

**Openshaw Islamic Grammar School (OIGS)**

**“Nurturing Tomorrow’s Leaders”**

**Safeguarding (Child Protection) Policy**

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## **Key Documentations:**

### **DfE**

Keeping Children Safe in Education (DfE September 2024)  
Working Together To Safeguard Children (DfE May 2025)  
Sexual violence and sexual harassment in schools (DfE September 2021)  
What To Do If You're Worried A Child Is Being Abused (DfE March 2015)  
Regulated Activity in Relation to Children (DfE 2018)

### **Others**

Child Sexual Exploitation: Definition and Guide for Practitioners  
Sexting in Schools and Colleges: Responding to Incidents and Safeguarding Young People  
Disqualification Under the Childcare Act 2006  
Prevent Duty Guidance for England and Wales  
DBS Identification Checking Guidelines  
The Use of Social Media for Online Radicalisation (Home Office, 2015)  
Promoting Fundamental British Values through SMSC  
Teacher Status Checks - Employer Access Online  
Key Documentation (including hyperlinks)  
Guidance for Safer Working Practice

### **Useful Sites**

Channel general awareness online training module  
Home Office FGM e-learning  
UK Safer Internet Centre  
Home Office PREVENT e-learning

## 1 Aims

The school aims to ensure that:

- All practices of the school must follow the policy related to safeguarding, promoting and welfare that must have a vital value for all of our pupils,
- Immediate and appropriate action will be taken in a manner to safeguard and promote pupil's welfare by following the complete procedures for recognizing, reporting and recording the suspected cases of abuse and radicalism,
- Safeguarding and promoting of the welfare of all pupils is the statutory/legal responsibility of all members of the staff, volunteers and governors,
- Follow the safer recruitment procedure for staffs, governors and volunteers to the school,
- To support the mission, vision and values.

## 2 Legislation and statutory/legal guidance

This policy is based on the Department for Education's statutory guidance Keeping Children Safe in Education (2019) and Working Together to Safeguard Children (2018). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

Part 3 of the schedule to the Education (Independent School Standards) Regulations 2014, which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

The Children Act 1989 (and 2004 amendment), which provides a framework for the care and protection of children.

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the Serious Crime Act 2015, which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18.

Statutory guidance on FGM, which sets out responsibilities with regard to safeguarding and supporting girls affected by FGM.

The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children.

Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what 'regulated activity' is in relation to children.

Statutory guidance on the Prevent duty, which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalization and extremism.

The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018 (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and Childcare Act 2006, which set out who is disqualified from working with children.

### **3 How do you define it?**

#### **3.1 Three key elements will define it well:**

##### **a) Protection                      b) Prevention                      c) Safe and Effective care**

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting children from maltreatment, preventing impairment of children’s health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Keeping Children Safe in Education, DfE, 2019).

#### **3.2 Early Help:**

Early help is a support which is provided at the time of problem/s rising in a child’s life. Children and young people who are at the risk of harm (but haven’t received any significant harm) get benefit from early help. Early help is combined approach from all agencies, specially school which is highly involved with children, young people, parents, guardian and carers.

*Potential need for early help for a child who:*

- Is a disable and has specific additional needs,
- Has special educational needs (whether or not he/she has 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 misusing drugs or alcohol,
- Is at risk of modern slavery, trafficking or exploitation,
- Is in a family circumstances, presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse,
- Has returned home or to his family from care,

- Is showing early signs of abuse or neglect,
- Is at risk of being radicalised or exploited,
- Is a privately fostered child. (Keeping Children Safe in Education, DFE, 2019)

**3.3 Support Fundamental British Values:** Fundamental British values (FBV), including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. FBV is strongly against *radicalism, extremism and terrorism*.

**3.4 Female Genital Mutilation (FGM):** It is a procedure 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 (Keeping Children Safe in Education, DfE, 2019).

**3.5 Upskirting:** It is a criminal offence and any one (pupils and staffs) can be a victim of upskirting. It is the act of taking a sexually intrusive photographs or making video under another person's clothing, without his/her awareness or consent.

#### **4 Who is responsible?**

The policy is designed to ensure that effective systems and procedures are in place to safeguard and promote the welfare of young people. This policy applies to all staff, volunteers and governors working in the school. The Safeguarding policy (Child Protection) and procedures apply to extended school and off-site activities too.

#### **4.1 The Board of Trustees:**

It is the duty of trustees to approve and review the Safeguarding (Child protection) policy and make sure it is implemented with high standard in order to provide safe and welcoming environment wherein every child is able to reach his full potential, free from abuse, harm and discrimination.

In order to provide effective support, protection and justice to children, the trustees are fully aware to the signs of abuse, neglect and radicalisation and will follow the prescribed procedures to ensure that children receive efficient support, safety and justice. In an event of an allegation of abuse leveled against the Head Teacher, the Chair of the board of trustees will act as the 'Case Manager'.

All trustees will study the Policy related to Keeping Children Safe in Education (2018).

*(Section 13 has information on how trustees are supported to fulfill their role)*

#### **4.2 The Governing Body:**

It is the responsibility of Governing Body to make sure that all members of staff (paid/ voluntary, permanent/ temporary) read at least Part 1 of the policy related to Keeping Children Safe in Education (DfE 2019). The Governing Body must have a Lead person for safeguarding and child protection who will communicate with the Principal and Local Authority on matters related to safeguarding.

The School will make sure to operate safer recruitment procedures policy and fulfill its legislative/legal duty to make sure that appropriate checks (such as DBS, references medical questionnaires) are carried out on all staff and volunteers working in the school.

The school will also ensure that the Staff Code of Conduct is upheld and provided to all staff including temporary members of staff.

The school will make sure that it has taken comprehensive steps in dealing with allegations of abuse against members of staff and volunteers that obey locally agreed guidance and Keeping Children Safe in Education (2019).

The school will ensure that all members of staff must complete their induction, safeguarding training and that they are updated on child protection issues.

The school will make sure that the broad-based and balanced curriculum provides its pupils with help in order to create awareness of safeguarding, including online help. PSHE and SRE can also help to promote awareness about safeguarding (Child Protection).

#### **4.3 The Head Teacher:**

The Head Teacher is expected to:

- Make sure that all members of staff (part time, temporary, volunteers) implement the Safeguarding (Child Protection) Policy and its Procedures.
- Make sure that all members of staff undertake appropriate safeguarding and child protection training and update this regularly.
- Make sure the Designated Safeguarding Lead(s) provides guidance and support to other members of staff on child welfare and child protection matters.
- Make sure to assign an Investigation Officer in the event of allegations of abuse being leveled against a member of staff or volunteer, who will coordinate with the Local Authority Designated Officer (LADO).

- Make sure that suitable arrangements have been made to ensure staff accomplishes their legislative duty to report to the police any discovery that FGM appears to have been carried out on a girl under 18.
- Make sure that the School has made appropriate arrangements to monitor and take action of the children who go missing from education.
- Make sure that the School has arrangements in place to accomplish its duty to have “due regard to the need of preventing people from being drawn into terrorism”;

#### **4.4 The Designated Safeguarding Leads:**

- The Designated Safeguarding Leads (DSL) will be member of the Senior Leadership Team and their responsibilities will be set out in their Job Description (see Appendix 1).
- The DSL will make sure that all members of staff receive induction training, regular updates and annual safeguarding training on child protection issues.
- It is the duty of DSL that all members of staff must have read the related policy, at least Part 1 of Keeping Children Safe in Education (DfE, 2019). Moreover, the DSL must give access to other members of the staff and help them understand the Safeguarding (Child Protection) Policy and its procedures.
- The DSL must have working information, in order to communicate well, with the Local Authority that conducts a child protection case conference, a child protection review conference, skilled personality to attend and contribute to these efficiently when necessary to do so.
- The DSL must promote, among all staff, a culture of listening to children and taking notice of their wishes and feelings and adopt measures to protect the pupils.
- The DSL is also responsible to keep a record of staff attendance at safeguarding and child protection training.
- The Designated Safeguarding Lead will always be available during term time (only school hours) to discuss any safeguarding concerns. Appropriate cover must also be available to cover out of hours/out of term time activities.

#### **4.5 All Staff:**

All members of staff have a responsibility to recognize children who may benefit from early help, who are suffering, or are likely to suffer, significant harm or who express extremist ideologies and are, hence, vulnerable to radicalization. The concerned staff should take

proper action by working closely with other services if required. All members of staff must read at least part one of the DfE guidance document ‘Keeping Children Safe in Education’ 2019. They must be aware of the early help process, including liaising with the Designated Safeguarding Lead, sharing information and in some cases acting as the lead professional. All members of staff must receive appropriate safeguarding training during induction and be aware of Staff Code of Conduct, identity and role of the Designated Safeguarding Lead and how to report safeguarding concerns.

- any concern, regarding the behaviour of an adult, working at the School will be reported to the Principal of the school. If the concern is against the Principal, the report will be addressed to the Chief Executive of the Trust.
- All members of staff must promote fundamental British values, including democracy, the rule of law, individual liberty, freedom of speech, freedom of thought, freedom of association and mutual respect and tolerance of different faiths and beliefs.
- All members of staff must discuss any concern with the Designated Safeguarding Lead relating to possible indicators that a child may be vulnerable to Female Genital Mutilation.

