Inspiring Futures Through Learning

Child Protection and Safeguarding Requirements and Procedures within IFtL*

September 2020 to 2021

At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have the confidence not only in their individual ambitions but also those of the Academy and the Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.

***Including all IFtL Schools, Milton Keynes Teaching School Alliance and Two Mile Ash Initial Teaching Training Partnership**

Scope: IFTL Multi-Academy Trust (MAT) & Academies within the MAT	
Version: V6 – 25/7/20	**Filename:** IFTL – Child Protection and Safeguarding Policy
Approval: Child Protection and Safeguarding Requirements and Procedures 2020 - 2021 This policy was ratified by the IFtL Trustees on N July 2020.	**Next Review on or before:** **1st September 2021** *This policy will be reviewed by the IFtL Executive committee and approved by the Trustees at least on an annual basis.* (It is intended that the policy is a 'live' document and should be updated when necessary, 'at least' once a year.) *Recent changes in Legislation will need to be read and used to review this Policy.*
Owner: IFtL Trustees	**Union Status:** Not applicable

Policy type:	
Statutory	Website compliancy – Publish

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1. INTRODUCTION

1.1 KEY CONTACTS

Role	Name	Contact details
All IFtL Schools		
Chief Executive Officer of the IFTL Academy Trust	Sarah Bennett	sbennett@iftl.co.uk
IFTL Designated Safeguarding Leads	Sarah Bennett Kimberley Kemp Michelle Gardner (MKTSA/ ITT)	sbennett@iftl.co.uk kkemp@iftl.co.uk mgardner@iftl.co.uk
School Designated Safeguarding Leads	Becky Skillings – Chestnut School Hayley Donohue – Two Mile Ash School Caroline Prudence – Whitehouse Primary School Stephanie Hartwell – Olney Infant School Laura – Olney Middle School Donna Tagg – Fairfields Primary School Hayley Waters –Holmwood Infant School Kelly Cursley – Ashbrook Infant School Jamie Ainscow – Heronshaw Infant School Jezamin Lindsay – Woodnewton Primary School Sue Martin – Exeter Primary School Ben Lynch – Priors Hall Primary School Donna Taylor-Smith – Rickley Park School	becky.skillings@chestnuts.milton-keynes.sch.uk hdonohue@tma.bucks.sch.uk cprudence@whitehouseprimary.co.uk shartwell@olneyinfant.org lcircuitt@olneymiddle.milton-keynes.co.uk dtagg@fairfieldsprimary.co.uk hwaters@holmwoodschool.co.uk kcursley@ashbrookschool.net jainscow@heronshawschool.co.uk JezaminLIndsay@woodnewtonalc.com suemartin@woodnewtontrust.com benlynch@priomrshallalc.com dtaylor-smith@rickleypark.milton-keynes.sch.uk

IFTL Prevent Specific Point of Contact **IFTL Designated Child Sexual Exploitation Lead (CSE)** **IFTL Designated Looked After Children Lead**	Kimberley Kemp Kimberley Kemp Kimberley Kemp	kkemp@iftl.co.uk
Board of Trustees Chair:	Marilyn Hubbard	mhubbard@iftl.co.uk
Designated Trustee for Safeguarding and Safer Recruitment:	Dawn Rogers	drogers@iftl.co.uk
IFtL Human Resource Contact	Amelia Perrin Olivia Stark	aperrin@iftl.co.uk ostark@iftl.co.uk

Whistleblowing Government guidance is also available at: https://www.gov.uk/whistleblowing	CEO, Sarah Bennett: sbennett@iftl.co.uk IFtL DSL: kkemp@iftl.co.uk Chair of Trustees, Marilyn Hubbard: mhubbard@iftl.co.uk The Whistleblowing Advice Line on 0800 028 0285 or help@nspcc.org Public Concern at Work on 0207 404 6609 or helpline@pcaw.co.uk
GENERAL DATA PROTECTION REGULATION (GDPR)	If there are any concerns with regards to data breaches (for example where data is lost, accidently deleted or stolen), the Data Protection Officer - **Jason Smith** within IFtL- must be informed immediately. jsmith@iftl.co.uk

Police	Thames Valley Police (TVP) Emergency	101 999

Milton Keynes Schools

MK Multi Agency Safeguarding Hub (MASH) Team Please remember if you are worried about a child contact the Milton Keynes Multi Agency Safeguarding Hub (MASH) on 01908 253169 for advice or Thames Valley Police (TVP) on 101. If it is an emergency please contact TVP on 999.	Multi-agency Safeguarding Hub (MASH) Civic 1 Saxon Gate East Central Milton Keynes MK9 3EJ	**Safeguarding Children** MASH - Monday to Thurs 9-5pm and Fri 9-4.30pm 01908 253169/70

		Emergency Social Work Team (out of office hours) 01908 265545 children@milton-keynes.gov.uk
Adults at Risk - Safeguarding Adults	If you are worried about a vulnerable adult: Civic 1 Saxon Gate East Central Milton Keynes MK9 3EJ	Monday to Friday from 8:30am-5:00pm 01908 253772 Out of hours 5:00pm-9:00am Monday-Friday Weekends & Bank holidays 24 hours 01908 725005 Access.Team@Milton-Keynes.gov.uk
MK Together Partnership Boards	MK Together Management Board, Health and Wellbeing Board and the Community Safety Partnership Board	**Contact Details** Civic Saxon Gate East Central Milton Keynes, MK9 3EJ 01908 254373 mktogether@milton-keynes.gov.uk
Designated Officer (DO) (formerly LADO) **Milton Keynes**	For allegations about people who work with children: Contact MASH as above or: Milton Keynes Local Authority Designated Officer (LADO)	Jo Clifford 01908 254306 lado@Milton-keynes.gov.uk 01908 254300
Joint Police and Children's Social Care Protocol for Dealing with Children Missing from Care	Children Missing Education, People Directorate cme@milton-keynes.gov.uk Telephone: 01908 253338	
Corby Schools		
Multi Agency Safeguarding Hub (MASH) Team **NORTHAMPTONSHIRE**	Children, Families and Education, Criminal Justice Centre, 700 Pavilion Drive, Northampton, Northamptonshire NN4 7YL	Telephone number: 0300 126 1000 Email: MASH@northamptonshire.gcsx.gov.uk Website: https://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/contact-early-help-support-MASH.aspx Out of hours-on 01604 626938.

Adults at Risk -	https://www.northamptonshire.gov.uk/councilservices/adult-social-care/safeguarding/Pages/default.aspx	If the concern is urgent, contact our **Customer Service Centre on 0300 126 1000, option 2**. The **Emergency Duty Team** can be contacted outside office hours on **01604 626 938**.
Designated Officer (DO) (formerly LADO) **NORTHAMPTONSHIRE**	Designated Officer prior to submitting a referral please e-mail you query to AndSmith@childrenfirstnorthamptonshire.co.uk / CYork@childrenfirstnorthamptonshire.co.uk	Designated Officer Administrator - 01604 364031 Designated Officer Andy Smith - 01604 367862 Designated Officer Christine York – 01604 362633 LADOReferral@northamptonshire.gov.uk
Joint Police and Children's Social Care Protocol for Dealing with Children Missing from Care	Children Missing Education, People Directorate https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/children.aspx cmetracking@northamptonshire.gov.uk	
Northamptonshire Safeguarding Children Partnership	Partnership Business Office. Telephone: 07872 148334 Email: nscp@northamptonshire.gov.uk Northampton Safeguarding Children Partnership c/o Northamptonshire County Council One Angel Square 4 Angel Street Northampton NN1 1ED	

1.2 SAFEGUARDING STATEMENT

This Safeguarding statement will be included within all IFtL policies and core documentation:

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads, Kim Kemp or Sarah Bennett; within ITTP and/ or TS, Michelle Gardner, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFtL fully adheres to all Safeguarding and child protection legislation and MK together partnership requirements, including the Milton Keynes Whistleblowing Policy and procedures.

1.3 ACTING UPON CONCERNS

Each school must state within their child protection policy how staff will act upon any concerns. For any IFtL member of staff, the following procedures should be followed:

What do I do if I am concerned? ***If in doubt – consult.***

MILTON KEYNES SCHOOLS:

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Milton Keynes Council Multi Agency Safeguarding Hub (MASH):

Tel: 01908 253169 or 253170 during office hours or
Emergency Social Work Team 01908 265545 out of office hours
email: children@milton-keynes.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

For concerns about Children Missing In Education:
Children Missing Education, People Directorate
cme@milton-keynes.gov.uk
Telephone: 01908 253338

For concerns about adults at risk:
Civic
1 Saxon Gate East

Central Milton Keynes
MK9 3EJ
Monday to Friday from 8:30am-5:00pm
01908 253772

Out of hours 5:00pm-9:00am Monday-Friday Weekends & Bank holidays 24 hours
01908 725005
Access.Team@Milton-Keynes.gov.uk

For allegations about people who work with children:

Contact the MILTON KEYNES COUNCIL MASH as above
or: Local Authority Designated Office (LADO)
Tel: 01908 254306
email: lado@Milton-keynes.gov.uk

For information about safeguarding training for schools and education settings contact Penny Giraudeau - Leadership and Governance Services Tel: 01908 253787 or email: penny,giraudeau@ milton-keynes.gov.uk

For general queries regarding safeguarding, please feel free to contact:

Contact Details

Civic Saxon Gate East Central Milton Keynes, MK9 3EJ

01908 254373

mktogether@milton-keynes.gov.uk

More information and guidance about safeguarding children and inter-agency training opportunities can be found on: **MK Together website: www.mkscb.org**

CORBY SCHOOLS:

In any case where an adult is concerned that a child is, or may be, at risk of significant harm they must make a referral directly to Northamptonshire Multi Agency Safeguarding Hub (MASH):

Tel: 0300 1261000
Emergency Social Work Team out of office hours 01604 626938
Email: MASH@northamptonshire.gcsx.gov.uk

If a child or other person is at immediate risk of harm, the first response should always be to call the police on 999.

For concerns about adults at risk:

If the concern is urgent, contact our **Customer Service Centre on 0300 126 1000, option 2**.

The **Emergency Duty Team** can be contacted outside office hours on **01604 626 938**.

For concerns about Children Missing In Education:

https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/information-for-school-staff/pupil-support-and-inclusion/attendance-and-behaviour/Pages/children.aspx

cmetracking@northamptonshire.gov.uk

For allegations about people who work with children:

Contact the Northamptonshire MASH as above
or: Local Authority Designated Office (LADO)
AndSmith@childrenfirstnorthamptonshire.co.uk /
CYork@childrenfirstnorthamptonshire.co.uk

Designated Officer Administrator - 01604 364031
Designated Officer Andy Smith - 01604 367862
Designated Officer Christine York – 01604 362633
LADOReferral@northamptonshire.gov.uk

For routine enquires contact:

Telephone: 07872 148334 Email: nscp@northamptonshire.gov.uk

Northampton Safeguarding Children Partnership
c/o Northamptonshire County Council
One Angel Square
4 Angel Street
Northampton
NN1 1ED

1.4 CORE VALUES AND VISION

Vision

At IFtL Trust Schools, we are relentlessly driven by our pursuit of excellence and high expectations of learning, behaviour and respect for every member of our community. The right to be safe for any member of the IFTL community is a non-negotiable and paramount. Safeguarding and child protection is crucial, and we are fully committed to ensuring the welfare and safety of all our children and staff. IFTL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances.

Aims:

The purpose of IFtL Child Protection and Safeguarding Requirements and Procedures is to ensure every child who is a registered pupil at our academies is safe and protected from harm. This document applies to all pupils, staff, parents, governors, volunteers and visitors.

As recommended by Milton Keynes Council and in line with Keeping Children Safe in Education (September 2020), each school must develop a Child Protection Policy including accompanying procedures that are personalised and contextualised to their setting. IFtL therefore require each school to have their own specific Child Protection Policy, adhering to the guidance stated within this document, that is formally adopted by their Local Governing Body.

This document aims to:

- To raise awareness among all school staff of the need to safeguard all children and of their responsibilities in identifying and reporting abuse.
- To ensure school leaders have mechanisms in place to confirm that all staff have read the policy and, as a minimum, Keeping Children Safe in Education Part One and Appendix A. (This is a statutory requirement).
- To ensure all staff know the name of the the Designated Safeguarding Lead/Leads and are aware of their role and responsibilities.
- To support staff to understand and discharge their roles and responsibilities as detailed in Part One of Keeping Children Safe in Education, 2020.
- To ensure arrangements are in place to safeguard and promote the welfare of children and young people, particularly those who are most disadvantaged, and that a structured procedure is in place which all staff and volunteers follow when dealing with safeguarding concerns.
- To provide a safe environment in which children can learn and develop, where they feel secure, listened to and encouraged to talk.
- To ensure appropriate systems are in place for seeking and taking into account children's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children.
- To establish and maintain an environment in which school staff and volunteers feel able to raise any concerns they may have in relation to child safety and well-being, confident in the knowledge that they will be listened to.
- To promote partnership working with parents and professionals.
- To ensure the school curriculum includes opportunities for children to develop the skills they need to recognise and stay safe from abuse.
- To ensure safer recruitment and safe workforce practices are in place and followed.
- To ensure robust procedures are in place for the recognition and referral of child protection or child welfare concerns.

- To take account of and inform policies related to the protection of children from specific forms of risk and abuse (including those within KSCE 2020): for example, anti-bullying, the risk of radicalisation, modern slavery, trafficking or exploitation, child sexual exploitation, female genital mutilation (FGM), homelessness, domestic abuse and children missing from education.
- To recognise that additional barriers can exist when recognising abuse and neglect in children with special educational needs and disabilities.
- To provide systematic monitoring of and support for children and young people who are in care or subject to child protection plans, proactively contributing to the implementation of their plan.

