DDSs. Archived files (where the 'case' is no longer deemed active) are filed in an 'Archive Folder' again in alphabetical order (should the case become live again in the future) and again stored in the locked cabinet.</p> <p>When we move to the 'My Concern' system. Child Protection records will be stored electronically. They are reviewed regularly, by the DSL and Deputy DSLs, to check whether any action or updating is required and to monitor the impact of actions. This includes monitoring patterns of complaints or concerns about any individuals and ensuring that these are acted upon. They are kept fully up to date with all incidents, contact with the parents / carers and other professionals recorded, as well as clear evidence of regular and robust reviews having taken place between the DSL and Deputy DSLs. Records will be kept securely on MyConcern, with access confined to specific staff, i.e. the DSL, the Headteacher and Deputy DSLs.</p> <p><b>Review of child protection cases – meetings (5.3)</b></p> <p>At our Academy, the process of reviewing cases is as stated above under – 'Recording of Concerns'. The outcomes of these meetings, including the 'RAG' rating of cases is recorded on an electronic log kept by the Headteacher/DSL.</p> |   |
| <p><b>Designated Teacher for LAC / previously LAC and training</b></p>   | <p>Looked after children and previously looked after children page 17 – 6.1.2</p> |

|  |                        |
|--|------------------------|
|  |                        |
| The current Designated Teacher is as stated on the first page of this Appendix B and they will complete the relevant training during the academic year.  |                        |
| <b>Disclosure</b>  | <i>page 19 – 6.1.3</i> |
| <p><b>Process for recording concerns (6.1.3)</b><br/>At our Academy the process is as stated above under – ‘Recording of Concerns’</p>   |                        |
| <b>Other Relevant Policies</b>   | <i>page 20 – 8.1</i>   |
| <ul style="list-style-type: none"> <li>• Health &amp; Safety Policy (which covers; Visitors, First Aid, Trips, Visits and Risk Assessments);</li> <li>• Staff Code of Conduct;</li> <li>• Looked After and Previously Looked After Children Policy;</li> <li>• Behaviour Policy;</li> <li>• Equality Duty;</li> <li>• Anti-Bullying Policy (including Cyberbullying);</li> <li>• Physical Interventions and Positive Handling Policy;</li> <li>• Inclusion Policy;</li> <li>• Supporting Pupils with Medical Conditions Policy;</li> <li>• Relationships Sex and Health Education Policy;</li> <li>• Attendance Policy;</li> <li>• Whistleblowing Policy;</li> <li>• British Values and Prevention of Radicalisation and Extremism Policy;</li> <li>• Acceptable Use Policy (AUP) and Clarification and Guidance in relation to the AUP;</li> <li>• Bring Your Own Device (BYOD) Policy</li> <li>• Critical Incident Policy / Procedures.</li> </ul> |                        |
| <b>Procedure To Follow in Cases Of Possible, Alleged Or Suspected Abuse, Or Serious Cause For Concern About A Pupil</b>  | <i>Appendix A1</i>     |
| <p><b>Individual Staff / Volunteers / Other Adults – main procedural steps (B)</b><br/><b>Recording Disclosures (B1 - page 26)</b><br/>At our Academy the process is as stated above under – ‘Recording of Concerns’.</p>  |                        |
| <p><b>Designated Safeguarding Lead – Main Procedural Steps (C1 page - 27)</b><br/>As indicated above.</p>  |                        |
| <b>Early Help</b>  | <i>Appendix A2</i>     |
| <p><b>Our Academy’s local Early Help Co-ordinator is:</b><br/>Our Academy’s local EHCO is Sam Harrold and our Locality Coprrdinator is Marcia Sinclair (who covers Corby/Kettering) and can be reached on 07920 361822 .</p> <p>To contact the wider Early Help Support Service for advice and guidance, we call 0300 126 1000 or email <a href="mailto:earlyhelpsupport@northamptonshire.gov.uk">earlyhelpsupport@northamptonshire.gov.uk</a></p>   |                        |