## **5 Safeguarding Information**

### **5.1 For Parents:**

Safeguarding (Child Protection) Policy is available, to the parents, publicly via the School website. Parents must know the fact that referrals about suspected abuse or neglect and vulnerability to radicalisation and also the role of the School in this respect may be made. The School’s ethos and the Safeguarding (Child Protection) Policy must be supported by parents. It helps to promote Fundamental British Values and reject all forms of discrimination and extremism.

### **5.2 For pupils:**

The school will ensure that Pupils must be aware of the process and procedure leading to register a report. An environment has been set up in school wherein pupils will feel secure and are encouraged to talk to the concerned staff where they will be heard attentively.

We ensure that pupils must have knowledge about Safeguarding (Child Protection) Policy and DSL.

Our broad-based and balanced curriculum promotes the spiritual, moral, cultural, mental and physical development of our pupils. PSHE has been included in our curriculum which plays a vital role to create awareness about safety among pupils.

We ensure to develop and deliver a curriculum to safeguard children while surfing online, including information on the ways in which social media is used to radicalise young people. School must make arrangements for consulting and listening to pupils through the Pupil Council. Suggestion boxes are available to ensure that our pupils have safe spaces to discuss sensitive topics including terrorism and extremist ideologies.

## **6 Confidentiality**

The following points should be noted:

- In order to make safeguarding more efficient, it is very important to share information in a specific period of time.
- The Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- In a case of “Special category personal data” share, the DPA 2018 contains ‘safeguarding of children and individuals at risk’ as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- There is no false or fake agreement between the pupil and the staff. Staff should never promise a pupil that they will not tell anyone about a report of abuse, as this may not be in the best interest of the pupil.
- Fears, about sharing information, must not be allowed to stand in the way to stop the promotion of welfare, protection or the safety of the pupils.
- All members of staff must be aware about ‘The government’s information sharing advice for safeguarding practitioners’ including 7 ‘golden rules’ for sharing information, and will facilitate the concerned staff who got to make decisions about sharing information.
- In a case of any doubt, about sharing information, staff should speak to the designated safeguarding lead/s.

## **7 Recognising abuse**

The definition of abuse, “it is a form of mistreatment of a child”. A child can be abused by a number of factors such as family setting, institutional setting, community setting or others which are well known to them. They can be abused by an adult or adults or another child or children.

Abuse can take different shapes, such as physical, emotional, sexual, neglect or cyber. Early identification of abuse is very important as it saves a child from further harms. If the member of staff is unsure, he must always speak to the Designated Safeguarding Lead.

### **7.1 Physical abuse:**

It consists of hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating which is, otherwise involved in physical harm to a child. Fabricated symptoms of, or deliberately induces, illness in a child might be counted as physical abuse. It also includes injuries not consistent with the explanation given for them, or:

- injuries which occur to the body in places which are not normally exposed to falls or rough games,
- injuries which have not received medical attention,
- reluctance to change for, or participate in, games or swimming,
- bruises, bites, burns and fractures, for example, which do not have an accidental explanation,
- inconsistent accounts for the cause of injuries.

### **7.2 Emotional abuse:**

Child’s emotional development is very important which can be damaged by emotional abuse that may involve conveying a message to a child that he is worthless, unloved, inadequate or valued only as far as he meets the needs of another person. Child is not given opportunities to express his views, deliberately silencing him or ‘making fun’ of what he says or how he communicates. All these factors may involve in emotional abuse in one way or the other.

Emotion abuse cause adverse effects on child’s developmental capabilities such as limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

### **7.2.1 Signs of emotional abuse:**

Aggression

Anxiety

Depression

Change in mood or behavior

Lack of concentration

Obsessions or phobias

Sleep or speech disorders

Negative thoughts about self

Running away from others

Shyness

Stealing

Lying

### **7.3 Sexual abuse:**

Involves forcing or enticing a child or young person to indulge in sexual activities, not necessarily involving in a high level of violence, whether or not the child is aware of what is happening.

Physical contact activities can involve:

**7.3.1: Penetrative:** It involves oral sex or rape:

**7.3.2: Non Penetrative:** It involves children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave sexually in inappropriate ways, or grooming a child in preparation for abuse.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse. Possible signs of sexual abuse include:

- the child has an extreme preoccupation with sexual matters and inappropriate knowledge of adult sexual behaviour corresponding to his age, or regularly engages in sexual play inappropriate for his age,
  - sexual activity through words, play or drawing,
  - repeated urinary infections or unexplained stomach pains,
- the child is sexually provocative or seductive with adults,
- inappropriate bed-sharing arrangements at home,

- severe sleep disturbances with fears, phobias, vivid dreams or nightmares which sometimes have overt or veiled sexual connotations,
- eating disorders such as anorexia or bulimia.

#### **7.4 Neglect:**

It is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

*Once a child is born, neglect may involve a parent or carer failing to:*

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

##### **7.4.1 Signs of neglect:**

- dirty skin, body smells, unwashed, uncombed hair and untreated lice,
- clothing that is dirty, too big or small, or inappropriate for weather conditions,
- frequently left unsupervised or alone,
- frequent diarrhoea,
- frequent tiredness,
- untreated illnesses, infected cuts or physical complaints which the carer does not respond to,
- frequently hungry,
- overeating junk food.

## **8 Recognising extremism and radicalisation**

Schools must place a correct amount of weight on the need to prevent people from being drawn into terrorism when they believe they carry out their normal functions. Being drawn into terrorism includes both violent extremism and non-violent extremism, which can create an atmosphere favourable to terrorism and can popularise views which terrorists exploit. Section 26 of the Counter-Terrorism and Security Act 2015 places a duty on schools to have “due regard to the need to prevent people from being drawn into terrorism”.

The guidance is written with regard to the Home Office guidance “Channel: Protecting Vulnerable People from Being Drawn into Terrorism” (2015) and “Channel: Vulnerability Assessment Framework” (2012). This guidance provides examples of potential indicators for assessing an individual’s vulnerability to being drawn in terrorism. The examples are not exhaustive and vulnerability may manifest itself in other ways.

## **8.1 Engagement:**

Example;

Needs, susceptibilities, motivations and contextual influences that make individuals vulnerable to engagement with an extremist group, cause or ideology which include:

- feelings of grievance and injustice,
- feeling under threat,
- a desire for excitement and adventure,
- a need to dominate and control others,
- susceptibility to indoctrination,
- a desire for political or moral change,
- opportunistic involvement,
- family or friends’ involvement in extremism,
- being at a transitional time of life,
- being influenced or controlled by a group,
- relevant mental health issues.

### ***8.2.1: engaged with an extremist group:***

Example indicators that an individual is engaged with an extremist group, cause or ideology include:

- spending increasing time in the company of other suspected extremists,
- changing their style of dress or personal appearance to accord with the group,
- their day-to-day behaviour becoming increasingly centered around an extremist ideology, group or cause,
- loss of interest in other friends and activities not associated with the extremist ideology, group or cause,
- possession of material or symbols associated with an extremist cause (e.g. the swastika for far right groups),

- attempts to recruit others to the group/cause/ideology,
- communications with others that suggest identification with a group/cause/ideology.

### **8.3: May Cause Harm:**

#### **8.3.1 *Intent to cause harm:***

Intent factors illustrate the state of mind that is related with a readiness to use violence and address what and to what end the individual would do. They can include:

- over-identification with a group or ideology,
- ‘Them and Us’ thinking,
- dehumanisation of the enemy,
- attitudes that justify offending,
- harmful means to an end,
- harmful objectives. Example indicators that an individual has an intention to use violence or other illegal means include:
  - clearly identifying another group as threatening what they stand for and blaming that group for all social or political ills,
  - using insulting or derogatory names or labels for another group,
  - speaking about the imminence of harm from other group and the importance of action now,
  - expressing attitudes that justify offending on behalf of the group, cause or ideology,
  - condoning or supporting violence or harm towards others,
  - plotting or conspiring with others.

#### **8.3.2 *Capability to cause harm:***

Not all of those who have an aspiration to cause harm (on behalf of a group, cause or ideology) are capable of doing so, it involves a high level of successful personal capability, resources and networking. Example indicators that an individual is capable of directly or indirectly causing harm include:

- having any past history of violence,
- using any criminal networks (online- directly or indirectly) to support extremist goals,
- having skills, occupational (such as pharmacology or engineering) or technical (e.g. IT skills, knowledge of chemicals, military training or survival skills).that can enable acts of terrorism.

## **9 Guidance on types of specific types of abuse**

### **9.1 Child sexual exploitation:**

Child sexual exploitation (CSE) is a type of child sexual abuse. It takes place where an individual or group wants to take advantage of a power, force, influence or indulge a child or young person under the age of 18 into sexual activity. Child sexual exploitation does not always involve physical contact. It can also occur through the use of technology (DfE, 2017).

Child sexual exploitation is never the victim's fault. All children and young people under the age of 18 have a right to be protected and should be sheltered from harm.

#### ***9.1.1 signs of child exploitation:***

- luxurious life style (acquisition of money, clothes, mobile phones etc.) without plausible explanation
  - Association with gang/s
- social isolation
- absentee from school/ exclusion
- leaving home/care without explanation
- excessive use of phone / multiple callers
- returning home late / under the influence of drugs/alcohol
- inappropriate sexualised behaviour for age
- evidence of/suspicious of physical or sexual assault
- sexually transmitted infections
- relationship with controlling or significantly older individuals or groups
- concerning use of internet or other social media
- increasing secretiveness around behaviours
- self-harm or significant changes in emotional well-being.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

All responses will pay regard to the DfE advice 'Child sexual exploitation - Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation'.