Aspirations

We strive to promote and create across all IFTL schools:

- A highly vigilant and proactive culture towards safeguarding and child protection ensuring a safe and vigilant environment is in place.
- Safeguarding and child protection is always a key priority and paramount in every school with early identification and prevention measures being in place.
- Confidence to challenge and pursue concerns to the best interests of the child being at the core at all times.
- Timely and effective interventions to any child protection concerns.
- High quality prevention, provision and support for staff, families and the children.
- Children are fully aware of how to keep themselves safe and actions to take if they have concerns.
- Children and adults will be able to talk freely and comfortably to any member of staff at our academies if they are worried or concerned about something.

Core Values

Within IFtL and all our schools, we are unquestionably committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them.

We will always act in the best interest of the child.

Within all our schools, our pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

We believe that every member of the IFTL community, whether this is as a member of staff, a pupil, a trustee, a governor, a parent/ carer, has the right to be safe and respected. **Safeguarding and the welfare of children and adults is the responsibility of all school staff and visitors working with our children.** Safeguarding and child protection of the pupil will always be given a priority although this will be sensitively handled to nurture relationships with the parents/ carers and the wider community wherever possible. **All staff within the Trust must maintain an attitude of 'it could happen here' where safeguarding is concerned and maintain a culture of vigilance at all times.**

We recognise all staff within IFTL have a moral and statutory responsibility to safeguard and promote the welfare of **all pupils** are well placed to observe outward signs of abuse, changes in behaviour and failure to develop as they have regular contact with children. To enable all staff to be confident and act appropriately in a timely and supportive way, we believe suitable and regularly updated training is essential and an entitlement. All the schools must ensure that the procedures are consistent with Milton Keynes Safeguarding Board (MKSP) and they apply to all staff, volunteers, governors and trustees.

We will ensure there are appropriate systems in place for seeking and taking into account the child's wishes and feelings when making decisions, taking action and deciding what services to provide to protect individual children. In line with the Education Act 2002, we will ensure that arrangements are in place to safeguard and promote the welfare of children and young people by:

- **The welfare of the child is paramount and all children regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.**
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- Establishing a safe environment in which children can learn and develop, where they feel secure and are encouraged to talk and are listened to. Promoting and supporting the welfare of all pupils including their mental health.
- Schools will carefully consider Contextual Safeguarding - the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. All schools will assess the risks and issues in the wider community when consider the well-being and safety of its pupils.
- Providing children and young people with opportunities to discuss issues and report problems, including Mental Health concerns, affecting their safety and welfare.
- Including opportunities in the curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Ensure children are taught about safeguarding and this includes how to keep themselves on-line.
- Ensuring safe recruitment practices.
- Ensuring robust procedures for recognition and referral where there are welfare or child protection concerns.
- Raising awareness amongst staff of child protection issues and ensuring staff are equipped to deal with concerns and keep children safe.
- Monitoring and supporting children and young people who are in care or subject to child protection plans and contributing to the implementation of their plan.
- Promoting partnership working with parents and professionals.
- Each school have a code of conduct which they share with all their staff.

At IFtL we also promote the safeguarding and protection of Adults at Risk.

Adults may be at risk if:

- They have a need for care and support
- Is experiencing, or at risk of, abuse or neglect
- As a result of those care and support needs is unable to protect themselves from either the risk of, or the experience of, abuse or neglect

We fully adhere to the requirements of safeguarding adults and recognise we have a statutory duty to safeguard adults at risk. Additionally, we recognise the importance of Mental Health and the need to protect and support adults if they require care due to Mental Health issues.

Success Indicators

We will be successful if:

- Compliancy is a non-negotiable. Every school must be compliant and adheres to all legal and child protection/ safeguarding procedures.
- Thorough and robust procedures, policies and documentation in place that are consistently adhered to.
- A vigilant, proactive, supportive and safe environment is created across all schools.
- Safeguarding and child protection is paramount and a high priority at all times.
- Early and quality preventative measures are in place to minimize the need for child protection wherever possible. Early Help is actively promoted. A single assessment, planning and review pathway for all children and young people is in place in all schools, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Early Help Assessment (EHA).
- Bespoke and highly tailored provision of support for children on Child Protection Plans or who have experienced abuse.
- High quality provision and support is in place for all stakeholders within all the schools.
- Highly effective and collaborative working relationships with parents, carers and colleagues from other agencies as outlined in statutory guidance.
- All staff will be knowledgeable and confident recognizing indicators of concern and how to respond appropriately to concerns, including recording and reporting.
- A vibrant and creative curriculum that enables all children to be skilled at identifying risks and taking measures to keep themselves and others safe for now and future life including online safety.
- Advise and expertise will be readily available as required to support staff raising safeguarding concerns.

1.5 Definitions

Definition of safeguarding in Keeping Children Safe in Education (KCSIE) 2020:

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

Safeguarding is protecting children from maltreatment; preventing the impairment of health or development; ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. *(Working Together to Safeguard Children 2018).*

Child protection is a part of safeguarding and promoting welfare. This refers to activity that is undertaken to protect specific children who are suffering or likely to suffer significant harm *(Working Together to Safeguard Children 2018).*

Staff: The term staff covers all individuals working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

Designated Safeguarding Lead (DSL): Refers to the designated safeguarding lead at the school.

Adult: Refers to everyone over the age of 18.

Child: Child refers to all young people under the age of 18. It applies to pupils in the school and extends to visiting children and students from other establishments.

Parent: The term parent refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

Abuse: The term abuse covers neglect, physical, emotional or sexual abuse or any combination of these. Parents, carers and other people can harm children either by direct acts and / or failure to provide proper care. Additional information can be found in Working together to safeguard children and Keeping Children Safe in Education, 2020.

Child Sexual Exploitation: 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. (Statutory definition)

2. Statutory Framework and Legislation

IFtL adheres to all the guidance on standards and expectations for safeguarding children published by Ofsted and all the legislative requirements for schools; all schools must comply with these requirements and recommendations.

In order to safeguard and promote the welfare of children and young people all schools will act in accordance with the following legislation and guidance:

- Children Act, 1989
- Children Act, 2004
- Education Act, 2002 (Section 175/157) - outlines the responsibility of Local Authorities and School Governing Boards to*:*
  "ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils".
- Disqualification under the Childcare Act, 2006
- Keeping Children Safe in Education (DfE, September 2020)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Counter Terrorism and Security Act 2015 (PREVENT duty) Section 26

- Female Genital Mutilation Act 2003 (Section 74, Serious Crime Act 2015)
- Inspection Framework: education, skills and early years and any accompanying or revised inspection evaluation schedules and handbooks
- School inspection handbooks for Section 5 and Section 8 inspections - Handbook for inspecting schools in England under section 5 of the Education Act 2005
- Working Together to Safeguard Children (DfE 2018) – which requires schools to follow multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Children Board (MKSCB)
- Serious Crime Act 2015

IFTL schools adopt the key statutory guidance ***Keeping Children Safe in Education*** published by the Department for Education in April 2014, revised July 2015, September 2016, September 2018 & September 2020: Keeping children safe in education - Publications - GOV.UK and any subsequently published supplementary advice, including ***Child care qualification requirements – supplementary advice***: Disqualification under the Childcare Act 2006 - Publications - GOV.UK

All staff should as a minimum read the separate ***Keeping Children Safe in Education: Information for All School and College Staff (September 2020)*** *(*which reproduces and summarises Part One of the main guidance) and Guidance for Keeping Children Safe in Education- updated information. The information all staff must read includes Annex A . **See Appendix One for key Information from Part one.**

KCSIE September 2020 makes reference to new relationships, health and sex education (89)
Under the context of 'Opportunities to teach safeguarding' there's now text explaining that the following subjects will be mandatory from September 2020:

- Relationships education (for all primary schools)
- Relationships and sex education (for all secondary schools)
- Health education (for all pupils in state-funded schools)

All IFtL schools must fulfil this requirement. Please see the IFtL RSE Core Values and Offer and school RSE policies for more information about this.

All organisations who work with children and young people are bound by the overarching statutory inter-agency guidance ***Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children (DfE July 2018):***
Working together to safeguard children - Publications - GOV.UK

All schools must comply with the inter-agency procedures:
http://www.mkscb.org/policy-procedures/

IFtL adhere and comply to the GENERAL DATA PROTECTION REGULATION (GDPR) May 2018 requirements:

If there are any concerns with regards to data breaches (for example where data is lost, accidently deleted or stolen), the Data Protection Officer (Jason Smith within IFtL) must be informed immediately. All data breaches will be reported to the Information Commissioner Office within 72 hours in line with requirements. Personal data of others, including work email addresses, must be kept secure and not shared with others without their permission. It is strongly advisable to avoid the use of memory sticks for personal data and downloading personal data onto laptops. If paper copies

including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use.

It is recommended school staff sign confirmation they have read and understood key documentation and legislation and they are revisited within training, staff briefings etc. **See Appendix Two for an Example staff declaration signing form.**

3. Local Child Protection Procedures

IFtL is aware of and requires all their schools to be compliant and adhere with multi-agency child protection procedures that have been agreed locally through the safeguarding partners (replacing local safeguarding children's' boards) and which are based on statutory guidance *Working Together 2018 and Keeping Children Safe in Education 2020.* The Children and Social Work Act 2017 (the Act) replaces **Local Safeguarding** Children **Boards** (LSCBs) with new **local safeguarding** arrangements, led by three **safeguarding** partners (**local** authorities, chief officers of police, and clinical commissioning groups).

All IFtL schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which a:

- child may have been abused or neglected or is at risk of abuse or neglect
- member of staff has behaved in a way that has or may have harmed a child or that indicates they would pose a risk of harm.

The school needs to ensure it is compliant with multi-agency child protection procedures that have been agreed locally through Milton Keynes Safeguarding Partners, which are based on the statutory guidance Working Together to Safeguard Children (DfE 2018). The Designated Safeguarding Lead, staff and governors need to ensure they are fully aware of the guidance, its implications and the need to ensure that child protection issues are addressed using agreed procedures.

The school needs to ensure it understands that it will continue to play a role after any referral and will use the links it has developed with partner agencies, particularly Children's Social Care, via the MASH.

MK safeguarding partners inter-agency procedures include detailed chapters on:
http://www.mkscb.org/policy-procedures/

- What to do if you have a concern
- How to make a referral
- Safer recruitment guidance
- Managing allegations against staff (LADO guidance)
- Additional guidance on more specialist safeguarding topics.

MKSCB levels of need document provides guidance on procedures when identifying and acting on child safety and welfare concerns, including:

- The four stages of intervention from early help to child protection and the criteria that define these.
- When and how to make a referral to Milton Keynes Multi Agency Safeguarding Hub (MASH).

https://www.mkscb.org/wp-content/uploads/2019/05/fv_MKSB-Levels-of-Need_April-2019.pdf

IFtL and all their schools recognise the importance of multi-agency working and will enable staff to attend / contribute appropriately to relevant meetings including Child Protection Strategy Meetings; Family Support (Child in Need) Meetings; Child Protection Conferences; Core Groups; Child Care Reviews. Schools are not investigating agencies and it essential that child protection issues are addressed through agreed procedures, however schools continue to play a role after referral and need to develop strong links with partner agencies, particularly Children's Social Care, via the MASH.

4. Roles and Responsibilities

All adults (staff, volunteer and regular visitor) working with or on behalf of children have a responsibility to protect and safeguard them at all times and ensure the requirements of this policy are adhered to. There are, however, key people within schools and the Local Authority who have specific responsibilities under child protection procedures. The names of those carrying out these responsibilities for the current year are listed at the front of this document.

The nominated IFTL DSL for child protection, prevent, CSE and CLA:

Kimberley Kemp (kkemp@iftl.co.uk)

The nominated IFTL Personnel for safer recruitment:

Amelia Perrin (aperrin@iftl.co.uk)

The nominated IFTL Trustee for child protection and safer recruitment:

Dawn Rogers

If there are any concerns about any of these people names above and/ or the CEO, these concerns are to be shared with the chair of Trustees, Marilyn Hubbard – mhubbard@iftl.co.uk

The **Designated Safeguarding Lead** is responsible for safeguarding and child protection in each school. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

All schools must have at least two DSLs and they must both be named and clearly state how they can be contacted within the school policy.

The **local Governing Bodies** within each school must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools are effective and comply with the law at all times. Each school is required to have a named Safeguarding and Child Protection Governor and a named Safer Recruitment Governor. This person must be clearly named within the school policy and how they can be contacted shared.

Moreover, the school policy should state clearly how and who to share a concern about the head teacher.

Additional information to support Governing Boards in carrying out their duties can be found in Keeping Children Safe in Education, 2020 - Annex C.

In summary responsibilities placed on Governing Bodies, the Head Teachers, Designated Safeguarding Leads and staff are detailed in **Appendix three**. The role specifically for the DSL is included within **Appendix Twelve** and an example job description to be adapted within each school in **Appendix Thirteen**.

5. Concerns

5.1 When to be concerned

At IFtL, we believe that the rights and the needs of the children must be at the core of their approach to safeguarding and it needs to be coordinated.

Safeguarding and promoting the welfare of children and adults is **everyone's responsibility.** In order to fulfil this responsibility effectively, all professionals should make sure their approach is **child centred**. This means that they should consider, at all times, what is in the best interests of the child.