|  |                           |
|--|---------------------------|
| <b>Preventing Radicalisation and Extremism</b>   | <i>Appendix A4</i>        |
| <p><b>Staff Training (page 49)</b><br/><b>Assessment of risk</b></p> <p>Our Academy, in consultation with PC345 O’Brien, Northants Prevent Officer, currently assesses our risk to be LOW as of Sep 2020 (Further detail about this assessment can be found in the Trust’s ‘Preventing Radicalisation and Extremism’ Policy).</p>  |                           |
| <p><b>IT Policies (pages 48)</b></p> <p>In our Academy, the Headteacher, maintains documentation to support the monitoring process of online activity and actions as required. Staff have been made aware during in-house training of the dangers of online activity (including by terrorist and extremist groups) and know how to report any concerns to the Online Safety Lead and DSL.</p>  |                           |
| <b>Peer-On-Peer Abuse</b>  | <i>Appendix 4</i>         |
| <p><b>Minimising peer-on-peer abuse (page 58)</b></p> <p>At our Academy, our PSHE curriculum and the work we complete on Online Safety discuss the damage of peer-on-peer abuse. By raising this with the children in an appropriate fashion we are able to arm them with the knowledge that they need to protect them from becoming victim or perpetrator of this type of abuse.</p> <p>Our school values and the wider British values also underpin everything we do and we reward pupils for demonstrating these.</p>   |                           |
| <b>Roles and Responsibilities<br/>Academy Governance Committee</b>   | <i>Appendix A5 Part 2</i> |
| <p><b>Training – staff and volunteers working with children (page 69)</b></p> <p>At our Academy, we have an ongoing commitment to having rigorous safeguarding procedures. All staff receive regular safeguarding updates, including annual training on the latest ‘Keeping Children Safe in Education’ document.</p> <p>Staff are required to acknowledge that they have received safeguarding training and read important documentation and that is shared during the academic year. Volunteers are also given copies of this same documentation. The school produces a ‘Teaching &amp; Learning’ document which also signposts its readers to this same list of documents and asks again, for acknowledgement of receipt and reading of said information. Visitors to our school are given a copy of the safeguarding leaflet which is updated regularly and available at the front office.</p> |                           |
| <p><b>Filtering and monitoring systems to monitor staff and pupil internet usage (page 70)</b></p> <p>At our Academy, the Headteacher and designated Safeguarding Governor maintain documentation to support the online monitoring process and actions as required. These take the form of logs and can be found in the school’s safeguarding folder.</p>  |                           |
| <p><b>Teaching safeguarding, including online safety, through teaching and learning opportunities and a broad, balanced curriculum (page 70)</b></p> <p>At our Academy, our PSHE curriculum and the wellbeing sessions develop our pupils understanding of safeguarding. We also deliver online safety sessions to all of our pupils as part of their computing curriculum. These sessions use accessible and age-appropriate online materials, including videos and quizzes, to develop the children’s understanding of how to keep safe online. In the safeguarding section of the website, there are a series of links that both pupils and parents can access to further develop their understanding of online safety.</p>   |                           |

**STAFF TRAINING RELATED TO SAFEGUARDING**

| <b>Training</b>                                      | <b>Date of Training</b>  | <b>Training Provider</b>                    |
|--|--|---|
| <b>Designated Safeguarding Lead</b>                  | DSL Training 11/6/18<br>DSL Refresher 9/7/20   | Inspired Educators & Learners               |
| <b>Deputy Designated Safeguarding Lead</b>           | DSL Refresher Training 9/3/20<br>DSL Refresher Training 20/10/20   | Inspired Educators & Learners               |
| <b>Designated Teacher for LAC and previously LAC</b> | LAC/PLAC Training 4/11/20  | P'Boro Diocese                              |
| <b>Designated Governor Training</b>                  | Child Protection for Govs 20/5/20  | NSPCC                                       |
| <b>Academy Awareness Raising</b>                     | Whole staff training (including KCSIE September 2020)<br>AGC Safeguarding training September 2020)                           | Headteacher / DSL (using The Key materials) |
| <b>Other Relevant training</b>                       | MyConcern remote training for Ashley Scott (DSL), Susan Crainie (DDSL) and Catherine Wilson (DDSL) – July and September 2020 | MyConcern                                   |

## APPENDIX C

### WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015) Flowchart

#### Be alert

- Be aware of the signs of abuse and neglect
- Identify concerns early to prevent escalation.
- Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

#### Question behaviours

- Talk and listen to the views of children, be non - judgemental.
- Observe any change in behaviours and question any unexplained marks / injuries
- To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure.