## **9.2 Female genital mutilation:**

Female Genital Mutilation (FGM) is illegal in the UK and is a form of child abuse with long-lasting harmful consequences. It comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. The School is alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

### ***9.2.1 Signs of Female Genital Mutilation:***

- it may be possible that families will practise FGM in the UK when a female family elder is around, particularly, when she is visiting from a country of origin,
- a professional may hear reference to FGM in conversation, for example a girl may tell other children about it,
- a girl may reveal that she is to have a ‘special procedure’ or to attend a special occasion to ‘become a woman,’
- a girl may ask for help from a teacher or another adult if she is aware or suspects that she is at immediate risk,
- parents looking to withdraw their children from learning about FGM.

There are a number of *indications* that a girl or woman has already been subjected to FGM:

- a girl or woman may look uncomfortable or have difficulty in walking, sitting or standing,
- a girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating,
- a girl or woman may have frequent urinary, menstrual or stomach problems,
- a girl may talk about pain or discomfort between her legs,
- a girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems,
- a prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl’s return,
- a girl or woman may be particularly reluctant to undergo normal medical examinations,
- a girl or woman may ask for help but may not reveal the problem due to embarrassment or fear.

Immediate action will be taken, by member of the concerned staff, in a case of any concern according to safeguarding procedures. Children’s social care, police and Local Authority will be involved.

In line with Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), the School and its staff will fulfill the statutory duty to report to the police if they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18.

Appropriate action, recording, referring and support will be put in place in line with the usual safeguarding procedures.

### **9.3 Forced marriage:**

Forced marriage is a crime in England and Wales which is “Forcing a person into marriage” When one or both parties are not fulfilling their obligations in accordance with their free consent or well and when violence, threats or any other form of coercion is used to cause a person to enter into a marriage, it is called a Forced Marriage. Threats can be physical, emotional or psychological. A lack of full and free consent can be where a person does not consent or where he/she cannot consent (if they have learning disabilities, for example). On the other hand, some communities use religion and culture as a way to force a person into marriage.

Immediate action will be taken, by member of staff, and the reported forced marriage will be dealt without delay. Upon discovering and reporting a forced marriage, school staff should not liaise with the child’s family, unless this has been agreed following the risk assessment from social care/police. While registering a complaint, the school staff must report, any siblings, they are aware of within the household too, this includes males. Siblings may also be at potential risk.

Possible **indicators** that a pupil may be at risk of forced marriage include:

- a child may appear depressed and with low self-esteem,
- a child may have mental health disorders and lack of concentration,
- sometimes a child may start taking drugs or alcohol,
- a child may present with a rapid decline in his performance, behaviour, engagement, aspirations or motivation,
- a child may discuss and express his/her feelings about family members (such as mum dad),
- the child may have fears that he/she will be taken out of education and kept abroad,
  - a child running away from home,
  - not providing good home education,
- no time allowed for extra-curricular activities,

- Close watch of the child by siblings or cousins,
- family history of older siblings leaving education early and marrying early,
- reports of any Domestic Abuse, harassment or breaches of the peace at home,
- reports by the child of rape or kidnap,
- reports by the child of threats to kill, attempts to kill or harm by the perpetrator.

Appropriate action, recording, referring and support will be taken in line with the usual safeguarding procedures.

#### **9.4 Peer on peer abuse:**

Children may be harmed by other children or young people. School's anti bullying procedure will be used if necessary and all members of staff will be aware of the harm caused by bullying. In some incidents wherein a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Peer on peer abuse may involve:

- ❖ bullying,
- ❖ sexual bullying at school,
- ❖ cyber bullying,
- ❖ being forced to send sexual images,
- ❖ physical and sexual assaults and aggression,
- ❖ child sexual exploitation and teenage relationship abuse,
- ❖ Involvement of gang, status, drugs or money.

Serious action will be taken by The School regarding peer on peer and all staff understands that Safeguarding procedures must be followed in order to deal incidents of peer on peer abuse.

#### ***In dealing with peer on peer abuse, the School recognises:***

- That children, abused previously or can be exploited, can also be prepared to abuse their peers. They require a much more holistic approach to safeguarding,
- that peer on peer abuse can be encouraged in an environment in which young people spend their time (e.g. exposure to harmful social norms related to gender, exposure to violence on the streets, relationships and consent),
- that as far as peer on peer abuse is concerned, some young people might experience that their peers have more power over the young person whom they intend to harm.

Decision of the alleged perpetrators must be based on the risk they pose to other children. The decision must also state as to what can be done to counter such threats! Assessment of an alleged perpetrator's needs will include by consideration:

- the abusive behaviours (with regard to its nature, extent and context),
- the young person and his family's development and social circumstances,
- whether or not the young person appears to pose a continuing risk, and if so –
- who is at risk, or likely to be, from him/her and what is the nature and degree of the risk?
- the young person's need for services, both those related to his/her harmful behaviour or other significant needs,
- whether or not the action is to be taken within the criminal justice system!

Appropriate action, recording, referring and support will be taken in line with the usual safeguarding procedures.

## **9.5 Sexting:**

Sexting does not have any clear definition but, the school follows the UK Council for Child Internet Safety definition and advice for dealing with 'youth produced sexual imagery' as set out in 'Sexting in Schools and Colleges, Responding to Incidents and Safeguarding Young People.

Youth producing sexual imagery includes incidents where:

- a person under the age of 18 produces and shares sexual imagery of himself/herself with a peer under the age of 18,
- a person under the age of 18 shares sexual imagery which is produced by another person under the age of 18 with a peer under the age of 18 or an adult,
- a person under the age of 18 is in possession of sexual imagery, produced by another person, under the age of 18.

### **9.5.1 However:**

Youth produced sexual imagery does not include:

the sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and schools should always inform the police. The young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

### **9.5.2 Your responsibilities when responding to an incident:**

Members of staff should take immediate action and report to DSL instantaneously if they found any incident of sexting (also known as 'youth produced sexual imagery').

***You must not:***

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery accidentally, you must report this to the DSL,
- Delete the imagery or ask the pupil to delete it,
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility),
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers,
- Say or do anything to blame or humiliate any young people involved.

You should explain that you need to report the incident and reassure the pupil(s) that they will receive support and help from the DSL.

**9.5.3 Initial review meeting:**

Following a report of an incident, the DSL will hold an initial review meeting with the concerned school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s),
- If a referral needs to be made to the police and/or children's social care,
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed),
- What further information is required to decide a best response,
- Whether the imagery has been widely shared! what media, services and/or platforms were used! (this may be unknown),
- Whether immediate action should be taken to delete or remove images from devices or online services,
- Any relevant facts, about the pupils involved, would influence risk assessment,
- If there is need to contact another school, college, setting or individual,
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved).

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult,
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about his capacity to consent (for example owing to special educational needs),
- What the DSL knows about the imagery whether or not the contents depict sexual acts which are unusual for the young person's developmental stage or are violent,
- The imagery involves sexual acts and whether any of the pupils, in the imagery, is under 13,
- The DSL has reason to believe that a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming).

If none of the above applies, then the DSL, in consultation with the Head Teacher and other members of the concerned staff, may decide to respond to the incident without involving the police or children's social care.

#### **9.5.4 Further review by the DSL:**

If at the initial review stage a decision has been made of not referring the incident to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If, at any point in the process, there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

#### **9.5.5 Informing parents:**

The DSL will inform parents at an early stage and keep them involved in the process unless there is a good reason to believe that involving them would put the pupil at risk of harm.

#### **9.5.6 Referring to the police:**

If it is necessary to refer an incident to the police, this will be done by the DSL calling 101 or 999, depending on the severity of the incident.

#### **9.5.7 Recording incidents:**

All sexting incidents and the decisions made will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

#### **9.5.8 Curriculum coverage:**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programs. Teaching covers the following in relation to sexting:

- What is it?
- How is it most likely to be encountered?
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive,
- Issues of legality,
- The risk of damage done to people's feelings and reputation.

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images,
- The receipt of such images.

The sexting policy is also shared with pupils so that they are aware of the processes the school will follow in the event of an incident.

#### **9.6 sexual violence and sexual harassment between children in schools and colleges:**

Sexual violence and sexual harassment can occur between two children of any age or gender. It may occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Victims of sexual violence and sexual harassment will likely find the experience stressful and worrying. It will carry an overall effect on their academic career. Sexual violence and sexual harassment can happen either physically, verbally, online or off line which is never acceptable. It is essential that all victims are considered seriously and offered with an appropriate support. It is essential that victims are protected, offered appropriate support and every effort is made to make sure their education is not affected. Pupils and staff members should be supportive and protective. All members of the staff should be aware that in any circumstances sexual violence and sexual harassment is not acceptable, it will never be tolerated and is not expected as part of growing up. It is important that all victims are made sure that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the sense of humiliation while reporting sexual violence or sexual harassment. In some cases, if a victim is unable to make a report directly, his friend might speak to a member of staff and report it.

Action will be taken in accordance with the Safeguarding (Child Protection) Policy. Staff should speak to the Designated Safeguarding Lead. Sexual violence or sexual harassment, wherein pupils involved from the same school, allegedly taken place away from the school

premises or online because the children might attend two or more different schools, the safeguarding principles of the MIGS and to safeguard and promote the welfare of pupils, remain the same. In such circumstances, sharing appropriate information with agency will be very important (Sexual violence and sexual harassment between children in schools and colleges, DfE, 2019).