All staff at IFTL form part of the wider safeguarding system for children and adults. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the **best interests** of the child at all times**.**

At IFtL and all our schools, we recognise the possibility that adults working in the school may harm children, including governors, volunteers, supply teachers and agency staff. Any concerns about the conduct of other adults in the school should be taken to the headteacher without delay (or where that is not possible, to the Designated Safeguarding Lead); any concerns about the headteacher should go to the Chair of Governors who will be named and contact details shared in the school Safeguarding and Child Protection Policy.

The 'harm' test for allegations against staff:

The guidance in KCSIE (Part Four) should be followed where it is alleged that anyone working in the school or college that provides education for children under 18 years of age, including supply teachers and volunteers 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.

This is in regard to a person's conduct outside school, and need not include a child, for example, domestic abuse of a partner.

Concerns about a member of staff will be referred to the LADO if they meet the threshold. IFtL operate a better to be safe than sorry approach and will therefore phone to ask for LADO advice for concerns about a member of staff.

Reporting Concerns within IFtL Core and/ or schools

If someone has a concern about a child or adult working within a school, they should share this with the school DSL and complete the school concern form in writing or make an entry in the electronic recording system (as per school procedure) immediately (within approximately 10 minutes). If the concern is for an adult within the IFtL core team, MKTSA or ITT the concern should be shared with K Kemp and with M Gardner for MKTSA or ITT. The IFtL reporting form should be completed in this instance.

The DSL should be informed that a concern has been raised by contacting them via phone and email – K Kemp:

07841421827

kkemp@iftl.co.uk

If K Kemp cannot be contacted you should contact the CEO, Sarah Bennett at sbennett@iftl.co.uk or Michelle Gardner at mgardner@iftl.co.uk

If there are any concerns about any of these people names above and/ or the CEO, these concerns are to be shared with the chair of Trustees, Marilyn Hubbard – mhubbard@iftl.co.uk

All staff must be fully aware of the main categories of maltreatment: **Physical abuse, emotional abuse, sexual abuse and neglect.** They must also be aware of the indicators of maltreatment and **specific safeguarding issues,** so they are able to identify cases of children who may be in need of help or protection. **Definitions and indicators of abuse are included within Section 5.5, Appendix One and Appendix Five.**

Please also see Appendix Four – What to do if you're worried a child is being abused: advice for practitioners' flowchart (DfE 2015)

5.2 Early Help

All IFtL staff need to be aware of the **early help process** and understand their role in identifying emerging problems and sharing information with other professionals to support early identification and assessment of a child's needs. It is important for children to receive the right help, at the right time, to address risks and prevent issues escalating. This also includes staff being active in monitoring and feeding back ongoing or escalating concerns to the Designated Safeguarding Lead, to ensure due consideration can be given to a referral if the child's situation does not appear to be improving.

Staff and volunteers working within the School need to be alert to the potential need for early help for children also who are more vulnerable. For example:

- Children with a disability and/or specific additional needs.
- Children with special educational needs.
- Children who are acting as a young carer.
- Children who are showing signs of engaging in anti-social or criminal behaviour.
- Children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.
- Children who are showing early signs of abuse and/or neglect.

5.3 Children with Special Educational Needs

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- there may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- children with SEN and disabilities can be disproportionally impacted by things like bullying without outwardly showing any signs
- difficulties may arise in overcoming communication barriers
- a reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- disabled children often rely on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased
- A disabled child's understanding of abuse
- Lack of choice/participation
- Isolation

All our schools identify pupils who might need more support to be kept safe or to keep themselves safe. Schools will outline how they will support their pupils' with specific needs in their school policies.

5.4 Children with a Social Worker

Our IFtL schools recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

Schools take these needs into account when making plans to support pupils who have a social worker and the school policy will outline some key ways the school helps pupils with a social worker.

5.5 Types and Indicators of Abuse and Neglect

Within all our schools, we must ensure everyone knows what to look and this is vital to the early identification of abuse and neglect. All staff should be 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 designated safeguarding lead (or deputy).

All school and college staff must 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 must be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) 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.

Indicators of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.

Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during

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

5.6 Peer on Peer Abuse

Children and young people can be perpetrators of abuse. This can manifest itself in many ways and may include gender issues. It may include children and young people being sexually touched/assaulted or subjected to initiation-type violence. Peer-on-peer abuse may also involve sexting - the taking and sharing of self-generated sexual imagery.

Peer on peer abuse is when a child might have been abused by another child. Peer-on-peer abuse is any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people; this includes intimate and non-intimate relationships. Examples of peer-on-peer abuse: bullying including cyberbullying, physical abuse, sexual violence, sexual harassment, sexting and initiation/hazing type violence and rituals.

There is no clear boundary between incidents that should be regarded as abusive and incidents that are more properly dealt with as bullying, sexual experimentation etc. This is a matter of professional judgement. If the evidence suggests that there was an intention to cause severe harm to the victim, this should be regarded as abusive whether or not severe harm was actually caused.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse: bullying, fighting and harassment between children are not generally seen as child protection issues. However, any concern must be referred to the DSL.

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.

Staff must be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- gender-based violence
- sexting (also known as youth produced sexual imagery); and
- initiation-type violence and rituals.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender-based violence/ sexual assaults, sexting, teenage relationship abuse and peer-on-peer exploitation.

Each School must ensure the school's policy and procedures reflect the school's approach to allegations against pupils, including sexting. Relevant policies might include the behaviour policy, anti-bullying policy, child protection policy and online safety policy.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At IFtL, we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm the Designated Safeguarding Lead must be informed. Advice will be sought from the Milton Keynes Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Allegations of peer-on-peer abuse will be recorded on the school's safeguarding and child protection referral forms.

The school must take action to ensure that the safety and welfare of all pupils, including the victim, the accused and others who are directly or indirectly involved. Parents and carers will be informed at the earliest opportunity. All schools must ensure they are an important part of the inter-agency framework not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

At IFtL, our schools will support the victims of peer on peer abuse and outline how within their school safeguarding and child protection policy.

Types of peer-on-peer abuse:

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the UK Council for Child Internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

Sexual violence

All staff need to be aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 200319 as described below:

- 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.

Consent? Consent is about having the freedom and capacity to choose.

Serious violent crime (29-30)

KCSIE September 2020 says that all staff need to know the indicators that may signal that children are at risk from, or are involved with, serious violent crime. Including:

- Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs
- Increased absence from school
- Change in friendship/relationships with others/groups
- Significant decline in performance
- Signs of self-harm/significant change in wellbeing
- Signs of assault/unexplained injuries

Staff should also be aware of the associated risks and understand the measures in place to manage them.

Sexual harassment

- 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so 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.
- 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 and colleges 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

Upskirting is a form of peer-on-peer abuse (KCSIE September 2020)

It's now a criminal offence and is now listed in paragraph 27; Voyeurism (Offences) Act 2019 criminalise the act of 'up skirting'. Upskirting is typically when a photograph is taken under a person's clothing without them knowing, for sexual gratification or to cause the victim humiliation, distress or alarm.

The Criminal Prosecution Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

5.7 SPECIFIC SAFEGUARDING ISSUES

All schools must ensure they are cognisant of and compliant with Specific Safeguarding Issues: Keeping Children Safe in Education, 2020 and the policy and guidance to which this links. These specific safeguarding issues include:

- Preventing radicalisation and exploitation
- Child sexual exploitation
- Sexual violence and harassment
- Female Genital Mutilation
- Honour Based Abuse (HBA)
- Homelessness
- Domestic abuse
- Children missing in education
- Private fostering
- Upskirting (as described above)

Each school must also ensure they are familiar with and works in accordance with local multi-agency information and guidance as located on the Milton Keynes or Northamptonshire Safeguarding Board website.

Where there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm from any safeguarding issues, the Designated Safeguarding Lead must be informed. Advice will be sought from the Milton Keynes or Northamptonshire Multi Agency Safeguarding Hub (MASH) and a referral may be made. The police may also be informed. Allegations of any specific safeguarding issues will be recorded on the school's safeguarding and child protection referral forms.

Child Sexual Exploitation (CSE)

The definition of CSE in KCSIE (2020), page 84, is:

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.

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, 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 28exualized 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.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and
- Sexual identity.

More information can be found in:
Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

Child Criminal Exploitation

The definition of Child Criminal Exploitation, which can be found on KCSIE (2020) page 83, is:
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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) 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.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who 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 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.

See KCSIE (2020) page 85 for further information.

Domestic Abuse

The definition of Domestic 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 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; and 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.

(See KCSIE (2020) page 86 for further information)

Female Genital Mutilation (FGM)

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure (unlike in the medical profession where an observation may have been made).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

Honour Based Abuse (HBA)

'Honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Private Fostering

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

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

The Prevent Duty

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children'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 designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Further information about specific safeguarding issues may be included as part of the school's child protection policy. Additional information is also included within Appendix Twelve for Indicators of Vulnerability (Extremism) and **Appendix One**.

5.8 Mental Health

All staff within IFtL schools are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected or trained to diagnose mental health conditions or issues, but may notice behaviours that may be of concern.

Where staff have a mental health concern about a child that may also be a safeguarding concern, they should raise the issue by informing the designated safeguarding lead or a deputy and follow the processes to share concerns as outlined within the school Child Protection and Safeguarding Policy.

5.9 Safer Working Practices

Our IFtL Schools follow the Guidance for Safer Working Practice (April 2020)

When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. However, many pupils are able to access the internet using their own data plan. Schools will therefore outline the key steps they will take to educate children and minimize inappropriate use within their Child Protection and Safeguarding Policy.

6. Dealing with a disclosure

Each school, including MKTSA & ITT, within IFtL needs to ensure they clearly state procedures staff need follow when they are dealing with a disclosure and ensure that all staff understand these procedures. An example of this, is included within **Appendix six** and referral guidance is given in **Appendix Seven.**

All schools must have a clear referral process and recording mechanism that all staff understand and use to report any disclosures.

7. Children Missing In Education

Children Missing Education (CME)

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about others safeguarding issues, including the criminal exploitation of children.

All IFtL schools monitor attendance carefully and address poor or irregular attendance without delay.

They will always follow up with parents/carers when pupils are not at school. This means they need to have a least two up to date contacts numbers for parents/carers. Parents should remember to update the school as soon as possible if the numbers change.

In response to the guidance in Keeping Children Safe in Education (2020) all IFtL schools have:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
    a. leave school to be home educated
    b. move away from the school's location
    c. remain medically unfit beyond compulsory school age

d. are in custody for four months or more (and will not return to school afterwards); or

e. are permanently excluded

All schools will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, schools will record the name of the pupil's new school and their expected start date.

All IFtL schools must clearly state the procedures they will follow for Children Missing In Education in a separate policy or as a part of their Attendance Policy/ Child Protection Policy.

Procedures for a missing child whilst in school care:

All schools must comply with Annex A in the 2020 statutory guidance on KCSiE. Should a child go missing, whilst in the care of the school, the actions to be taken by the member of staff are stated within **Appendix Eight.**

Children going missing, 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 child criminal exploitation. 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.
Staff should be aware of their school or college's unauthorised absence and children missing from education procedures.

Procedures for a missing child due to possible abuse:

If a child goes missing from an education setting as a potential indicator of abuse or neglect, staff should follow safeguarding procedures where there is a concern, particularly when children go missing on repeat occasions. They should act to identify any risk of abuse and neglect, including sexual abuse or exploitation.

Procedures for Collecting a child and removing them from school premises

Those wishing, with the recorded permission of the child's legal guardians, to remove a child from the school premises must be able to provide identification if necessary in order to confirm they are who they claim and their relationship to the child in question.

Procedures for a child not collected from school

To ensure the safeguarding of all children, it is essential that each school has a procedure in place for the safe collection of all children at the end of a school day, and guidance for parents in the event of them being late/unable to collect their child.

8. Communication with parent/ carers

Parents and carers will be made aware of each of the school's procedures through published information on each school's website and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership

between Education Services and Children's Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.

All schools within the IFTL will ensure the Child Protection Policy is available publicly via the school website and a copy available in the main reception office. Parents should be informed prior to referral, unless it is considered to do so might place the child at increased risk of significant harm by:

- The behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent if alleged abuser informed;
- Leading to an unreasonable delay;
- Leading to the risk of loss of evidential material;

(The school may also consider not informing parent(s) where is would place a member of staff at risk). Each school must ensure that parents/carers have an understanding of the responsibilities placed on the school and staff for safeguarding children.

9. Training

At IFtL, we consider it essential that all staff undertake the relevant training to comply with requirements. We also believe all staff should have the relevant skills and knowledge, remaining up to date with current changes, at a level appropriate to their role.

The key training elements in summary are:

Induction Training – this is mandatory and should include;

- the child protection policy;
- the behaviour policy;
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies). (see KCSIE (2020))

DSLs – attend training every two years; and in addition to formal training, their knowledge and skills should be refreshed at regular intervals, at least annually.

All other staff – will receive regular safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All staff are to receive refresher face-to-face training at least once a year and will have regular updates throughout the year, for example via staff briefings, emails, key leaflets shared etc.

Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Key requirements within each school are detailed as follows:

- All staff members *(that are not designated leads*) will undertake child protection training which is updated annually, in line with current advice from MK Together, MASH team and Keeping Children Safe in Education 2020 requirements.
- All Head teachers must undertake training on safeguarding at least every two years (statutory requirement), via the MK Council Leadership and Governance Team via their training website

www.mkpdc.org.uk. If the Head teacher is the Designated Safeguarding Lead (DSL) then he/she shall meet the training requirements set out below.