#### Ask for help

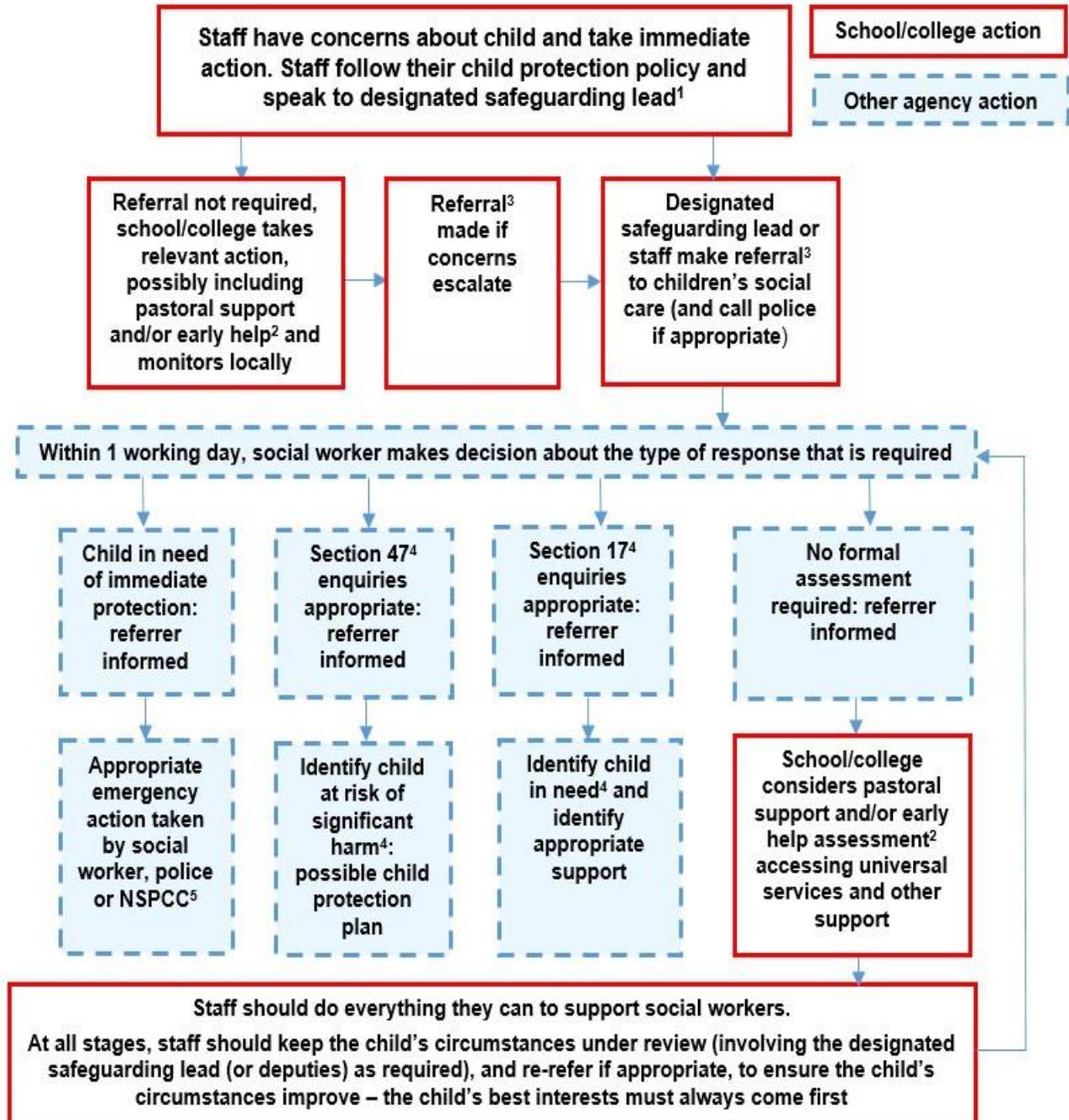
- Record and share information appropriately with regard to confidentiality.
- If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead ( DSL)
- Responsibility to take appropriate action, do not delay.

#### Refer

- DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

## ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD

*(from Keeping Children Safe in Education 2020)*



## APPENDIX D

### **POLICIES REFERRED TO WITHIN (OR APPLICABLE TO) THIS SAFEGUARDING / CHILD PROTECTION POLICY**

Acceptable Use Policy (AUP) (and Clarification and Guidance in relation to the AUP)  
Anti-Bullying Policy (including Cyberbullying)  
Attendance Policy  
Behaviour Policy  
British Values & Prevention of Radicalisation and Extremism Policy  
Bring Your Own Device (BYOD) Policy  
Critical Incident Policy / Procedures  
Equality Duty  
Health & Safety  
Inclusion Policy  
Relationships Sex and Health Education Policy  
Restrictive Intervention and Positive Handling of Pupils Policy  
Staff Code of Conduct  
Supporting Pupils with Medical Conditions Policy  
Whistleblowing Policy

In relation to mobile phones, tablets, laptops cameras and other personal handheld devices – see *in particular the following Policies:*

- Staff Code of Conduct;
- AUP and Clarification and Guidance in relation to the AUP; and
- Bring Your Own Device (BYOD) Policy.