The use of technology has become a significant component of many safeguarding issues. An invaluable approach, to online safety, empowers a school to protect and educate the whole school or community by using technology and established mechanisms to identify, intervene and escalate any incident where appropriate.

A useful approach to online safety empowers a school to protect and educate the whole school or community.

### **9.7 Faith abuse:**

Faith abuse is a kind of abuse of a child, related to faith or belief. It is not about challenging people's beliefs but such beliefs lead to abuse which shall never be tolerated. This includes:

- belief in concepts of witchcraft and spirit possession, demons or the devil acting through children or leading them astray (Christians Believe),
- the evil eye or djinns (Muslims Believe),
- dakini (Hindus Believe),
- ritual or multi murders where the killing of children is believed to bring supernatural benefits or the use of their body parts is believed to produce potent magical remedies and use of belief in magic or witchcraft to create fear in children to make them more compliant when they are being trafficked for domestic slavery or sexual exploitation.

This is not comprehensive list and there will be other examples wherein children might be harmed by the thoughts that their actions might have brought in bad fortune, such as telephoning a wrong number which is believed by some to allow malevolent spirits to enter the home.

### **9.8 Fabricated illness:**

Fabricated or induced illness (FII) is a form of child abuse. It normally takes place when a parent or carer, intentionally causes symptoms of illness in the child. FII is also known as "Munchausen's syndrome by proxy".

FII covers a wide range of symptoms and behaviours involving parents seeking healthcare for a child.

Behaviours in FII include a parent or other carer who:

- convinces healthcare professionals that their child is ill where as he is perfectly healthy;
- Tells / shows the fake symptoms of illness in his/her child,
- manipulates test results to suggest the presence of illness,
- intentionally induces symptoms of illness.

### **9.9 Child criminal exploitation: serious violence/county lines:**

- Criminal exploitation of children is a typical feature of serious violence and county lines criminal activity such as involvement in drug networks, gangs groom, exploit children, young people to carry drugs/money from urban areas to suburban/rural areas, markets or seaside towns. Key to identifying potential involvement in serious violence/county lines are:
  - more absentees from school,
  - friendships or relationships with older individuals or groups,
  - significant decline in performance,
  - signs of self-harm or significant change in wellbeing,
  - signs of assault or unexplained injuries.
- Unexplained gifts or new possessions are also indicators of children being involved with individuals associated with criminal networks or gangs.

County Lines is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious factor. This imbalance of power can also be due to a number of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources (Keeping Children Safe in Education, DfE 2019).

### **9.10 So-called ‘honour-based’ violence:**

Pupils commit crime in order to protect or defend the honour of the family or that of their community. It is called So-called ‘honour-based’ violence (HBV). It may involve female genital mutilation (FGM), forced marriage or 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. If staff have a concern regarding

a child that might be at risk of HBV, they should follow local safeguarding procedures, liaison with police and children's social care (Keeping Children Safe in Education, DfE, 2019).

### **9.11 Children with special educational needs and disabilities:**

Children with special educational needs (SEN) and disabilities may face more safeguarding challenges. These can include:

- Assumptions that indicate a possible abuse such as behaviour, mood or injury related to the child's disability without further exploration,
- Being more false statement to peer group isolation than other children,
- Children with SEN and disabilities are being impacted by behaviours such as bullying, without showing any signs outwardly,
- Communication barriers and difficulties in overcoming these barriers.

The school should consider extra pastoral support for children with SEN and disabilities.

In a case of applying disciplinary action such as restraint or isolation in response to incidents involving children with SEN and disabilities, schools should consider the risks carefully, taking into account the additional vulnerability of the group. However, to safeguard a pupil and others, it may be necessary to use restraint.

By planning positive and proactive behaviour support, schools can reduce the occurrence of risky behaviour and the need to use restraint (Keeping Children Safe in Education, DfE, 2019).

### **9.12 Children going missing from education:**

A child going missing from education is a sign of abuse or neglect. The School will make sure to take immediate action as to why the child/ children is/are missing from education, particularly on repeated occasions. The school will rigorously implement its relevant policy to identify the risk of abuse and neglect and help prevent the risks of their going missing in the future. The particulars of the children, who are failing to attend school regularly, will be sent to the Local Authority. The School will inform the Local Authority of any pupils who are failing to attend school regularly. The School will inform the Local Authority of the pupil's destination, school and home address. The School will inform the Local Authority of any pupil who fails to attend school, at such intervals as are agreed between the School and the Local Authority (or in default of such agreement, at intervals determined by the Secretary

of State). The School will work, along with the Local Authority, to make reasonable enquiries about a pupil's whereabouts where there is a continuous absence after a grant of leave. In a case of registering new pupils the school should inform local authority within five days, including the pupil's address and his previous school.

### **9.13 Emergency contacts for children:**

The school will keep, if possible, more than one emergency contact numbers of its pupils. This will go beyond the minimum legal requirements and is good practice to provide the school with additional options to make contact with a responsible adult when a child goes missing from education. It is also identified as a welfare and safeguarding concern (Keeping Children Safe in Education, DfE, 2019).

## **10 Dealing with safeguarding concerns and incidents**

### **10.1 Responding to a disclosure:**

The member of staff should listen carefully and take serious if a child reports that he is being abused. The concerned member of the staff will ensure that an appropriate action will be taken to keep him safe. The member of staff is not allowed to keep the information secret. Child who is reporting must be told that the member must pass the information on but he should tell it at the very end of the conversation. During their conversations with the pupils, staff will:

- listen carefully and allow them to speak freely,
- show supportive attitude and positive behavior,
- appreciate the pupil to reveal his concern specially related to sexuality.

Investigation questions should not be asked under any circumstances. However, it is the duty of member of the concerned staff to tell pupils that the information will be shared and the pupil will be presented to DSL if possible. However, never force the pupil to do so. On the other hand, member of the concerned staff can explain to DSL the circumstances whereby the pupil has under gone. Following the conversation, the staff will report the disclosure, as outlined in Section Reporting safeguarding concerns taking precaution to report, to the Designated Safeguarding Lead even though the pupil has granted permission to do so. Staff should provide support to the pupil if he feels distressed.

## **10.2 Responding to a concern that a child is at risk:**

Staff can suspect that a pupil is at risk if he carries high absentees. However, there are a number of factors involved such as a pet has died, family member is ill, a parent has moved out. It is fine for staff to ask the pupil if he is OK or if they can help him in any way.

### ***10.2.1 Behavioural Changes:***

Following changes may observe in pupil's behaviour:

- lack of concentration,
- Lazy Behaviour,
- Start writing poetry or stories which reflect pain and distress.

In these situations, the member of staff will offer an opportunity to pupil to talk, support him by making sure that the pupil believes in you. Staff should report their concerns, as outlined in Section Reporting safeguarding concerns, to and contact DSL.

## **10.3 Reporting safeguarding concerns:**

All members of staff make sure that all concerns (suspicions or disclosures) must be recorded as quickly as possible by using the school safeguarding procedures. Recording procedures will be fully explained to all members of staff (temporary, supply, volunteers) to make sure concerns are reported appropriately/promptly in line with the Safeguarding procedures. For supply staff, volunteers or visitors to school, the School's Safeguarding Concern Form (see Appendix 4) should be used to report concerns.

### ***10.3.1 Report:***

The members of staff should report without any delay if:

- There is a doubt that a pupil is physically injured, marked, or bruised in a way which is not readily attributable to the normal knocks or unusual scrapes received during play,
- Any change in behaviours which give rise to suspicions that a pupil can sustain harm,
- any concern that a pupil is presenting signs or symptoms of abuse or neglect,
- any given explanation that leads toward any suspicious conditions,
- any sign of poor care, ill treatment or emotional maltreatment that a pupil might be suffering from,
- any clue or disclosure of abuse or neglect received from the pupil or from any other person (family member like sibling, adult outside the family, other child/children or young people),

- any decline in attendance,
- any sign of extremist ideologies that advocate vulnerability to radicalization,
- any concerns regarding person(s) who may pose a risk to the pupils (e.g. staff in school or a person living in a house with children) including unsuitable behaviour e.g. harsh and inappropriate sexual comments, giving stress or inappropriate sharing of images (may be not appropriate to age),
- any findings that FGM appears to have been done on a girl under 18 years or is about to be done.

### **10.3.2 No Disclosure has been made:**

Where no disclosure has been made by a pupil but a member of the staff has concerns, regarding the welfare or well-being of a pupil, staff should raise a concern and discuss to DSL. Supply staff, temporary staff or volunteers to the school should make a written account of such concerns using Part 1 of the Safeguarding Concern Form (and Part 3 if applicable).

### **10.3.3 Disclosure has been made:**

Where there a disclosure has been made, the school safeguarding procedures must be followed. Write down the accurate record, by using the pupil's own words, and put it on the safeguarding management system. Part 1 and Part 2 of the Safeguarding Concern Form (and Part 3 if applicable) will be completed by supply staff, temporary staff and volunteers in this case of disclosure. Professional views can be articulated, when logging a concern however it should be facilitated by stating the facts with observation upon which the opinion is made. All written notes must be differentiated clearly between truth, advice, interpretation, observation and allegation.

The members of staff should upload all written concerns on the online system, as early as, possible within 24 hours. In the case of supply staff, volunteers and visitors to the school, written forms should be passed to the Designated Safeguarding Lead, as soon as possible, within 24hrs. In the absence of the DSL, the concerns should be passed on to the Deputy Designated Safeguarding.