- In addition to basic in-house safeguarding training the Designated Safeguarding Lead (DSL) must attend the *Working Together* training course Modules 1 and 2 as a matter of priority, and then undertake further refresher/specialist safeguarding training MK Council Leadership and Governance Team via their training website www.mkpdc.org.uk at least every two years (statutory requirement).
- There must be clear deputising arrangements in place for the safeguarding lead and these personnel must be supported in this role by the provision of access to appropriate MK Together Partnership and MK Council Leadership and Governance Team learning opportunities. The Deputy Designated Safeguarding Lead (DDSL) must meet the training requirements in section 5.2.
- Any newly appointed Designated Safeguarding Lead (DSL) must attend the MK Together Partnership *Working Together* training course Modules 1 and 2 before taking lead responsibility for safeguarding. The Deputy Designated Safeguarding Lead (DDSL) will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead (DSL) is waiting to receive training. All schools must have at least one additional DSL and they must be trained to the same standard to the DSL lead. This training must include online safety.
- All other staff who work with children, will undertake safeguarding training in-house at level 1, or its equivalent, to equip them to carry out their responsibilities for safeguarding effectively. This must be kept up to date by refresher training at three yearly intervals (however two-yearly intervals would be recommended), and temporary staff and volunteers who work with children must be made aware of the academy's arrangements for safeguarding and their responsibilities. The Chair of Governors, the designated Governor for Safeguarding will undertake safeguarding training at least annually and undertake additional actions to ensure they remain up-to-date for example refresher training, briefings, on-line training etc.
- All new members of staff will receive safeguarding training as indicated in 5.5 above as part of their induction.
- Briefings and updates on safeguarding procedures and local safeguarding issues (including the signs of abuse and procedures for reporting concerns and disclosures and including information about the Prevent initiative) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the academy's policy as they occur.
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training, which needs to be updated at least every five years. The academy will ensure that there are always sufficient numbers of suitably trained staff or governors in post.
- We require at least one member of staff in each school to be trained within Prevent (as a minimum) and all staff to be provided with information about the signs and symptoms of Prevent and how to share concerns. Completion of the HM Gov prevent on line training is recommended: www.elearning.prevent.homeoffice.gov.uk

All staff must have read:

- Keeping Children Safe in Education (2020) [Part One]; and school leaders and staff that work directly with children should also read Annex A
- Staff Code of Conduct
- Safeguarding and Child Protection Policy
- School's Behaviour Policy
- School Policy for Children Missing Education

Staff should also be familiar with 'What to do if you're worried a child is being abused', which contains excellent examples of the different types of safeguarding issues.

10. Safer Recruitment

The Local Governing Body and school leadership team in each school are responsible for ensuring that the school follows safe recruitment processes in accordance with government requirements and MKSCB procedures. They must also ensure the school, is compliant with guidance contained in Keeping Children Safe in Education, 2020 - Part 3 and in local procedures for managing safer recruitment processes, set out in Milton Keynes Safeguarding Children Board procedures - Chapter 2. ***And they are compliant in local procedures for managing safer recruitment processes***
MKSCB Safer Recruitment Guidance 2014: mkscb.procedures.org.uk/assets/Documents/safer_recruitment.pdf

More details for safer recruitment requirements, DBS and vetting checks and obtaining disclosures are stated within **Appendix Nine**. **Please also see IFtL Safer-Recruitment Policy.**

11. Information Sharing and Confidentiality.

'Safeguarding information should be treated as highly confidential and only shared as part of the agreed school and MK Together/ Northamptonshire Partnership Board protocols. All schools must ensure that Safeguarding children raises issues of confidentiality that must be understood by staff and volunteers. National guidance can be found within 'Information sharing: advice for practitioners providing safeguarding services' (DfE, 2018).

Information sharing advice for safeguarding practitioners - Publications - GOV.UK https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Local procedures for information sharing and confidentiality, can be found in*:* Milton Keynes Safeguarding Children Board procedures - Chapter 2.4
http://mkscb.procedures.org.uk/

It is important that all staff understand the following highlighted within Keeping Children Safe in Education (2020), paragraph: 'The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe.' You may also wish to add the line from paragraph 84: 'This includes allowing practitioners to share information without consent...'

- All staff are aware that they must not promise to keep 'secrets' with children and that if children disclose abuse, this must be passed on to the Designated Safeguarding Lead as soon as possible and the child should be told who their disclosure will be shared with.
- Staff will be informed of relevant information in respect of individual cases regarding child protection on a 'need to know basis' only. All staff/volunteers in the academy have a responsibility to share relevant information about the protection of children with other professionals.
- Staff/volunteers who receive information about children and their families in the course of their work shall only share that information within appropriate contexts.

- **All** staff must know what to do if a child tells them he/she is being abused or neglected and act upon them IMMEDIATELY. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the Designated Safeguarding Lead and Children's Social Care. Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

If a child has made a disclosure, the member of staff/volunteer should:

- Make a record of the date, time and place of the conversation, as soon as possible. Record the child's own words, along with any observations on what has been seen and any noticeable non-verbal behaviour. Use school documentation, where possible. Date and sign the record.
- Not destroy the original notes in case they are needed by a court.
- Record factual statements and observations rather than interpretations or assumptions.

12. Record Keeping

All concerns, discussions and decisions made and the reasons for those decisions must be recorded in writing. All schools within IFtL must ensure:

- **They have a template form or recording system for staff to support effective sharing of their concerns.**
- Child protection records are stored centrally and securely by the Designated Safeguarding Lead.
    - electronic records are 'protected' and are accessible only by nominated individuals
    - written records are stored in a locked cabinet.
- Child protection records are not kept with a child's academic record.
- Staff are aware that they must make a record of child protection concerns and that records must be signed and dated.

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

The completed forms/records will be kept for the duration of the child's IFtL Trust career and where a child changes school/academy the forms/records will be copied to the Designated Safeguarding Lead (DSL) at the receiving school/academy. The academy will retain a receipt for the records signed by the receiving school/academy. Any data must be shared or stored in line with GDPR 2018 requirements.

The information contained will be regarded as confidential. Any request for access to the information by non-designated Safeguarding Children Board agencies (e.g. Solicitor, investigating agent) will be

referred to the Principal/Designated Safeguarding Lead (DSL) who is advised to seek legal advice before acting.

13. Allegations against members of staff and volunteers (DO/ LADO)

IFtL recognises that it is possible for staff and volunteers to behave in a manner that causes harm to children and takes any allegation made against members of staff or volunteers seriously. The local arrangements for managing allegations must be understood and followed by all IFtL schools. All staff need to know who to talk to if they are concerned about the behaviour of an adult.

Keeping Children Safe in Education* 2020 *Part 4: Allegations of abuse made against teachers and other staff sets out the duties of employers and employees in handling allegations and also in caring for their employees. This section covers a range of relevant processes, incorporating **the role of the LADO.** The IFTL ***is guided by local procedures for managing allegations against staff, carers and volunteers, which are set out within Milton Keynes Safeguarding Safer Recruitment Guidance Page 8 and*** *Safer Recruitment Guidance:* mkscb.procedures.org.uk/page/contents quick links 2.8

Statement of Procedures for Dealing with allegations of abuse against staff or volunteers

The procedure documented within the IFTL's Statement of Procedures for Dealing with allegations of abuse against staff or volunteers must be used in any case where it is alleged that a member of staff or a volunteer has:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

14. Whistleblowing

Where there are concerns about the way that safeguarding is carried out in an IFtL school or within any area of the Trust, staff should refer to the Whistle-blowing Policy.

A whistleblowing disclosure must be about something that affects the general public such as:

- a criminal offence has been committed, is being committed or is likely to be committed
- an legal obligation has been breached
- there has been a miscarriage of justice
- the health or safety of any individual has been endangered
- the environment has been damaged
- information about any of the above has been concealed.

IFtL takes any concerns seriously and will protect all members of the IFTL community from victimization, bullying or harassment should someone raise a concern. If anyone has a concern about IFTL services, they can be informally / confidentially discussed, and the following can be contacted:

Sarah Bennett (IFtL Chief Education Officer and Safeguarding Lead) on 07837 111178 or email sbennett@iftl.co.uk
Or
Kimberley Kemp (IFtL Safeguarding Lead) on 07841421827 or email kkemp@iftl.co.uk
Or
Marilyn Hubbard (IFtL Chair of Board of Trustees) on 01908 218100 or email mhubbard@iftl.co.uk
Or

The NSPCC runs a whistleblowing helpline on behalf of the government, the number is 0808 800 5000.

Or
Public Concern at Work on 0207 404 6609 or helpline@pcaw.co.uk
Or
Mash Team 01908 253169/70 (MK) or 0300 126 1000 (Northamptonshire)

(**Please refer to the IFTL Whistleblowing Policy** for any additional information with regards to Whistleblowing. The IFtL whistleblowing policy must be adopted by all schools and published on their website.)

(Note if you are concerned about the conduct of the head teacher you should contact K Kemp or the school chair of governors and if you are concerned about the conduct of the CEO or IFtL DSL, contact the IFtL Chair of governors but please note you may whistle blow via any of the contacts stated above).

15. The use of school premises by other organisations

Where services or activities are provided separately by another body using any of IFTL premises and the school premises, the local governing body / Trustees will seek assurance that the body concerned has appropriate policies and procedures in place in regard to safeguarding children and child protection. It is the governing body responsibility to ensure this for each of the schools.

16. Cross reference to other IFTL MAT policies

The IFtL recognises that a number of other policies and procedures form part of the wider safeguarding and child welfare agenda and therefore this Child Protection Policy should be read in conjunction with the IFTL and school policies. These include:

- Anti-bullying policy
- Behaviour policy
- Positive handling policy
- Attendance policy
- Online safety policy
- Photography and Videos
- Health and safety policy
- Medical needs policy
- Procedures for accessing risk e.g. school trips

- Safer recruitment policies and practice
- Induction and Code of Conduct for staff
- Equality Policy
- Allegations against staff
- Complaints policy
- Whistleblowing policy
- Induction Policy
- Complaints Policy
- Relationships and Sexual Education Offer

17. Policy Review

The Board of Trustees is responsible for reviewing this policy annually and ensuring that it is compliant with current legislation, good practice and oversight for ensuring that each school maintains an up to date list of key contacts and related policy and procedures are kept up to date. The Local Governing Bodies of each of the schools are responsible to ensure this policy is adhered to within their school and are compliant with legislation and requirements.

18. Additional guidance

Milton Keynes thresholds

MKSCB Levels of Need, updated 2016

The MKSCB Levels of Need document was initially approved by the MKSCB on 30 September 2015 and up-dated in 2016. This should be referred to when a referral is made to Milton Keynes Multi Agency Safeguarding Hub (MASH) when you have a concern about a child. In order to make a referral to MK MASH please complete a MARF form below.

The revised Levels of Need document has been updated to reflect current local practice and clarify process in relation to the Milton Keynes Multi-Agency Safeguarding Hub (MASH). The new Levels of Need introduces a new-look Windscreen. Download the revised version here:
MKSCB Levels of Need 2016

The Levels of Need windscreen and tables can also be downloaded as a separate document:
Levels of Need Windscreen & Tables

Common Assessment Framework (CAF) form and Multi Agency Referral Form (MARF)

The new CAF form and MARF can be downloaded here:
CAF form (September 2015)
MARF (September 2015)

Safer Recruitment Guidance

This MKSCB guidance was revised in December 2014. The current version of this guidance can be downloaded here: MKSCB Safer Recruitment Guidance, 2014

The MKSCB Safer Workforce Practice Checklist was also revised in December 2014, and was developed to assist those who may be involved in the recruitment process: MKSCB Safer Recruitment Checklist, 2014

Inter-Agency LADO Practice Guidance (2016)

Inter-agency LADO Practice Guidance has been developed in 2014 and updated in 2016 to support decision-making in cases where there are safeguarding concerns about people who work with children. The guidance can be downloaded here:
http://mkscb.org/wp-content/uploads/2016/06/MK-LADO-Practice-Guidance-V3-27.04.2016.pdf

See more at: http://www.mkscb.org/policy-procedures/

APPENDIX 1:
Part One of *Keeping Children Safe in Education* (DfE, 2020)

Summary

This information has been taken from the main statutory guidance, Keep Children Safe in Education (2020) which staff MUST read, IN ADDITION TO ANNEX A.
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

2. 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 should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

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

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance 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.

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn.

8. **All** staff should be prepared to identify children who may benefit from early help.[3] 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.

9. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 41-53. Staff should expect to support social workers and other agencies following any referral.

10. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

11. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

12. 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.[4]

What school and college staff need to know

13. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include the:

- child protection policy;
- behaviour policy;[5]
- staff behaviour policy (sometimes called a code of conduct);
- safeguarding response to children who go missing from education; and
- role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

14. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should 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.

15. **All** staff should be aware of their local early help[6] process and understand their role in it.

16. **All** staff should 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.[7]

17. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should 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 designated safeguarding lead (or a deputy) and children's social care. Staff should 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 school and college staff should look out for

Early help

18. **Any** child may benefit from early help, but all school and college 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; and
- is a privately fostered child.

Abuse and neglect

19. Knowing what to look for is vital to the early identification of abuse and neglect. **All** staff should be 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 designated safeguarding lead (or deputy).

20. **All** school and college staff should 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.

21. **All** staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. **All** staff, but especially the designated safeguarding lead (and deputies) 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.

Indicators of abuse and neglect

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

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

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

involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

25. **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 29).

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

Safeguarding issues

27. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

28. 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. More information include definitions and indicators are included in Annex A.