The hand-written notes, which are written straight away after the occurrence of the event/s, may be used as evidence in the courts in the future. All notes are to be kept securely, attached to the Safeguarding Concern Form. Written notes should be kept in the pupil safeguarding file or uploaded on to the system. All written record must be dated and signed with the name of the signatory clearly printed. If there is an emergency, the concerns can be referred directly, in the absence of the DSL, to the Deputy DSL, Head Teacher, the Head of Trustee

or the Head of Governors. They may share information directly with police, Local Authority or Children's Social Care. The direct report is the only way to ensure the safety of the pupil.

#### **10.4 Responding to safeguarding concerns:**

While dealing with a case, the Designated Safeguarding Lead must make sure that he/she knows exactly what action ought to be taken! If the case is not referred to him/her, what sources and access are available to resort to! The DSL will make a referral to Children's Social Care if it is believed that a child is suffering or is at risk of suffering from significant harm. The DSL will inform the parents of the referral which is being made, failing to which would raise the risk to the child.

In order to consider the decision whether or not the case should be referred to Children's Social Care; DSL and Deputy DSL are required to consider:

- Is the child in need of assessment under section 17 (s.17 (10)) of the Children Act 1989?  
A child is 'in need' if:
- he is unlikely to achieve or maintain, or to have the opportunity to achieve or maintain, a reasonable standard of health or development, without the provision of services by a local authority.

The Designated Safeguarding Lead will consider the process for the early help assessment and the required level of early help/services will have to be provided.

Once a referral has been completed, Children's Social Care should respond, within one working day, what further action they have decided to take. This may include further assessment of the child either through an early help assessment or through a Child In Need Assessment (section 17 Children Act 1989) or a Child Protection Enquiry (section 47 Children Act 1989). The School will participate in Strategy Discussions and Child Protection Conferences as required..

In a case of extremism/ terrorism, referrals will quickly be made to Children's Social Care. Police and Channel Co-coordinator will fully be involved in the safeguarding arrangements if necessary. Consultation will be made with the LADO and other supportive services will also be engaged.

#### **11 Record keeping**

School will compile a record of the affected child as soon as the School acknowledges any child protection concerns.

### **11.1 Safeguarding Management System:**

- In a case of any concern/s about the welfare or well-being of a pupil, it should be recorded on the safeguarding management system.
- If a direct disclosure is made by a child, it should be recorded on the safeguarding management system.

### **11.2 Supply Staff, Volunteers and visitors to the school**

In a case of any concern/s about the welfare or well-being of a pupil or if a disclosure is directly made by a child, the supply staff, volunteers and visitors to the school will use **Appendix 4 Part 1 (and 3 if applicable)**),

- If any information regarding a concern is given by the previous school of the child,
- In a case of involvement of other parties such as police, social care etc.

### **11.3 Child's Protection File**

The Front page of the file (see Appendix 5) records;

- Full name of the child,
- \*The child date of birth,
- \*The child address,
- The child's family information.

In a case of more than one file of a child, each file will be numbered and dated. Removal of any information from child's protection file must be notified in written (when it was removed and who removed it) (see Appendix 6) under intimation to the DSL as soon as possible.

Child's file should be treated as *sensitive matter* and must be *kept separately* from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Members of staff should be aware about this.

The child's protection file will be accessed only via the Designated Safeguarding Lead.

Electronic data (information) will be password protected and must not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. Use CD or USB if it is required to store information on portable media and these objects will be kept in a safe place.

The child's file information might be shared with relevant people, if necessary. However, the file must be handled in line with the principles maintained in the Data Protection Act 1998.

## **12 Record Transfer**

It is essential that the information of relevant child protection is forwarded by the establishment, with no delay, to the new/receiving establishment if the child is leaving. Record of 'Child protection File Transfer' should be completed and attached to the child protection file.

**(See Appendix 8)**

DSL and/or principal should be involved in sharing of information from both establishments (receiving and former). It is important to provide the relevant information as required. Avoid providing of unnecessary information. In a case of Home Education, where the receiving school's identity is not known, the Designated Safeguarding Lead of the previous school should contact Children's Social Care for advice.

## **13 Retention of child protection files**

School must keep the records (securely) until the subject's 25th birthday, after which they should be shredded (Child Protection records relating to Children's Social Care involvement will be retained for much longer by the Local Authority in any event).

The information can be kept as hard copies or as an electronic version (keep in an Excel spreadsheet or other database format) but must be saved.

## **14 Access to child protection files**

A child of age 12 or older has the right to access his personal record under the Data Protection Act.

Parents (with parental responsibility in law) can have right to access on behalf of their child if they are unable to act on their own behalf or give their permission (request must be made in writing under the Data Protection Act).

However in some cases, such as an on-going criminal investigation or information may lead to cause harm to the physical or mental health of the pupils, the right of subject access might be refused. The DSL or Head Teacher should contact children's social care or LA.

If the child, involved in a serious crime (like big damage to other pupil/s involve or suspected to involve in extremism), wants access to the information on file, it should be on a need-to-know basis among the staff. It is not necessary that every member of staff needs to know the details of a case. The confidentiality of the child and family should be respected however the welfare of the child is of greatest value.

There is a cost for the provision of the record by the Data Protection Act and it depends on the number of pages provided. It is 2p per page.

In a case of member of staff wants to share any information, he should contact the DSL and the DSL should contact Local Authority. Child protection file information can only be shared to Law Enforcing agencies, like police, that seek advice from LA / Children's Social Care.

## **15 Allegations of abuse made against staff**

Section 15 of this policy applies to the current member of staff or volunteers wherein they are alleged that they, (current member of staff, volunteer or governors)

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

The Head Teacher, rather than the Designated Safeguarding Lead, will handle such allegations as Case Manager, unless the allegation is against the Head Teacher. The Chief Executive of the Trust, or an appropriate person nominated by the Chief Executive of the Trust, will act as Case Manager and handle the case alleged against the Head Teacher.

It applies regardless of whether or not the alleged abuse has taken place in the school.

Allegations against a former teacher, who is no longer among the teaching staff and found involved in allegations of abuse in past, will be referred to the police.

The allegation of abuse against the member of staff or volunteer will be dealt with instantly, fairly and consistently which will provide protection to valuable pupils.

### **15.1 Suspension:**

Suspension is not mandatory nor is it adopted automatically. However, in some cases, staff may be suspended where it is deemed to be, possibly, the best way to ensure that children are protected.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned,
- Providing an assistant to be present when the individual has contact with children,

- Redeploying the individual to alternative work in the school so that he/she may not have unsupervised access to children,
- Moving the child or children to classes such a way as they will not come into contact with the individual, making it clear that this is not a punishment and parents will be consulted,
- Temporarily redeploying the individual to another role in a different location, for example other work for the school.

### 15.2 Definitions for outcomes of allegation investigations:

**Substantiated:** there is sufficient evidence to prove the allegation.

**Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive.

**False:** there is sufficient evidence to disprove the allegation.

**Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation.  
(This does not imply guilt or innocence)

**Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made.

### 15.3 Procedure for dealing with allegations:

The 'Case Manager' will take responsibility to deal the case in the event of an allegation that meets the above mentioned criteria. The Case Manager will take the following steps:

- The Case Manager will immediately discuss the allegation with the Local Authority Designated Officer (LADO). This is to consider the nature, content and context of the allegation. It will have to determine a course of action, including whether further enquiries are necessary to arrive at a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, accordingly, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the Case Manager will notify the designated officer as soon as practicably possible after contacting the police)
- The accused should be informed of the concerns or allegations and the likely course of action as soon as possible after speaking to the LADO (and the police or children's

social care services, if required). In a case of involvement of the police and/or children's social care services, the individual will be given only information by Case Manager as has been agreed with those agencies

- The Case Manager can seek advice from LADO, police and /or children's social services whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place.
- in the circumstances described above, consider carefully whether appropriate advice will be sought from the designated officer, police and/or children's social care services.
- **If immediate suspension is necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school along with the details.
- **If it is decided that no further action is to be taken** regarding the subject of the allegation or concern. The decision and the justification will be recorded. It will be mutually agreed, with the designated officer, as to what information should be put in writing to the individual and by whom it will be dealt with. It will also be decided as what action should be taken in respect of the individual and the one who made the initial allegation.
- **If it is decided that further action is needed**, steps will be taken, as agreed with the designated officer, to initiate the appropriate action in school and/or liaise with the police and/or children's social care services. Provide effective support to the individual facing the allegation or concern, including appointing a named representative to keep him informed of the progress of the case and suggest what other support is appropriate for him.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The Case Manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (if applicable) while investigations are still on. Any parent or

carer who wishes to have the confidentiality restrictions removed, in respect of a teacher, will be advised to seek legal advice.

- Keep the parents or carers of the child/children involved informed of the progress of the case and its outcome. If there is not a criminal prosecution, including the outcome of any disciplinary prosecution, takes all parties in confidence.
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.
- We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made, as soon as reasonably possible and always, within 14 days of the allegations being made.
- If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately stop that individual from teaching and suspend him forthwith, depending upon the findings of the investigation made by the Teaching Regulation Agency.
- Where the police are involved, the Head Teacher (or the chair of the board of trustees) will ask the police, at the start of the investigation, to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **15.3.1 Timescales**

Any case, wherein it is clear that the allegation is unsubstantiated or malicious, will be resolved within 1 week.