Peer on peer abuse

29. **All** staff should be aware that children can abuse other children (often referred to as peer on peer abuse). This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence,[8] such as rape, assault by penetration and sexual assault;
- sexual harassment,[9] such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting,[10] which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

30. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Serious violence

31. All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, 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.

32. All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home

Female Genital Mutilation

33. Whilst **all** staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal duty on teachers**.[12] If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher **must** report this to the police. See Annex A for further details.

Mental Health

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

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

36. Where children 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 children's experiences, can impact on their mental health, behaviour and education.

37. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

38. The department has published advice and guidance on Preventing and Tackling Bullying, and Mental Health and Behaviour in Schools (which may also be useful for colleges). In addition, Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance Promoting children and young people's emotional health and wellbeing. Its resources include social media, forming positive relationships, smoking and alcohol. See Rise Above for links to all materials and lesson plans.

Additional information and support

39. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

40. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

What school and college staff should do if they have concerns about a child

41. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

42. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 17 for a flow chart setting out the process for staff when they have concerns about a child.

43. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

44. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;[13] or
- a referral for statutory services,[14] for example as the child might be in need, is in need or suffering or likely to suffer harm.

45. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

46. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Early help

47. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency 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, if the child's situation does not appear to be improving or is getting worse.

Statutory assessments

48. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

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. Local authorities are 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 violence, and extra-familial threats like radicalisation and sexual exploitation.

49. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

50. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required;
- the child is in need, and should be assessed under section 17 of the Children Act 1989;
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989;
- any services are required by the child and family and what type of services;
- further specialist assessments are required to help the local authority to decide what further action to take; and
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

51. The referrer should follow up if this information is not forthcoming.

52. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

53. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Record keeping

54. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

55. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.[15] Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

What school and college staff should do if they have safeguarding concerns about another staff member who may pose a risk of harm to children

56. If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, this should be reported directly to the designated officer(s) at the local authority.

What school or college staff should do if they have concerns about safeguarding practices within the school or college

57. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime, and know that such concerns will be taken seriously by the senior leadership team.

58. Appropriate whistleblowing procedures should be put in place for such concerns to be raised with the school's or college's senior leadership team.

59. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- general guidance on whistleblowing can be found via: Advice on Whistleblowing; and
- the NSPCC's *what you can do to report abuse* dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk.[16]

Actions where there are concerns about a child

Specific safeguarding issues

All staff should have an awareness of safeguarding issues, some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to, bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Staff should be clear as to the school or college's policy and procedures with regards to peer on peer abuse. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools/academies and colleges on the TES website http://www.tes.co.uk/ and also on its own website www.nspcc.org.uk

All schools within IFTL, as required by law, are required to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. The Prevent duty is not intended to limit discussion of these issues. However, everyone must be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

Each school is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead (DSL).

Schools/academies and colleges can also access broad government guidance on the issues listed below via the GOV.UK website and within Annex A of KCSiE 2020:

- child sexual exploitation (CSE) – see also below
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – see also below
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- radicalisation
- sexting
- teenage relationship abuse
- trafficking
- homelessness
- domestic abuse
- children missing from education
- child criminal exploitation
- private fostering

All IFtL staff must ensure they read Annex A of KCSiE 2020 and schools must ensure they are provided with training on specific safeguarding issues.

Annex A: Further safeguarding information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part one of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from significant harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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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 5-11-year olds and 12-17 year olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, 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. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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 (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) 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 page 85 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;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

Child Sexual Exploitation (CSE)

CSE occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child 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. CSE does not always involve physical contact; it can also occur through the use of technology. 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. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).

The above CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends; and
- children who suffer from sexually transmitted infections or become pregnant.

The department provide: Child sexual exploitation: guide for practitioners

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, 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), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism[103] 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.

Further information on the signs of a child’s involvement in county lines is available in guidance published by the Home Office.

Domestic abuse

The cross-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 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; and 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 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 designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school 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.

National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects
- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) 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, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care 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. The following factsheets usefully summarise the new duties: Homeless Reduction Act 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 school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation: here.

So-called 'honour-based' abuse (including Female Genital Mutilation and Forced Marriage)

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 the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Actions

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a

mandatory reporting duty placed on **teachers**[104] that requires a different approach (see following section).

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 or students, 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

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[105] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) 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: FGM Fact Sheet.

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. 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. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

- **Extremism**[106] 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**[107] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- **Terrorism**[108] 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 children'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 designated safeguarding lead (or deputy) making a Prevent referral.

The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral.

The Prevent duty

All schools and colleges 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[109] to the need to prevent people from being drawn into terrorism".[110] This duty is known as the Prevent duty.

The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads 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 (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.

There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

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 school or college 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.

Additional support

The department 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.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are **robust, informed** and with **good intention**.
- Channel awareness e-learning is aimed at staff who may be asked to contribute to or sit on a multi-agency Channel panel.

Educate Against Hate, is a government website designed to support school teachers and leaders to help them safeguard their students from radicalisation and extremism. The platform provides free information and resources to help school staff identify and address the risks, as well as build resilience to radicalisation.

For advice specific to further education, the Education and Training Foundation (ETF) hosts the Prevent for FE and Training. This hosts a range of free, sector specific resources to support further education settings comply with the Prevent duty. This includes the Prevent Awareness e-learning, which offers an introduction to the duty, and the Prevent Referral e-learning, which is designed to support staff to make robust, informed and proportionate referrals.

The ETF Online Learning environment provides online training modules for practitioners, leaders and managers, support staff and governors/Board members outlining their roles and responsibilities under the duty.

Peer on peer/ child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual

harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

Sexual violence and sexual harassment between children in schools and colleges

Context

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 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 we are referring to sexual violence offences under the Sexual Offences Act 2003[111] as described below:

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?[112] 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.[113]

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so 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 and colleges 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.[114] It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats; and
- upskirting.

Upskirting[115]

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. Anyone of any gender, can be a victim.

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 child or a child makes a report to them, they should follow the referral process as set out from paragraph 41 in Part one of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse

- What to do if you're worried a child is being abused – DfE advice
- Domestic abuse: Various Information/Guidance - Home Office (HO)
- Faith based abuse: National Action Plan - DfE advice
- Relationship abuse: disrespect nobody - Home Office website

Bullying

- Preventing and Tackling Bullying - DfE advice
- Cyber bullying: advice for headteachers and school staff - DfE advice

Children missing from education, home or care

- Children missing education - DfE statutory guidance
- Child missing from home or care - DfE statutory guidance
- Children and adults missing strategy - Home Office strategy

Children with family members in prison

- National Information Centre on Children of Offenders - Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- Trafficking: safeguarding children - DfE and HO guidance

Drugs

- Drugs: advice for schools – DfE and ACPO advice
- Drug strategy 2017 - Home Office strategy
- Information and advice on drugs - Talk to Frank website
- ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention - Website by Mentor UK

"Honour Based Abuse" (so called)

- Female genital mutilation: information and resources- Home Office guidance
- Female genital mutilation: multi agency statutory guidance - DfE, DH, and HO statutory guidance

Health and Well-being

- Fabricated or induced illness: safeguarding children - DfE, DH, HO
- Rise Above: Free PSHE resources on health, wellbeing and resilience - Public Health England
- Medical-conditions: supporting pupils at school - DfE statutory guidance
- Mental health and behaviour - DfE advice

Homelessness

- Homelessness: How local authorities should exercise their functions - Ministry of Housing, Communities & Local Government guidance

Online (see also Annex C)

- Sexting: responding to incidents and safeguarding children - UK Council for Internet Safety

Private fostering

- Private fostering: local authorities - DfE statutory guidance

Radicalisation

- Prevent duty guidance- Home Office guidance
- Prevent duty: additional advice for schools and childcare providers - DfE advice
- Educate Against Hate website - DfE and Home Office advice
- Prevent for FE and Training - Education and Training Foundation (ETF)

Upskirting

- Upskirting know your rights – UK Government

Violence

- Gangs and youth violence: for schools and colleges - Home Office advice
- Ending violence against women and girls 2016-2020 strategy - Home Office strategy
- Violence against women and girls: national statement of expectations for victims - Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges - DfE advice
- Serious violence strategy - Home Office Strategy

APPENDIX 2: DECLARATION FOR STAFF
Child Protection Policy and Keeping Children Safe in Education (DfE 2020)

Inspiring Futures Through Learning

IFtL signing agreement:

Trust name: Inspiring Futures Through Learning; IFtL. Role:
Date:

Please sign and return to Kim Kemp (IFtL DSL).

I, _____ have been given a copy of (emailed), read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):
(1) The IFtL's Child Protection and Safeguarding Policy (Reviewed September 2020 version)
(2) Part 1 and Annex A of 'Keeping Children Safe in Education' DfE Guidance, 2020 (hard copy given on 2nd September 2020 in addition to email and key changes were explained within the refresher training)
(3) IFtL Behaviour Policy
(4) IFtL Whistleblowing Policy
(5) IFtL Managing Allegations Against Staff Policy
(6) MKSB Code of Conduct (safeguarding partners from September 2020)
(7) Safer recruitment policy

I know that further guidance, together with copies of the policies mentioned above, are available on the IFtL website, in the IFtL main reception office and with the DSL's.
I understand that if I do not understand any information in the Policy or in the above documents, I can see any of the Safeguarding Designated Teachers.
I am aware that the Safeguarding Designated Teachers are:
…… …… ……..
…… …… …… …… ……
……
…… …… …… …… …….
I understand it is my legal duty of care to speak to one of the DSLs and complete an IFtL Child Protection red form if I have any concerns with regards to Safeguarding or Child Protection.
I understand that it is important to share any concerns and if I am unsure if it is child protection or not, I will always discuss to clarify this. We operate 'it is better to check than be sorry later' approach.
I am aware that if it is a Child Protection Issue I must inform one of the above people IMMEDIATELY so appropriate actions can be taken as soon as possible, the same day.

PREVENT:

I have been provided with training on Prevent and understand that if I have any concerns to possible extremism or radicalisation, whether it be a pupil, parent/ carer, member of staff or any member of the community including visitors, I must report this using the Child Protection red form and to one of the Designated Safeguarding Teachers (as recorded above) immediately.

POSITIVE HANDLING:

I understand I must adhere to the permitted actions in line with government guidelines on the restraint of children. The Education Act 1996 forbids corporal punishment but permits staff to use reasonable force to prevent a pupil from:

- Committing a criminal offence
- Injuring themselves or others
- Damaging property
- Acting in a way that is counter to maintaining good order and discipline at the school.

Reasonable means 'Using no more force than is needed.' The department advises a 'no contact' policy at a school can leave staff unable to fully support and protect their pupils and students. When using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions schools should consider the risks carefully and recognise the additional vulnerability of these groups. (KCSiE, 2020)

I understand the use of positive handling is never endorsed unless for the safety of the child or others and is as a last resort. If there is another member of staff present when positive handling is required (for safety reasons) who has the appropriate training, this member of staff would provide the positive handling and I would support as appropriate in response to this member of staff. For any positively handling conducted, I will always ensure I inform a member of the senior leadership team and complete the positive handling bound book with factual accuracy.

GENERAL DATA PROTECTION REGULATION (GDPR):

I am aware GDPR came into enforcement on 25th May 2018 and if there are any concerns with regards to data breaches (for example where data is lost, accidently deleted or stolen), I must inform the Data Protection Officer (Jason Smith within IFtL) immediately (we only have 72 hours to report data breaches to the Information Commissioner Office – ICO). I understand the importance of keeping personal data of others, including email addresses, secure and it is advisable to avoid use of memory sticks for personal data and downloading personal data onto laptops. If paper copies including any personal data are required, these are to be kept secure during use and shredded as soon as no longer in use.

USE OF TECHNOLOGY:

I understand that I can only take appropriate and purposeful photographs of pupils on school/ trust equipment and that they must not be taken off site with photographs stored on them. I am aware I need to check that we have parental;/ carer permission to take their photographs and they must not store in 'clouds' nor on memory sticks. I must not take photos using any personal device, including mobile phones.

Use of Social Media, including Instagram, Facebook etc.:

I understand that under no circumstances will I communicate with a pupil via any form of social media, messaging via emails or texting and the like. I understand I will not share my email address, mobile number, Instagram, Facebook details etc. with any pupil, including when they leave the school.

Additionally, I am aware and understand that I must not talk about or mention the schools and/ or IFtL within social media, including Facebook, nor comment in any way that might show them in a negative light. I understand the importance of confidentiality in all areas of school and IFtL life and that any comments cannot be made about the schools or IFtL under any circumstances. Additionally, I understand that I must take care that any photos or information shared on Facebook is appropriate and will not reflect myself and the schools or IFtL in a negative light. I understand that breach of this can result in disciplinary action.

Appropriate and suitable behaviour for working with children:

I am aware that I must ensure my behaviour towards and with children is appropriate at all times both during and outside of working hours. I understand an allegation of abuse against staff or volunteers can be made if I have:

- behaved towards a child or children in a way that has harmed 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 s/he is unsuitable to work with children.

Inappropriate behaviour would be including contacting any pupil via social media, texting and the like and taking photographs on personal devices as stated above.

I can confirm I am aware of and understand what I need to do in an event of a disclosure and my legal responsibility to share any concerns and behave in an appropriate way towards children at all times.

Signed_____ Date_____

APPENDIX 3: Roles and Responsibilities

Governing Body roles and responsibilities include:

- Appointing an appropriate senior member of staff to act as the Designated Safeguarding Lead. It is a matter for individual schools as to whether they choose to have one or more Deputy Designated Safeguarding Lead.
- Ensuring, in conjunction with the Headteacher/Principal/Senior Officer, that the Designated Safeguarding Lead fulfils the role and upholds the school's statutory responsibilities.
- Supporting inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
- Ensuring that an effective child protection policy and procedures are in place and that the policy and structures supporting safeguarding children are reviewed annually, together with a staff behaviour policy or code of conduct. Ensure the policy included procedures to minimise the risk of peer-on-peer abuse and how allegations of peer on peer abuse will be recorded, investigated and dealt with.
- Ensuring staff are provided with Part One of Keeping Children Safe in Education, 2020 – Appendix 1 and are aware of specific safeguarding issues.
- Ensuring that staff induction is in place with regards to child protection and safeguarding.
- Ensuring that all of the Designated Safeguarding Leads (including deputies) should undergo formal child protection training every two years (in line with MKCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).
- Prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Ensuring that children are taught about safeguarding in an age appropriate way.
- Ensure online safety is included when children are taught about safeguarding.
- Ensuring appropriate filters and monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material.
- That there is a nominated governor for child protection on the Governing Board

NB. Governors must not be given details relating to individual child protection cases or situations, in order to ensure confidentiality is not breached.

The Local Governing Body, as delegated by the Board of Trustees, of each individual academy is accountable for ensuring the effectiveness of this policy and compliance with it. Although the Local Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within each of the schools. Part 2 of *Keeping Children Safe in Education (DfE, 2020)* (KCSiE) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will ensure that:

- Through the Head Teacher, remedy without delay any deficiencies or weaknesses in regard to safeguarding arrangements that are brought to the attention of the academy management or Governing Body. All schools must report to the Local Governing Body each meeting and half termly to the Board of Trustees.
- A Designated Leads for Safeguarding is in place who is a senior leader within the school and their role is as defined in Keeping Children Safe in Education and their job description is as stated within APPENDIX A. All schools must have a second member of staff, the Deputy Designated Safeguarding Lead who can fulfil this role when the DSL is unavailable. They must comply with their duties as outlined in the legislation, having regard to the 2020 edition of the Keeping Children Safe in Education statutory guidance.
- The DSL and DDSL must receive the necessary training, have access to the resources needed to enable them to carry out their responsibilities and have regular professional supervision to support them in this role. They will be given time to effectively fulfil the duties that their role demands.
- Every local governing body must have a nominated governor responsible for safeguarding, to take lead responsibility in the Governing Body for Safeguarding, and to provide support and challenge to the Designated Safeguarding Lead (DSL) to ensure that the work conforms to this policy.
- On arrival at each school, all visitors (including contractors) are provided with information making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead (DSL) or his/her Deputy (DDSL), and the names of the Designated Safeguarding Leads (DSL) and his/her Deputy (DDSL).
- This policy is available to parents and carers via the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding by setting out its obligations in the academy prospectus.
- Children are taught about keeping themselves safe and know how to act to keep themselves and others are safe.
- All schools must effectively contribute to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2018). This includes providing a coordinated offer of early help[1] when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to Child Protection Plans. This covers a range of work such as:
    - Working with the named Early Help Assessment (EHA)
    - Working to help identify children and young people who are privately fostered
    - Working to help protect children from extremist and violent views through multi-agency work.
- Highly effective links are occurring with relevant agencies and co-operates as required with their enquiries regarding safeguarding matters, including:
    - Attendance at Child Protection conferences
    - Notifying Children's Social Care (via MASH – see Appendix 7) immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan**
- Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the '*Joint Police and Children's Social Care Protocol for Dealing with Children Missing from Care'*.
- Ensure that all safeguarding procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Local Safeguarding Children Board (LSCB).

[1] Inspected by Ofsted under leadership and management of safeguarding
(Inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- Ensure there is a Staff Code of Conduct, which links to this Safeguarding Policy, and the Safer Working Practices document and which is shared with all current staff and forms part of the induction training for new staff.
- Ensure that[2] any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer[3]. The Children's Barred List (formerly List 99) Check allows educational establishments to check against a database to see if there is a possible match for a person included in the children's barred list. If a person is included in the children's barred list, employment by the educational establishment is prohibited.
- Review this Policy, and its effectiveness, annually (no later than the date of next review given on the front cover). This will be the responsibility of IFTL Trust.
- The Governing Body should ensure there are procedures in place to handle allegations against teachers, headteachers, principals, volunteers and other staff. Such allegations should be referred to the Designated Officer(s) at the local authority by the appropriate person as set out in Part 4 of the KCSiE 2020 guidance.
- The Governing Body must appoint a designated teacher to promote the educational achievement of children who are looked after and ensure that this person has appropriate training.
- The Governing Body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the academy. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Head teacher is responsible for:

- Identifying a Senior Designated Safeguarding Lead who is a member of the Senior Leadership Team and an additional member of staff to act in the DSL absence. There must always be a member of the DSL contactable at all times during school hours.
- Ensuring that the Designated Leads for Safeguarding attend the required training and that they refresh their training every two years.
- All other staff (teaching and non-teaching) must be offered an appropriate level of training and must keep their knowledge and skills up to date in line with Keeping Children Safe in Education 2020 recommendations.
- Ensuring that the policies and procedures adopted by the Governing Body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures
- Liaising with the Designated Officer (DO) in the event of an allegation of abuse being made against a member of staff
- The Head Teacher, supported by the Designated Safeguarding Lead (DSL), must ensure that this policy and associated procedures are followed by all staff
- Ensuring that the schools are alert to possible private fostering arrangements, and that in the admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified).

[2] Following guidance from the Designated Officer (DO)

[3] Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

- Ensure that mechanisms are in place to assist staff to understand and discharge their roles and responsibilities as set out in KCSiE 2020.
- Ensure there is more than on emergency contact number for each pupil where reasonably possible.

The Designated Safeguarding Lead is responsible for:

The responsibilities of the Designated Safeguarding Lead need to be clearly defined in a job description that is in line with Keeping Children Safe in Education, 2020. **See Appendix 13.**

The job description needs to cover all aspects of the role including: access to training, supervision, time, expectation of support from other staff, acknowledgement of the responsibility of the role and the requirement to provide a clear lead to all staff (including deputy safeguarding lead) and details of arrangements for cover outside term time.

The postholder has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The school's child protection policy should include the name of the person that the Governing Board has designated to take the role of Designated Safeguarding Lead.

During term time, the Designated Safeguarding Lead and/ or a Deputy Designated Safeguarding Lead will always be available during school hours for staff and parents in the school to discuss any safeguarding concerns.

The school's child protection policy should contain details of arrangements and contacts names, as appropriate, for out of hours/out of term activities.

In summary responsibilities include:

- Ensuring that child protection procedures are followed within the school and to make appropriate, timely referrals to the Milton Keynes Multi-Agency Safeguarding Hub (MASH) in accordance with the Milton Keynes Safeguarding Children Board's multi-agency safeguarding procedures.
- Ensuring that all staff employed within the school, including temporary staff and volunteers, are aware of the school's internal procedures in addition to the government guidance Keeping Children Safe in Education, 2020; to advise other staff; and to offer support to those requiring this.
- Undertaking specialist child protection training, this will be updated at a minimum of every two years. Designated Safeguarding Leads will also receive training on managing allegations, female genital mutilation, child sexual exploitation and Prevent, and will be available to provide advice and support to staff on these issues.
- Linking with the Milton Keynes Safeguarding Children Board and ensure that all staff are aware of relevant training opportunities, as well as updates in local policies on safeguarding.
- Ensuring a statement is published that informs parents and carers about the school's duties and responsibilities under child protection procedures. The school must publish its child protection policy online on the school website and make copies available to parents on request.
- The Head of School, in conjunction with the Designated Leads for Safeguarding, will ensure regular reporting about safeguarding and child protection for the local governing body and Trustees detailing any changes to the policy and procedures; training undertaken by all staff and governors; and other relevant safeguarding issues. This report is provided to the Head of Safeguarding Milton Keynes Council by the end of Term 2 (December), to be collated with other Annual Reports to Governing Bodies for the purposes of providing assurance to MKSCB.

- Ensure when children leave the school thy ensure any child protection files are transferred securely to the new school separately from the main school files and obtain a confirmation receipt. They must share information with the new school in advance of a child leaving to ensure appropriate support is in place when the child arrives.

  In detail the Designated Safeguarding Lead is responsible for:

  Managing referrals and cases

- Referring all cases of suspected abuse or neglect to the Milton Keynes 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.
- Liaising with the Headteacher /Principal/Senior Officer to inform him/ her of issues - especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
- Being the source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Supporting staff who make referrals.
- Sharing information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensuring they have details of looked after children's social workers and the name of the virtual school Headteacher in the authority that is responsible for the child.

  Full details of the Designated Safeguarding Lead's responsibilities can be found in Keeping Children Safe in Education, 2020.

  All staff responsibilities

  - Induction training: All staff members, including the Headteacher/Principal/Senior Officer(if they are not a designated lead) will receive a mandatory induction to familiarise themselves with:
    - Relevant policies and procedures, including child protection, whistleblowing and acceptable use of technology
    - Staff code of conduct and safe working practices
    - Keeping Children Safe in Education, DfE, 2020
    - What to Do If You Are Concerned About a Child: Advice for Practitioners (DfE, 2015)
    - Information about the signs and indicators of abuse and neglect
    - Information regarding child sexual exploitation, female genital mutilation and Prevent
    - Information on what to do if they have concerns about a child or young person.

  - To read and understand Part 1 of Keeping Children Safe in Education, 2020. Staff and leaders working directly with children and young people must also read Annex A.

  - To attend child protection training, every three years as a minimum, and updates on safeguarding and child protection, as required, but at least annually.

- To be aware of the mandatory duty, introduced by the Serious Crime Act 2015 that requires teachers to report known cases of Female Genital Mutilation involving children under the age of 18 to the police.

- All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure they are aware of their responsibilities for safeguarding in being alert to the signs of abuse and of their responsibility to report and record any concerns, disclosures or instances where a child is in immediate danger or at risk of harm.
- All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 3 for details). Procedures for reporting concerns are given in section 5 and procedures for dealing with a disclosure are given in section 6 of this document.
- If there are concerns or allegations regarding a member of staff or the Principal, then the processes outlined in section 15 of this document must be followed.
- All staff must receive regular safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the Designated Safeguarding Lead.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- **Dealing with concerns or disclosures regarding a child or young person**
- All staff and volunteers must be aware that the main categories of abuse are:
  Physical abuse
  Emotional abuse
  Sexual abuse including child sexual exploitation
  Neglect
- These categories are described in more detail in Appendix 1 and signs indicating the possibility of abuse are described in Appendix 3. The abuse may be instigated by one or more adults, and/or other children and young people.
- If any member of staff has a concern that a child in their care has suffered any of these forms of abuse, they must report their concerns to, and seek advice from the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the Designated Safeguarding Lead (DSL) <u>immediately</u> so that the Multi Agency Safeguarding Hub (MASH) (see appendix 7 for contact details) can be informed and the necessary protective measures implemented.
- A child may disclose sensitive information at any time of the day, and in particular this may occur outside normal lesson time, e.g. break periods or during before/after academy club sessions. It is therefore imperative that **all** the staff is aware of the signs and behaviour which **may** indicate abuse, as noted in 7.1.

All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse.
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behavior.

When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe
- Allow the child to talk freely. Do not cross examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for safeguarding matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the academy's responsibility to 'check out' what any child tells, nor should any abuser be questioned. Sign and date the record of the disclosure
- The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), immediately. The member of staff must provide the Designated Safeguarding Lead (DSL) with a signed, dated written record of the concern/disclosure, using the agreed academy pro forma.
- The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.
- The Designated Safeguarding Lead (DSL) must place the concern on the academy's safeguarding file for the child (creating one if necessary).
- When the Designated Safeguarding Lead (DSL), or in his/her absence, the Deputy Designated Safeguarding Lead (DDSL), has been informed, he/she shall make the decision whether or not to refer the concern to Children's Social Care (via the MASH) (see appendix 7 for contact details). On the question of how to decide whether to refer to MASH, reference should be made to LA's Children's Social Care "*A Child Centred System Understanding Thresholds*".