If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days.

If a disciplinary hearing is required and which can be held without further investigation, we will hold this within 15 working days.

### **15.4 Specific actions:**

#### **15.4.1 Action following a criminal investigation or prosecution:**

The Case Manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is to be taken and, if so, how to proceed, while

taking into account the information provided by the police and/or children's social care services.

#### **15.4.2 Conclusion of a case where the allegation is substantiated:**

In case of allegation is proven, the individual is dismissed or the school ceases to use his/her services, or the individual resigns or otherwise ceases to provide his/her services, the Case Manager will discuss with the Local Authority designated officer whether to make a referral to the DBS for consideration or whether his/her inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the Case Manager and personnel Adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **15.4.3 Individuals returning to work after suspension:**

If it is decided, on the conclusion of a case that an individual who has been suspended can return to work, the Case Manager will consider the best option to facilitate this.

The Case Manager will also consider what steps should be taken to improve the individual's contact with the child or children who made the allegation, if they are still attending the school.

#### **15.4.4 Unsubstantiated or malicious allegations:**

If an allegation is known to be deliberately invented, or malicious, the Head Teacher, or other appropriate person in the case of an allegation against the Head Teacher, will consider whether any disciplinary action is required against the pupil(s) who made it, or whether the police should be asked what action, against the one who made the allegation, might be taken, even if he is not a pupil.

### **15.5 Confidentiality:**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The Case Manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared?
- How to manage speculation, leaks and gossip, or how to make parents/carers of child/children involved aware of their obligations with respect to confidentiality?
- What, if any, information can be reasonably given to the wider community to reduce speculation?
- How to manage press interest if, and when, it arises?

### **15.5 Record-keeping:**

The Case Manager will maintain clear records about any case where the allegation or concern meets the above criteria and keep them on the individual's confidential personal file for due period of time of the case. Such records will include:

- A clear and comprehensive summary of the allegation,
- Details of how the allegation was followed and resolved,
- Notes of any action taken and decisions arrived. (and justification for these as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personal file and a copy will be provided to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), up to the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation, whichever one is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personal file.

### **15.6 References:**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **15.7 Learning lessons:**

Afterwards, whether or not the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include considering:

- Issues arising from the decision to suspend the member of staff,
- The duration of the suspension,

- Whether or not the suspension was justified.
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual.

## **16. Mobile phones and cameras**

Under the Data Protection Act 2018 and the GDPR, for certain types of processing schools, parental permission is must to take photographs and use video recorders.

Parents will be asked to sign their consent on admission for photographs/video recordings to be taken in school and used for the purpose of promoting the school, internal documents, school websites, on school intranet site, social media sites and in media articles. Consent will be valid for all academic life. However, in a case of change of parental responsibility, additional consent form will be completed. Photographs, video recorders will not be shared with any other organization. If other organization requires a child photograph, an additional consent form will be filled.

The photographs of those children, whose child's protection file is at high risk, can push them toward more unsecure high risk. DSL will contact LODA in a case of adopted child. Staff and volunteers are allowed to bring their personal phones to school for their own use. They should keep them in their lockers or in cupboards during their contact time with pupils. They are not permitted to use their own mobiles phones or cameras to take or record images of pupils.

Pupils are not permitted to use their own mobile phones or cameras to take or record any images of children during session times. If pupils need to bring a mobile phone whilst travelling to and from school, they must hand it over to the school office by 08.40am and collect it at home time.

School camera is used for the official school trip. The Photographs will be printed or uploaded in the setting by staff and the images will be removed immediately once the official need is met. Special attention is required for the children who are in the background because children who are adopted carry child protection concerns while remaining in the background. Mobile phones and cameras are not allowed in all toilet areas and shower rooms.

## **17 Safer recruitment and DBS checks.**

### **17.1 What does Regulated activity mean?**

A person who will be:

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

### **17.2 Hire New Staff Member:**

To hire new staff member, we will:

- Have Proof of their identity,
- Carry out an enhanced Disclosure and Barring Service (DBS) check, (individual cannot start the work unless he possesses the DBS certificate)
- verify their mental and physical fitness to carry out their work responsibilities, (Medical Questionnaires: (see Safer Recruitment Policy for Detail))
- verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards,
- verify their professional qualifications,
- make sure they are not subject to a prohibition order,
- carry out further additional checks, as appropriate, of candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent,
- check that candidates, taking up a management position, are not subject to a prohibition from management (section 128) direction made by the secretary of state,
- make sure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personal file. This will include our evaluation of any risks and control measures put in place or any advice sought,
- request for written information about previous employment history and check that information is not contradictory or incomplete,

- seek references of all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

### **17.3 Existing staff:**

In a case of any concern/s on the subject of an existing member of staff's suitability to work with children, we will repeat the same procedure and relevant checks as if the individual is a new member of staff. In some circumstances we will also repeat the process and all relevant checks if an individual moves from a post.

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

We believe the individual has engaged in relevant conduct, or

The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009, or

The 'harm test' is satisfied in respect of the individual (i.e. he may harm a child or vulnerable adult or put them at risk of harm), and

The individual has been removed from job in regulated activity (paid or unpaid) or will be removed if he has not left.

### **17.4 Third-Party Staff and Agency:**

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

### **17.5 Contractors:**

We will ensure that any contractor, or any employee of the contractor, who is going to work at the school, has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activities.
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children.
- We will obtain the DBS check for self-employed contractors.
- We will not keep copies of such checks for longer than 6 months.

- Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.
- We will check the identity of all contractors, as well as their staff, on arrival at the school.
- For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.
- Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

#### **17.6 Volunteers:**

We will:

- ❖ Never leave an unchecked volunteer unsupervised or allow him to work in regulated activity,
- ❖ Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity,
- ❖ Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment,
- ❖ Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.
- ❖ Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

#### **17.7 Trainee/student teachers:**

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

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

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **17.8 Trustees / Governors:**

All trustees and governors will have an enhanced DBS check without barred list information.

They will have an enhanced DBS check with barred list information if working in regulated activity.

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

- A section 128 check (to check prohibition on participation in management under section 128 of the Education and Skills Act 2008),
- Identity,
- Right to work in the UK,
- Other checks deemed necessary if they have lived or worked outside the UK.

### **17.9 Staff working in alternative provision settings:**

Where we place a pupil with an alternative provision provider, we obtain written confirmation from the providers that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **17.10 Adults who supervise pupils on work experience:**

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

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

## **18: Induction:**

All new members of staff will complete an induction that consists of the School's Safeguarding (Child Protection) Policy and identification of their child protection training needs. New staff will be fully educated in order to promote the welfare of pupils.

The purpose of induction is to make sure that new staff are:

- To understand fully the school safeguarding policy and procedures, school system and structures in order to support the welfare and the wellbeing of pupils,
- To understand fully the Staff Code of Conduct,
- To understand fully the School's safeguarding response for children who go missing in education, (Keeping Children Safe in Education, DfE, 2019);
- Introduced to the DSL,
- made aware of the early help process,
- made aware of the process for making referrals.

All staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe in Education – Part 1', DfE 2019. All staff will sign to confirm they have received these documents and will work within. ( see Appendix 9).

## **19 Training**

### **19.1 Designated Safeguarding Leads and Deputies:**

Designated Safeguarding Leads and Deputies will take part in training every two years. It will help broaden their knowledge and skill on identifying abuse and also share it with the school staff.

### **19.2 All staff:**

It is compulsory for all staff to take part in training on safeguarding on a regular basis and the School will make sure that staff are aware of any safeguarding and child protection updates. All existing staff must be provided with training at least once a year, whereas all new staff members are given training during induction.

As part of the safeguarding training, staff and volunteers will be given a copy of the Safeguarding (Child Protection) Policy, Staff Code of Conduct and 'Keeping Children Safe

in Education – Part 1’, DfE 2019. All staff will sign to confirm they have received these documents and will work within. (See Appendix 9).

Supply staff and other visitors will be given the School’s Visitor Guide, which outlines core safeguarding measures.

### **19.3 Recruitment – interview panels:**

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

### **19.4 Staff who have contact with pupils and families:**

All staff, that has contact with pupils and families, will have supervisions which will provide them with support, coaching and training, promote the interests of the pupils and will be allowed for confidential discussions of sensitive issues.

## **20 Monitoring safeguarding arrangements**

A collaborative work between DSL and the Senior Leader will together inspect their safeguarding practice by completing a self-assessment of the safeguarding checklist (**as per Appendix 10**). A joint action plan will be compiled and, if required, will agree on regular review dates. Safeguarding data will be collected every half term, which will be used as a mechanism of reporting safeguarding strengths and weaknesses to the Governing Body.

## **21 Complaints and concerns about school safeguarding policies**

### **21.1 Complaints against staff:**

The complaints against staff will be initiated under child protection investigation. It will be dealt in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **21.2 Other complaints:**

Safeguarding-related complaints, filed other than staff, will be dealt as other type of complaints such as premises or pupils. The complaint will be dealt in an age-appropriate and child-friendly manner.

### **21.3 Whistle-blowing:**

If staff or volunteers raise concerns, they should be raised with the School's management team under the Whistle blowing Policy. If they are not satisfied and think that their genuine concerns are not being addressed appropriately, they can contact NSPCC

The NSPCC also provide an alternative route for reporting concerns. (email: help@nspcc.org.uk or helpline: 0800 028 0285)

### **22 Monitoring, evaluation and review**

The policy will be promoted and implemented throughout all school. The policy will be reviewed every year.