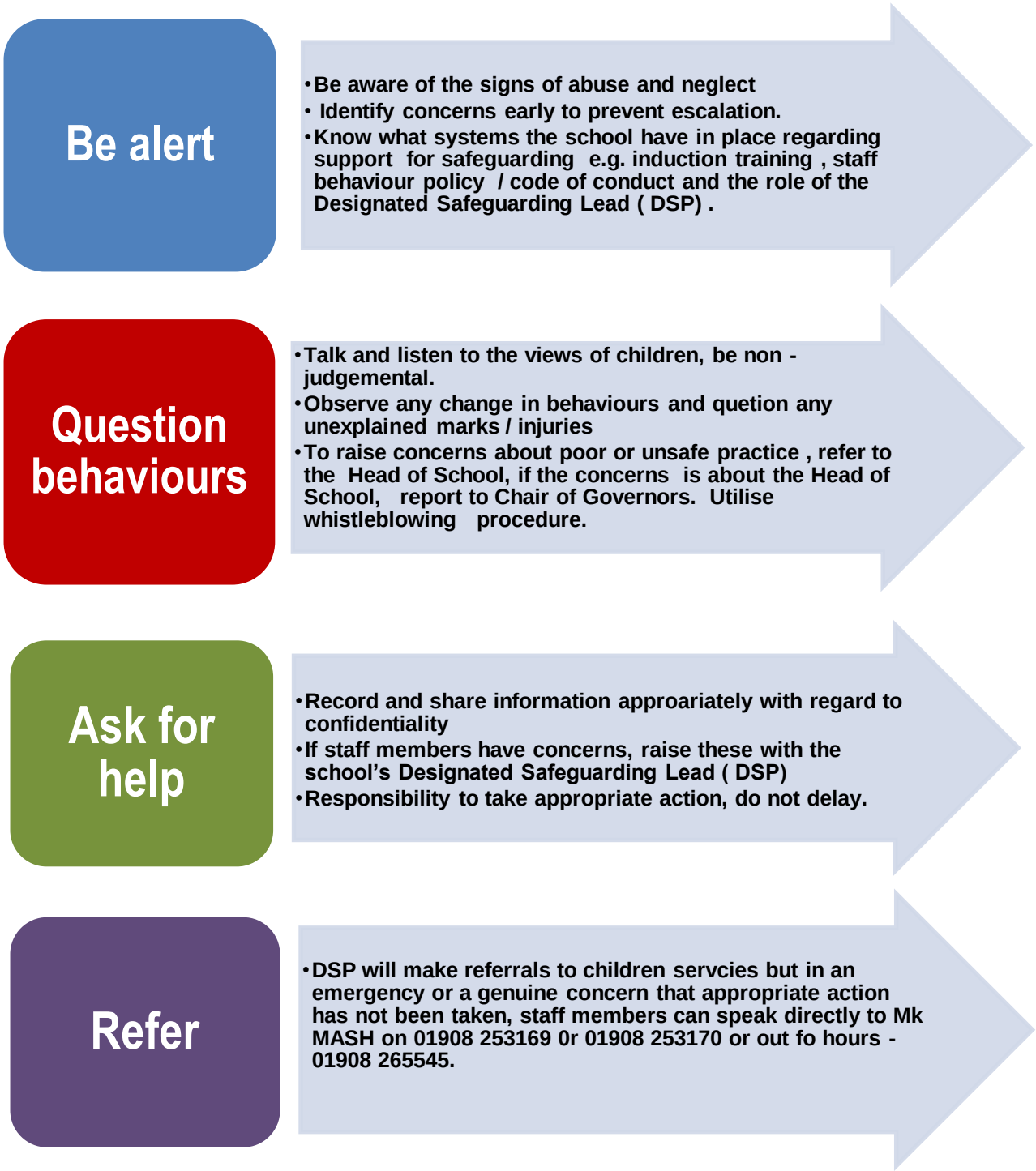
Professionals in all agencies have a responsibility to refer a child to Children's Social Care when it is believed or suspected that the child:

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm.**
- **All referrals to Children's Social Care must be made in writing using the Multi Agency Referral Form or CAF assessment where one has been completed. A history of key events is useful when communicating concerns so that any emerging patterns are recognised.**

The Multi Agency Safeguarding Hub (MASH) will always be consulted when there is uncertainty about whether to refer.

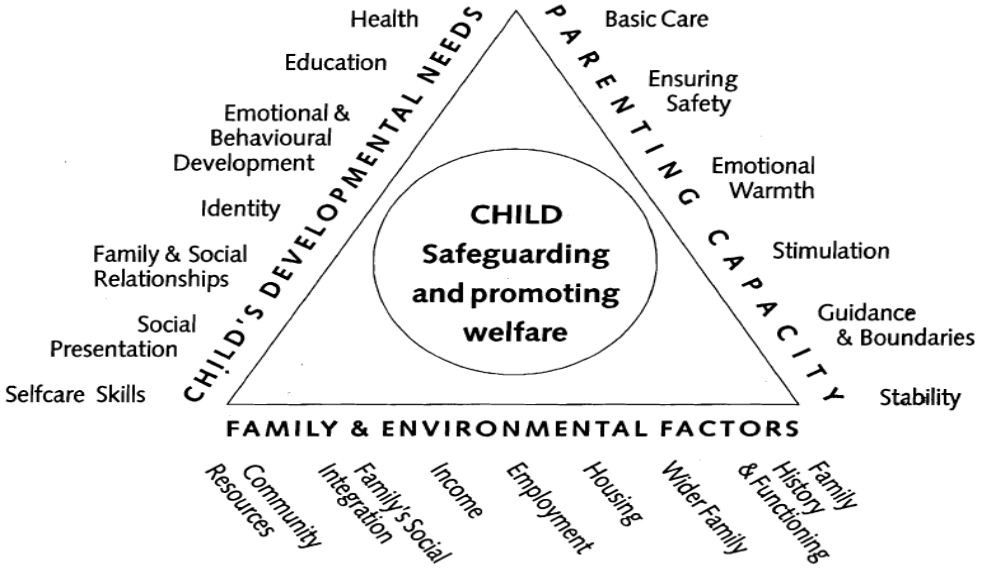
Referrals must be made as soon as possible, and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the Multi Agency Safeguarding Hub (MASH).

APPENDIX 4: WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015)
Flowchart



APPENDIX 5: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children's needs:



Working Together to Safeguard Children (DFE, 2018)

Physical abuse ***Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child.***	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injurie	Fabricated or induced illness -
Parent	**Family/environment**
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.

Over chastisement of child	

Emotional abuse	
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, not giving the child opportunities to express their views, 'making fun' of what they say or how they communicate - hearing the ill-treatment of another and serious bullying (including cyber bullying).	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	**Family/environment**
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

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.	
Child	
Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	**Family/environment**
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.

Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse ***Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact or non-contact activities, such as involving children in looking at sexual images or being groomed on line / child exploitation.***	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	**Family/environment**
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

APPENDIX 6: Dealing with Disclosures

If a child discloses that he or she has been abused in some way, the member of staff / volunteer

should:

Listen to what is being said without displaying shock or disbelief

Accept what is being said

Allow the child to talk freely

Reassure the child, but not make promises which it might not be possible to keep

Never promise a child that they will not tell anyone - as this may ultimately not be in

the best interests of the child.

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

Not criticise the alleged perpetrator

Explain what has to be done next and who has to be told

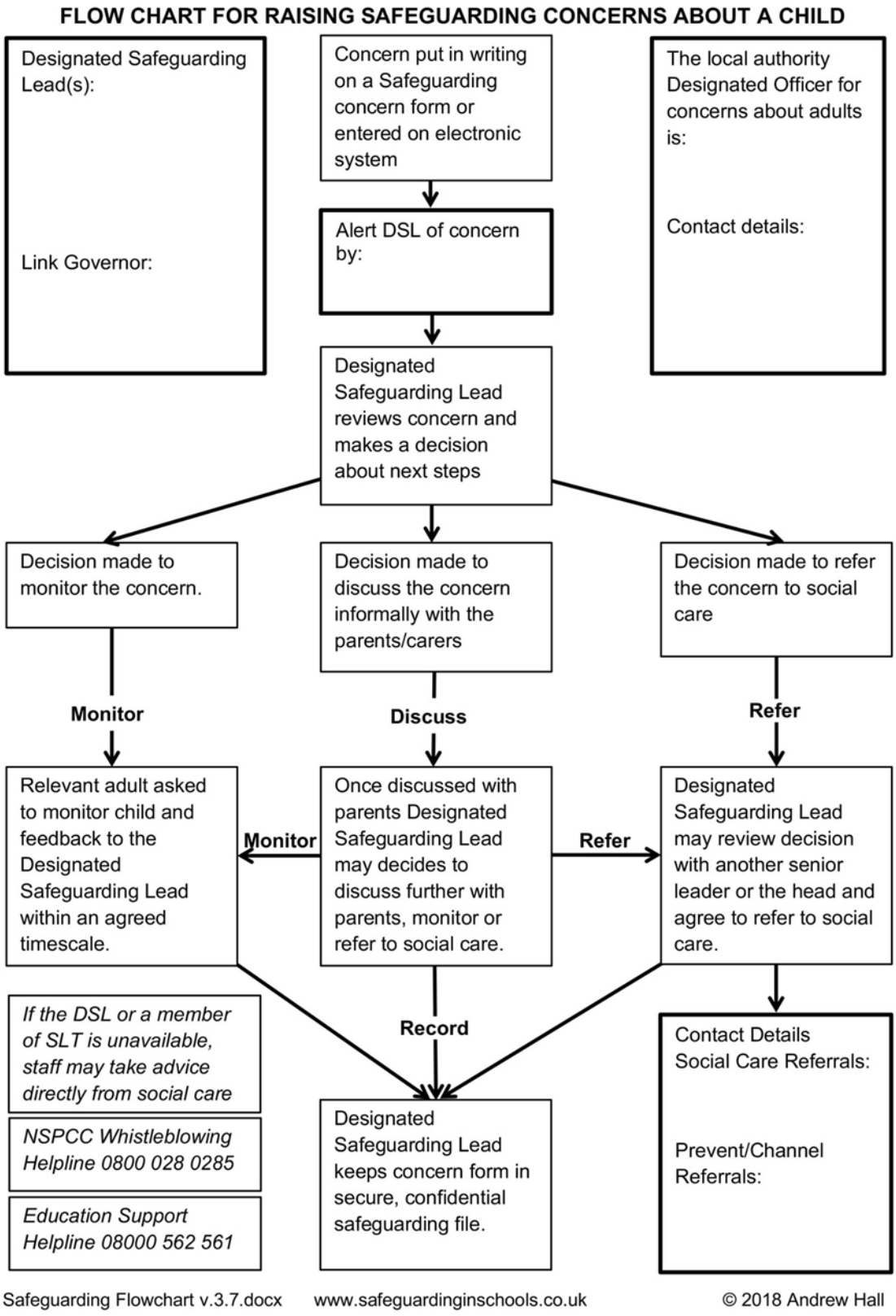
If necessary, make a written record

Pass the information to the Designated Safeguarding Lead without delay.

Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the Designated Senior Person.

If an IFTL staff member receives a disclosure about potential harm caused by another staff
member, they should see section 11 of this policy– *Allegations involving school staff/volunteers.*



IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.

APPENDIX 7: REFERRAL GUIDANCE

REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information but be aware that none of these reasons is a justification for failing to report a safeguarding concern or disclosure.

- The child asks you to keep silent – keep a secret
- Fear of breaking up the family
- Fear of exposing the child to further abuse
- Fear of breaking a trusting relationship with child/family
- Painful memories of your own abusive experiences
- Fear of reprisals to yourself/your children/family
- Fear of presenting evidence in court
- Afraid of misinterpreting or overreacting to the situation
- Assuming another agency is dealing with the problem
- The 'rule of optimism' – everything will work out OK
- Assuming one parent/carer will protect
- Believing the child is fantasising/lying
- Being persuaded by the child's retraction
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse
- Being unable to comprehend the unbelievable nature of the disclosure
- Not understanding procedures

WHY CHILDREN CAN'T TELL ABOUT ABUSE

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power
- Threats from peers also involved in abuse
- May think s/he is to blame and fear arrest
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser
- May have compartmentalised abuse
- Thinks won't be believed
- Low sense of self-esteem makes disclosure difficult
- May not realise sexual abuse is a crime – thinks it's normal

- May not wish to betray abuser
- May fear exposure and particularly public exposure
- May be ambivalent about sexual identity or feel guilty about taking part in abuse
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities
- Hasn't got adult permission to tell
- Lack of appropriate language skills

WHY REFER?

- Children have the right to be safe
- Adults have a responsibility to protect children
- Abuse is damaging
- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken
- You only have one small piece of a jigsaw
- Children rarely lie about abuse
- An abuser may well abuse many other children who also have a right to protection

For guidance and support, contact the Children's Social Care Multi Agency Safeguarding Hub (MASH)

MAKING A DECISION

Further guidance on making a decision is provided in the LA Children's Social Care, A Child Centred System Understanding Thresholds document (See Appendix 7).

If a child goes missing whilst in school care the member of staff in charge may take the following action:

- Gather all the children safely together and take the register/ head count to ensure that no other child is missing
- Conduct an initial sweep of the immediate area without causing panic amongst the other children, and/or leaving the children alone at any time
- When it is confirmed that a child is missing, the person in charge at that time should call for additional help from one of the following members of staff: the Principal and/or the Primary DSL
- Maintain all staff ratios
- Instigate a more thorough search of the premises and immediate surrounding area
- Advise Reception of a missing child so that all staff in the school can check their immediate area and that a wider search of the grounds can be carried out (buildings included)
- Contact should be maintained at all times with a senior member of staff
- If after 15 minutes the child is still not found, telephone contact should be made with a member of the Senior Leadership team who will then make contact with the child's parents/guardians and the police. A full search should then be carried out.

Procedure once the child is located

- When a missing child has been located, all those previously notified (parents, police, SLT, Governors) must be notified immediately.
- Once the child has been found, a full written report of the incident is recorded in the child's file by the member of staff who was responsible for the child at the time that they disappeared and an investigation into the incident will be carried out by the Principal/member of the Senior Leadership Team. The incident report will detail:
    - The date and time of the incident
    - Which staff/children were in the group to which the missing child belonged
    - When the missing child was last seen
    - The estimated time that the child went missing

- Circumstances surrounding the child's disappearance – what was the child doing/saying prior to going missing

- If the incident warrants police investigation, all staff are required to co-operate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff. Social Care may be involved if it seems likely that there is a child protection issue to address.

Possible Procedure should a child not be collected from school:

Should this situation arise, the staff member in charge should take the following action:

- Check with the office whether the parent/carer has telephoned and left instructions or an estimated time of arrival.
- If no contact has been made by the parent/carer, the office staff will attempt to contact the parent/carer and the emergency contact by telephone.
- Where appropriate, a member of staff will sensitively ask the child whether there is a reason that could account for their parent/carer being late.
- Where appropriate, a member of staff will ask the child if they have any additional contact information.
- School will continue to try and contact the parent/carer and the emergency contact/s.
- If contact cannot be made with the parent/carer or the emergency contact/s by 5 p.m., school will contact the children's social care service of Northampton County Council.
- In an emergency – when the child has not been collected and multiple attempts to contact parents/carer have failed - school will contact the police.

Further information on a child missing from education as stated within Keeping Children Safe in Education 2020:

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

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

and college staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Schools and colleges should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

Schools- The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education. It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education. Schools should monitor attendance and address it when it is poor or irregular.

All schools must inform the local authority of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of **10 school days** or more, at such intervals as are agreed between the school and the local authority. Where a parent notifies a school that a pupil will live at another address, all schools are required to record in the admission register:
• the full name of the parent with whom the pupil will live;
• the new address; and
• the date from when it is expected the pupil will live at this address.

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record in the admission register:
• the name of the new school; and
• the date on which the pupil first attended or is due to start attending that school.
Schools are required to notify the local authority within five days when a pupil's name is added to the admission register. Schools will need to provide the local authority

with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided. Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended, 15 as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided. A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the Children Missing Education guidance.

Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide16 the local authority with:

- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives;
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown.

Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding

concerns. It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised. The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves.

All local authority-maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school.

Independent schools can be given access to school2school by the department. The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown, or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

The Local Governing Body must:

- Ensuring the Head teacher/Principal/Senior Officer, other staff responsible for recruitment and members of the Governing Board (as appropriate) complete safer recruitment training.
- Ensuring the upkeep of a Single Central Record of all staff and regular volunteers.
- Ensuring written recruitment and selection policies and procedures are in place.
- Adhering to statutory responsibilities to check staff who work with children.
- Ensuring all governors have enhanced DBS checks.
- Taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensuring that volunteers are appropriately supervised.
- Ensuring that at least one person on any appointment panel is safer recruitment trained.

The IFtL and all the schools within it must comply with the guidance set out in Part 3 of *Keeping Children Safe in Education. IFTL require the following:*

- Although not a statutory requirement, at least one member of every Appointments Panel will have gained accreditation through Safer Recruitment training.
- IFTL is committed to safer recruitment and safeguarding students; all staff will be recruited in accordance with IFTL Trust's Safer Recruitment Policy.
- IFTL is committed to safeguarding the welfare of those accessing its services and thorough vetting checks must be in place as detailed below.

Safe Working Practice

Each school must ensure they have developed a clear Code of Practice that staff understand and have agreed to. The Code of Practice must include guidance to staff on the way they should behave when working with children. (*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings, 2009* can be downloaded from the DFE archive site; whilst old, it does give some useful guidance). Safer Working Practices 2009.

(Please note there is an IFTL Safer Recruitment Policy that outlines safe working in more detail).

DBS and Vetting Checks

- The Disclosure and Barring Service (DBS), launched on 1st December 2012, merged the services previously provided by the Criminal Records Bureau (CRB) and the Independent Safeguarding Authority (ISA).

IFTL is a trust established by educationalists, with education and improving outcomes for children at the heart of all we do.

- The safeguarding of children and young people is paramount, and the Trust is fully committed to the rigorous implementation of the DBS requirements. It is a statutory requirement that all new appointments to the Trust's workforce must have an enhanced DBS disclosure under the School Staff (England Amendment) Regulations 2006. This includes those recruited to the academies from overseas, where additional checks will also be made.
- There is also a requirement under the regulations for the Trust to keep a single central record detailing a range of checks carried out on Trust employees, trustees and others who have regular contact with children and young people.
- All employees of the Trust and all regular helpers must have an up-to-date DBS Enhanced Disclosure prior to taking up their post or role. Enhanced Disclosures show spent and unspent convictions and cautions. The police may also provide details of acquittals or other non-conviction information held on police records, which are reasonably considered relevant to the job or role being sought. A DBS Enhanced Disclosure will also indicate if an individual has been barred from teaching.
- In addition to obtaining the DBS certificate described, anyone who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching. For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions.
- When appointing new staff, academies must comply with statutory pre-appointment check requirements.

Obtaining a Disclosure

- **Employees**

All Trust employees must have an up-to-date Enhanced Disclosure prior to taking up their post or role. This also applies to any other individual, such as a consultant, who is a regular visitor to any Trust site and has unsupervised access to children or young people.

- **Volunteers**

All volunteers with regular unsupervised access to the Trust sites must have an Enhanced Disclosure prior to taking up their role. Volunteers helping with single events and infrequent visitors to the sites who do not have unsupervised access to children will not be checked but must be in the presence of a member of staff and escorted at all times.

Many other volunteers fall between these two extremes and the Principal, in consultation with the Trust will make a risk assessment and apply their professional judgment in deciding whether a disclosure is required. The DBS definition of a volunteer is:

"A person engaged in an activity which involves spending time, unpaid (except for

travel and other approved out-of-pocket expenses), doing something which aims to benefit some third party other than or in addition to a close relative."

- **Governors and Trustees**

All Governors and Trustees are required to obtain an Enhanced Disclosure.

- **Supply/Agency Staff and Outside Contractors**

The Chief Executive must be satisfied that all supply/agency staff and regular contractors (e.g. cleaning staff employed externally) who are supplied to work in any Trust site, have obtained an enhanced disclosure and have satisfactory references. The Chief Executive will ask supply agencies to verify that the check has been made and this verification must be in writing. The supply agency can be asked to confirm that the checks have been undertaken at the point of confirming terms of the contract of supply.

- **Teachers and Support Staff from Abroad**

All of the same pre-employment checks will be made on Trust employees who live abroad as those for all other employees. A disclosure for employees from other countries will not necessarily detail offences committed whilst abroad. Therefore, the Trust will ask the member of staff to apply to their home police force or embassy for a certificate of good conduct, as well as from other countries where they have worked. The Trust is aware that the level of information contained in these certificates varies between countries, from complete to only partial extracts of a record. UK nationals returning to the UK having worked abroad will also be asked to obtain a certificate of good conduct from the country or countries in which they have worked.

Agencies providing overseas trained teachers will be asked to give full details of the checks obtained. Where an applicant is from a country where criminal record checks cannot be made for child protection purposes, the Trust will take extra care in taking up references and carrying out other checks on a person's background and will refer to the Trust.

APPENDIX 10: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers

We all have a statutory duty to safeguard and promote the welfare of children, and at our academies we take this responsibility seriously.

If you have any concerns about a child or young person in our academy, you must share this information immediately with our Designated Safeguarding Lead or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to safeguarding, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the Designated Safeguarding Lead (See Appendix 7). Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the academy office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Principal. If an allegation is made about the Principal, you should pass this information to the Chair of the Local Governing Body and/or Chief Executive of the Trust. Alternatively, you can contact the Designated Officer (See Appendix 7).

IFtL strive to safeguard and promote the welfare of all of our children.

(All staff will be given the IFtL Induction Signing Sheet in Appendix 2 and MKSCB based Induction Sheet)

APPENDIX 11: Indicators of vulnerability

There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that staff are able to recognise those vulnerabilities.

- Identity Crisis – the pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dis-associated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging
- Personal Circumstances – migration; local community tensions; and events affecting the pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

More critical risk factors could include:

- being in contact with extremist recruiters
- accessing violent extremist websites, especially those with a social networking element

- possessing or accessing violent extremist literature
- using extremist narratives and a global ideology to explain personal disadvantage
- justifying the use of violence to solve societal issues
- joining or seeking to join extremist organisations
- significant changes to appearance and/or behaviour
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis

Keeping Children Safe in Education (DfE, 2020) defines the role in the following terms. "**Governing bodies and proprietors should appoint an appropriate** senior member **of staff, from the school or college** leadership team**, to the role of designated safeguarding lead. The designated safeguarding lead should take** lead responsibility **for safeguarding and child protection. This should be explicit in the role-holder's job description"**

The Trust has developed, and all academies have received a Designated Safeguarding Lead (DSL) job description. The broad areas of responsibility of the DSL are:

Managing referrals

- Refer all cases of suspected abuse to the local authority Children's Social Care and:
    - The Designated Officer (DO) for safeguarding concerns (all cases which concern a member of staff)
    - Disclosure and Barring Service (DBS) (cases where a person is dismissed or left due to risk/harm to a child); and/or
    - Police (cases where a crime may have been committed).
- Liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

- The Designated Safeguarding Lead (DSL) should receive appropriate training carried out every two years in order to:
    - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments
    - 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
    - Ensure each member of staff has access to and understands the school's/academy's or college's Safeguarding Policy and procedures, especially new and part time staff

- Be alert to the specific needs of children in need[4], those with special educational needs and young carers
- Be able to keep detailed, accurate, secure written records of concerns and referrals
- Obtain access to resources and attend any relevant or refresher training courses
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school/academy or college may put in place to protect them

Raising Awareness

- The Designated Safeguarding Lead (DSL) should ensure the school/academy or college's policies are known and used appropriately:
  - Ensure the school/academy or college's Safeguarding Policy is reviewed annually and the procedures are updated and reviewed regularly, and work with governing bodies or proprietors regarding this
  - Ensure the Safeguarding 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 school/academy or college in this
  - Link with the Local Safeguarding Children Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
  - Where children leave a school/academy or college, ensure their safeguarding file is copied for any new school/academy or college as soon as possible but transferred separately from the main pupil file

[4] Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

The role of the DSL

A practitioner must be designated to take lead responsibility for safeguarding children. Before identifying your lead, it is important for the person with overall responsibility for the academy to ensure this person understands the responsibilities of this role and to consider whether this person is confident and competent to act upon any concerns appropriately. The designated safeguarding lead (DSL) is responsible for liaison with local statutory children services agencies and with the Local Authority Safeguarding Children Board. They must provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issue as required. The lead practitioner must attend a child protection training course that enables them to identify, understand and respond appropriately to signs of possible abuse and neglect. We would recommend that a deputy DSL is also identified and trained to cover in case the lead DSL is called away from the school or is off sick.

Points to consider:

- Do you have a lead and deputy DSL?
- It is considered best practice for the principal not to be the DSL, if an allegation against the principal occurs it can be difficult to investigate if they are the DSL.
- Have DSLs completed the recommended safeguarding training for this role? Do they refresh their training every two years?
- Do all staff and parents know who the named DSLs are for your academy and what their role and responsibilities are?

Job description for DSL

Job Title: Designated Safeguarding Lead
Responsible to: Headteacher

1. Main function of the job
Acting as the main point of contact within the setting for safeguarding and child protection.

The Designated Safeguarding Lead is responsible for safeguarding and child protection. The key role of the Designated Safeguarding Lead is to:

- manage referrals from school staff or any others from outside the school;
- work with external agencies and professionals on matter of safety and safeguarding;
- undertake training;
- raise awareness of safeguarding and child protection amongst the staff and parents; and
- ensure that child protection information is transferred to the pupil's new school
- be aware of pupils who have a social worker
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school and college leadership staff.

2. Skills required

- The ability to foster good relationships with parents/carers, children and adults
- working/volunteering with children within the setting.
- An interest in the well-being of children and in safeguarding and child protection matters.
- A willingness to challenge opinion, where necessary, and to drive the child protection agenda.
- Strong listening skills and the ability to deal with sensitive situations with integrity.
- The confidence and good judgment to manage situations. relating to the poor conduct/behaviour of others towards a child.
- Sound understanding of the safeguarding agenda.

3. Main Tasks

Safeguarding Children:

- Implementing, promoting and reviewing the Safeguarding and Child Protection Policies and Procedures within the academy ensuring that all statutory requirements are met and adhered to.
- Acting as the main point of contact within the academy, receiving and acting upon any reported concerns. This includes ensuring that the completed paperwork is accurate, correct, fully completed and

reviewed as necessary and stored in a secure and safe place and meets the statutory requirements.

- Ensuring all staff are familiar with and adhere to the Safeguarding and Child Protection Policy that is in place and know the procedures to follow and who to go to should the need arise. This should be included as part of the staff induction programme.
- Providing support, advice and guidance to any other staff on an ongoing basis or on any specific safeguarding issue as required.
- Implementing, maintaining and updating the policy and procedures on an annual basis or as required in a timely manner.
- Ensuring that all relevant contact names and numbers are known to staff and displayed in an accessible place at all times in order that all staff and visitors are aware of their responsibilities for safeguarding and to whom they should report any concerns.
- Keeping abreast of developments and understanding the latest information on data protection, confidentiality and other legal issues that impact on the protection of children, including attending appropriate regular training and ensuring all staff have appropriate and up to date training.
- Ensuring all relevant information around Safeguarding and Child Protection is communicated to the staff team through staff meetings.
- Providing guidance on relevant matters to all staff members as appropriate and promoting best safeguarding practice at all times.
- Advocating the importance of Safeguarding and Child Protection to parents so that they know we have their child's best interests at the heart of our practice.
- Monitoring child attendance, including non- attendance, accidents logs, pre-existing injury reports, concern forms and incident forms to exclude any possible child protection issues. Ensure any relevant information is recorded and acted upon accordingly.
- Representing key link to statutory agencies (Social Care or Police) during and following any formal investigations that may have to take place. This includes maintaining confidential records of reported cases, action taken, liaising with the statutory agencies and ensuring they have access to all necessary information.
- Liaising with local children's services and the LSSCB as necessary.
- Advocating the importance of Safeguarding and Child Protection to parents, staff, volunteers and students.

- Ensuring that when on leave or absent from work for any significant period, that the role of DSL is suitably covered by the Deputy DSL or another suitably trained member of staff.
- Ensuring that the Prevent agenda is implemented and adhered to.