### **23 Related school policies**

The Safeguarding (Child Protection) Policy should be read in conjunction with the following policies:

- Attendance and Punctuality
- Anti-bullying
- Behaviour
- Complaints
- Off Site Visits
- Equal Opportunities
- ICT Acceptable Use
- Equalities
- Health and Safety
- First Aid SOP
- Homework policy
- PSHE
- Sex and Relationships Education
- Use of Reasonable Force
- Powers of Search
- Recruitment and Selection Policy
- SEN – Information, Policy and Guidance
- Social Media

- Staff Code of Conduct
- Whistleblowing
- Data Protection Policy

## **Appendix 1:**

The Designated Safeguarding Lead (DSL) must be a responsible member of the staff or from the school leadership team. He shoulders a legal responsibility for dealing with safeguarding issues, providing advice and support to staff, liaising with the Local Authority and working with a range of other agencies. DSL is responsible for the following jobs:

### **Manage referrals**

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the Local Authority as well as the children's social care as required,
- support staff who make referrals to Local Authority or the children's social care,
- refer cases to the Channel program where there is a doubt of radicalisation concern as required,
- support staff who make referrals to the Channel program,
- refer cases where a person is dismissed due to risk/harm to a child to the Disclosure and Barring Service as required,
- refer committed crimes/cases to the Police as required.

### **Work with others**

The Designated Safeguarding Lead is expected to:

- liaise with the Head Teacher to inform him/her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations,
- as required, liaise with the "Case Manager" (as per Part four) and the designated officer(s) at the Local Authority for child protection concerns in cases regarding a staff member,
- liaise with staff, IT Technicians, and SENCOs on matters of safety and safeguarding (including online and digital safety) and get to decide whether or not to make a referral by liaising with relevant agencies,
- act as a source of support, advice and expertise for all staff.

## **Training**

The Designated Safeguarding Leads (and any deputies) should undergo training to equip themselves with the knowledge and skills required to carry out their role effectively. This training should be updated at least every two years.

The Designated Safeguarding Leads should undertake Prevent awareness training.

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements,
- 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 or college's child protection policy and procedures, especially newly hired and part time staff,
- alert to the specific needs of children in need, those with special educational needs and young carers,
- keep detailed, accurate, secure written records of concerns and referrals,
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalization,
- understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college,
- recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online,
- obtain access to resources and attend any relevant or refresher training courses,

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

### **Raise Awareness**

The Designated Safeguarding Lead should:

- ensure the school's child protection policies are known, understood and used appropriately,
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly and collaborate with the governing bodies or proprietors in matters listed above,
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this is made known to them,
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

### **Child protection file**

If a child leaves the school or college, the staff must ensure the child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main file of the pupil, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure that key staffs, such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, know the whole process as required.

In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school or college before a child leaves. For example, information that would allow the new school or college to continue supporting victims of abuse and that support for the child is available as and when he/she arrives.

### **Availability**

During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns.

Generally speaking, the Designated Safeguarding Lead (or deputy) will, expectedly, be available in person. It is a matter related to each school/college to work out with the Designated Safeguarding Lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. . It is a matter related to each school/college and the Designated Safeguarding Lead to make adequate and appropriate cover arrangements for any out of hours/out of term activities.

## **Appendix 2: Designated LAC Teacher**

The designated teacher should:

- promote a culture of high expectations and aspirations as how to look after the special children and make sure the special pupils have a voice while setting their learning targets,
- be a source of advice for staff about differentiated teaching strategies, appropriate for individual children, and be beneficial in making full use of Assessment for Learning,
- make sure that looked after special children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home,
- have lead responsibility for the development and implementation of the child’s personal education plan (PEP) within the school.

## **Appendix 3: Safe working practices:**

### **All Staff**

#### **Behaviour**

All members of staff are expected to:

- encourage fundamental British Values i.e. freedom of religion & speech, democracy, tolerance, and equality,
- make sure that they set expectations of the highest standards related to behaviour and conduct within school,
- Make sure all challenging behaviour by pupil is believe to be as an inappropriate nature,
- set high expectations and challenging tasks for the pupils.

All members of staff are expected to avoid doing:

- discussion about personal relationships or pupils’ personal relationship,
- any conversation which humiliates the feelings of others,

- inappropriate remarks to, or about, a pupil.

All members of staff must acknowledge that under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship i.e. clearly shows that any sexual activity which goes under the context of Sexual Offences Act 2003 will be considered as unlawful.

### **Rewards and gifts**

All members of staff are expected to:

- make sure to distribute gift to only one pupil as part of reward system by following equality in all children,
- to follow fair and equality policy in selection process for gifts and rewards and it is an ideal to take a member of staff to carry on the process,
- make sure that gifts given or received in situations must be declared straight away.

### **Dress and appearance**

For staff dress and appearance is intended to strike a proportionate balance between self-expression and the need to maintain role-sensitive professional standards.

### ***Overriding Principles***

The following standards apply to all members of the staff working in our school:

- Staff should dress up with the professional image of a public sector service provider,
- Staff should dress up appropriately for their job,
- Staff should not wear anything which represents a risk to health and safety,
- Staff should not wear anything which is likely to bring the school into disrepute (i.e. potentially offensive badges, logos or motifs),
- Staff should maintain high standards of personal hygiene and grooming,
- Staff should ensure that clothing is clean and tidy,
- Generally, jeans, casual wear and revealing garments are not deemed appropriate for the workplace,
- Appropriate clothing should be worn when delivering physical education.

### **Photography, videos and other creative arts**

All members of staff must avoid:

- taking images of pupils by using their personal phones,

- taking images or making videos in case of child's unwillingness,
- to publish any photograph/s without parental consent,
- to take photograph/s in one to one situation.

All staff are expected to:

- make sure that the storage and distribution of images is agreed by senior leaders,
- make sure that that all images must be scrutinized for acceptability,
- avoid making images in one-to-one situations.

### **Physical contact**

All members of staff must avoid:

- touch a pupil in a way that could be misinterpreted,
- kiss a pupil and / or encourage pupil to kiss,
- tickling,
- un-necessary physical contact with pupils,
- using physical contact as reward,

Appropriate touches include:

- Handshakes,
- Shoulder hugs,
- Holding hands during playtimes.

### **Social Media**

*All members of staff should:*

- maintain professional boundaries with pupils, parents and carers even though pupils, parents or carers initiate electronic interaction,
- consider prior to posting items on social media whether the item would be said in public or shown in public or written for the public to be read. If there is some doubt, it should not be posted because you may never control the interpretation posted on the social media.

*All members of staff should not:*

- disclose confidential information about any pupils,
- engage in posts or activities which are detrimental to maintaining effective working relationships between individuals at the school,

- engage in activities which compromise, or might be seen to compromise, the professional standards of teaching or the professional standards applicable to support staff,
- share information with pupils or parents/carers, under any circumstances, that they would not willingly share in a school or school related setting or in the community,
- post comments which incite others to make discriminatory or other professionally unacceptable comments,
- Post school logos or similar images that may lead readers of posts etc. to believe the individual is speaking on behalf of the school.

### **Behaviour management and physical restraint**

It is the foremost responsibility of the staff to defuse the tension by de-escalating the situation first with a view to normalizing the environment. A physical intervention should only be used when other methods to manage the situation are exhausted. In extreme circumstances (e.g. possession of weapons) it will be necessary to inform the Police.

Examples of situations where members of staff may require physical restraint are when a pupil is: -

- attacking a member of staff or another pupil,
- fighting with another pupil,
- engaged in or is on the verge of committing deliberate damage or vandalism to property - causing or at risk of causing injury or damage by accident, rough play or by misuse of dangerous materials or objects,
- running in school in a way in which he/she might cause injury to him/herself or others - absconds from a class or tries to leave the school,
- behaving in a way that is seriously disrupting a lesson,

In cases when the school is aware that a pupil is likely to behave in a way that may require physical restraint, plans will be made which address:

- possible strategies for de-escalating the situation,
- ways of managing the pupil e.g. strategies, holds to be used,
- informing parents about specific action to be taken,
- briefing staff to ensure they are clear about strategies,
- ensuring additional support can be summoned if required.

## **Intimate care**

- All members of staff are responsible for the intimate care of the pupils. They must perform their duties in a professional manner at all times,
- There is need to treat all pupils on equal footing, irrespective of their age, gender, disability, religion or ethnicity or sexual orientation, when intimate care is given. The child's welfare and dignity is of paramount importance and his/her experience of intimate care should be a positive one,
- It is essential that every pupil is treated as an individual and that care is administered gently and sensibly. No child should be attended to in a way that causes distress or pain.

## **Toileting, Showering and Changing**

### **General Principles:**

Where possible, use designated single-gender changing rooms or areas. If this is not possible and boys and girls change together, think about using furniture or screens to provide separate areas.

- Mixed gender changing areas are less appropriate. As the time goes on, the children get older and attain maturity. Therefore, keeping in view the age factor, the staff must make arrangements for boys and girls to change separately.
- Schools need to treat all pupils fairly, dignity and respect their privacy.
- adequate and sensitive arrangements should be made possible for changing to fulfill the needs of pupils with disabilities and children from different religions, beliefs and cultural backgrounds or gender identity.
- Adults must always change or take shower privately, never in the same space as designated for children.
- separate suitable toilet and washing facilities for boys and girls, aging 8 years or over, should be provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time
- separate facilities are provided for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.

Staff should also consider the following:

- It is often possible to leave the door of designated changing rooms slightly open.

- If there is a need for an adult to enter the room, it is recommended he/she should alert pupils by announcing it to give pupils the opportunity to cover up.
- Where possible, female staff should supervise girls and male staff should supervise boys.
- All adults, particularly of the opposite gender, should avoid just standing in the changing room watching pupils, or repeatedly going in and out without any reason.
  - Establish a code of behaviour with pupils so they are clear about expectations about their conduct whilst they are unsupervised.
  - Pupils who express concern about the behaviour of a member of staff or other pupils, should be listened to, and appropriate enquiries should be conducted by the Head Teacher or Designated Safeguarding Lead.

### **Administration of medication**

Medicines will only be administered by members of staff who have been trained in the safe administration of medicines. This will usually be the Welfare Assistant, but in his/her absence, another appropriately trained member of staff may carry it out.

**Prescription medicines** will only be administered by the school where it would be detrimental to a child's health if the treatment were not done. Medicines should always be provided in the original container, as dispensed by a pharmacist, and include the prescriber's instructions for administration

In all cases it is necessary to check:

- Name of child
- Name of medicine
- Dosage • Written instructions provided by prescriber
- Expiry date

Where possible, the school will avoid administering **non-prescription medicine**. However, we may do so, if requested by the parent, and if it could facilitate the child while attending the school in order to carry on his/her learning.

Never force a pupil to take medicine if he/she refuses to do so - in such a case, parents should be informed immediately and emergency services will be called in, if required.

### **Transporting pupils in staff cars**

Travelling in staff cars should not be allowed. However, if there is no transport available, the staff can take pupils to home. The consent of the Senior Leader should be sought for this

mode of transport. Pupil can sit down at the back seat, must wear the seat belt. One additional adult should be present in the car and car must be business insured.

**Appendix 4: Safeguarding concern form:**

**Safeguarding Concern Form**

CONFIDENTIAL:

**PART 1: INTERNAL NOTIFICATION OF CHILD PROTECTION/WELFARE CONCERN TO THE DSL**

Pupil's at risk name	
Year	
D.O.B	
Address	
Date and time of safeguarding concern	
Date and time of safeguarding concern form completed	
What are the concern/s?	
<ul style="list-style-type: none"> <li>• What are you most concerned about? Such as abuse ( physical, emotional, sexual), neglect, terrorism, extremisms etc.</li> <li>• Have you had any previous concerns about this pupil? If so, what action was taken and when,?</li> <li>• If you have received a 'disclosure' from or about a child please complete Part 2 overleaf</li> </ul>	
Any injury/injuries of concern?	Yes / No
explain injury and complete 'Part 3:	
What action/s did you take?	
Signed	
Name	
Job title	
If you have received a 'disclosure' from or about a child please complete Part 2 overleaf	

**PART 2: RECORD OF 'DISCLOSURE' FROM / ABOUT A CHILD:**

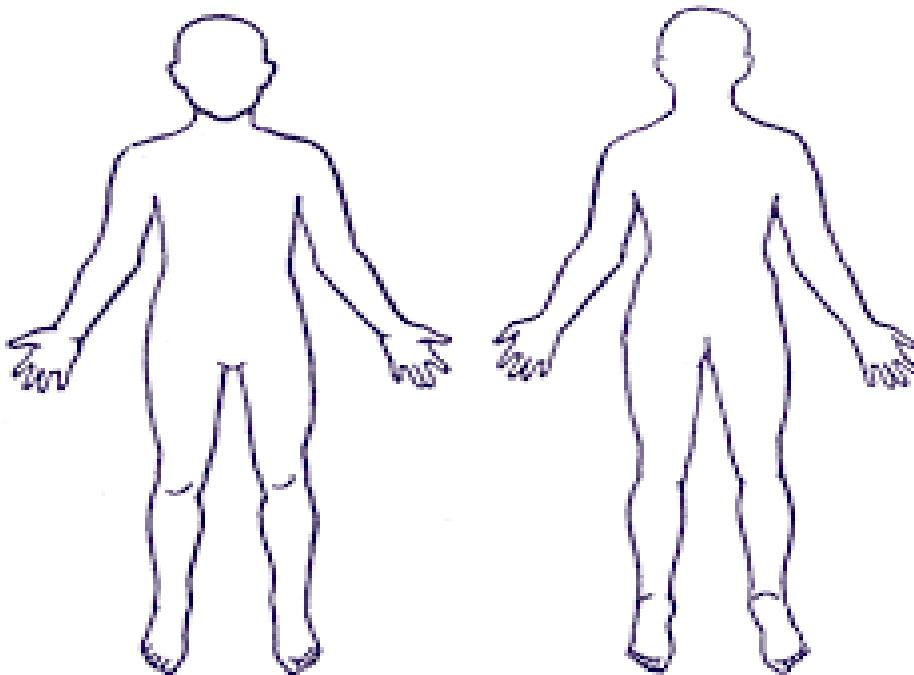
Name of individual	
Your position or relationship with individual	
Record the following factually:	
Who was involved?	
What happened?	
Where did it happen?	
When did it happen?	
Any witness, what happened?	
How and where is the individual now?	
An opinion where relevant (how and why might this have happened?)	
Any additional sheet/s used	Yes/No
Summary of information disclosed:	
<p>Note: Notes made at the time of incident, should be carefully attached as these can be required as supportive documents if the case goes to court.</p>	
Signed	
Name	
Position	
Time/Date	

### Part 3: Body Map

Record any physical injuries you have noticed on the body map. Place a mark where there the injury exists. Draw an outline by writing a text describing the nature of the injury.

Care should be given to state:

- Specific location,
- Description of the injury,
- Approximate size of the injury.



Signed	
Name	
Job title	
Time/Date	

**PART 4: ACTION TAKEN BY Designated Safeguarding Leaders**

Time and date information received by DSL and from whom	Time	
	Date	
	From	
Any advice sought by DSL (date, time, name, role (such as attendance Officer, SENDCo) and advice given).		
Action taken (referral to children’s social care/LA etc.) with reasons. Note time, date, names, who shared the information and when etc.		
Parents informed and reasons?	Yes / No	
Pupil Child Protection File created?	Yes / No	
Front Sheet populated?	Yes / No	
Signed by DSL		
Name		
Time/Date		

## Appendix 5: Child protection file – front sheet

### Child Protection File

#### Front Sheet

Individual name			
Date of birth			
Any other name by which child is known			
Home address		Current address (if different)	
Contact No.		Contact No.	
Family members i.e. parents / carers / siblings			
Name	Relationship	Address	School Details (in the case of siblings)
Date file started			
Are any other child protection files held in school relating to another child closely connected to this child?		Yes (circle) (please state which other child)  No (circle)	
Name and contact number of GP(if known):			
Name and contact number of case worker or other professional:			
Name	Agency	Address	

**Appendix 6: Removal of information record:**

Child Protection File

Removal of Information Record

Individual name	
Pupil information	
Date of birth	
Removal of Information	
Date documents or complete file removed	
Name and role of person removing documents or complete file	
Signature of person removing documents or complete file	
List documents removed (or complete file)	
Reason for removal	
Replacement of Information	
Date documents or complete file replaced:	
Were all documents replaced?	Yes / No
If all documents are NOT replaced, please record which documents have not yet been replaced, along with the location of such documents and reasons for such documents not having been replaced.	
Name and role of person replacing documents or complete file	
Signature of person replacing documents or complete file	

**Appendix 7: Child protection file – chronology of significant events:**

Child Protection File

Chronology of Significant Events

Individual name	
Date of birth	

Date of incident	Date info received/ recorded	Significant event	Source of information	Key issues discussed & actions agreed or taken in response	Parents informed Y/N and reasons	Recorded by (full name and job title)

**Appendix 8: Record of child protection file transfer:**

***Record of Child Protection File Transfer:***

**PART 1: TO BE COMPLETED BY SENDING/TRANSFERRING SCHOOL**

Name of individual	
D.O.B.	
Name of school sending child protection File	
Address of sending school	
Date file sent	
Name of Principal / Designated Safeguarding Lead	
Method of delivery	
Signature	

**PART 2: TO BE COMPLETED BY RECEIVING SCHOOL**

Name of school/college receiving file	
Address	
Date received	
Name of Principal/ Designated Safeguarding Lead receiving the file	
Was the file tampered with in transit?	
Signature	

## Appendix 9

### *Staff safeguarding declaration / Annual Safeguarding Declaration:*

1. I have received and read Part 1 of the DfE guidance ‘Keeping Children Safe in Education’, (DfE 2019).
2. I have received and read the School’s Safeguarding (Child Protection) Policy, including the appendices.
3. I have received and read the Staff Code of Conduct.
4. I have completed the School’s safeguarding training, including PREVENT training.
5. I understand that supplementary safeguarding guidance is available at [www.gov.uk](http://www.gov.uk)
6. I agree to adhere to the protocols set out in the School’s Safeguarding (Child Protection) Policy, the Staff Code of Conduct and the DfE guidance ‘Keeping Children Safe in Education’, (DfE 2019).

Note: MIGS takes its responsibility to safeguard children very seriously. Appropriate and proportionate action will be taken if any concerns, contrary to the conduct of the Safeguarding (Child Protection) Policy, brought to our notice.

Print name: .....

Sign: .....

Date: .....