



Cyprus Educational Mission Safeguarding

This guidance has been produced to assist Schools to write their own specific child protection policy and to take forward and adopt the best practice guidance procedures within the school setting.

Best Practice Guidance - Child Protection Policy for School

Logo of the school

Name of the School

Safeguarding and Child Protection Policy

Key document details

Author:

Date: June 2021

Ratified:

Approver:

Next Review:

CONTACTS WITHIN THE SCHOOL

Designated Safeguarding Lead (DSL)

Name:

Contact Number:

Deputy Designated Safeguarding Lead (DDSL)

Name:

Contact Number:

School Committee

Name:

Contact Number:

CONTACTS WITHIN THE LOCAL AUTHORITY

REFERRAL TO CHILDREN’S SERVICES AT (add your Local Authority)

Where schools have URGENT and IMMEDIATE concerns for the safety and welfare of a child or young person during office hours telephone:

To make URGENT referrals OUT OF OFFICE HOURS (EDT) telephone

Local Authority Designated Officer (LADO)

Name:

Telephone Number:

Email Address:

Κυπριακή Εκπαιδευτική Αποστολή (ΚΕΑ)

Address: 22, Stuart Crescent, London N22 5NN

Telephone: + 44 208 8816982

Fax: + 44 208 3658257

Email: kea@schools.ac.cy

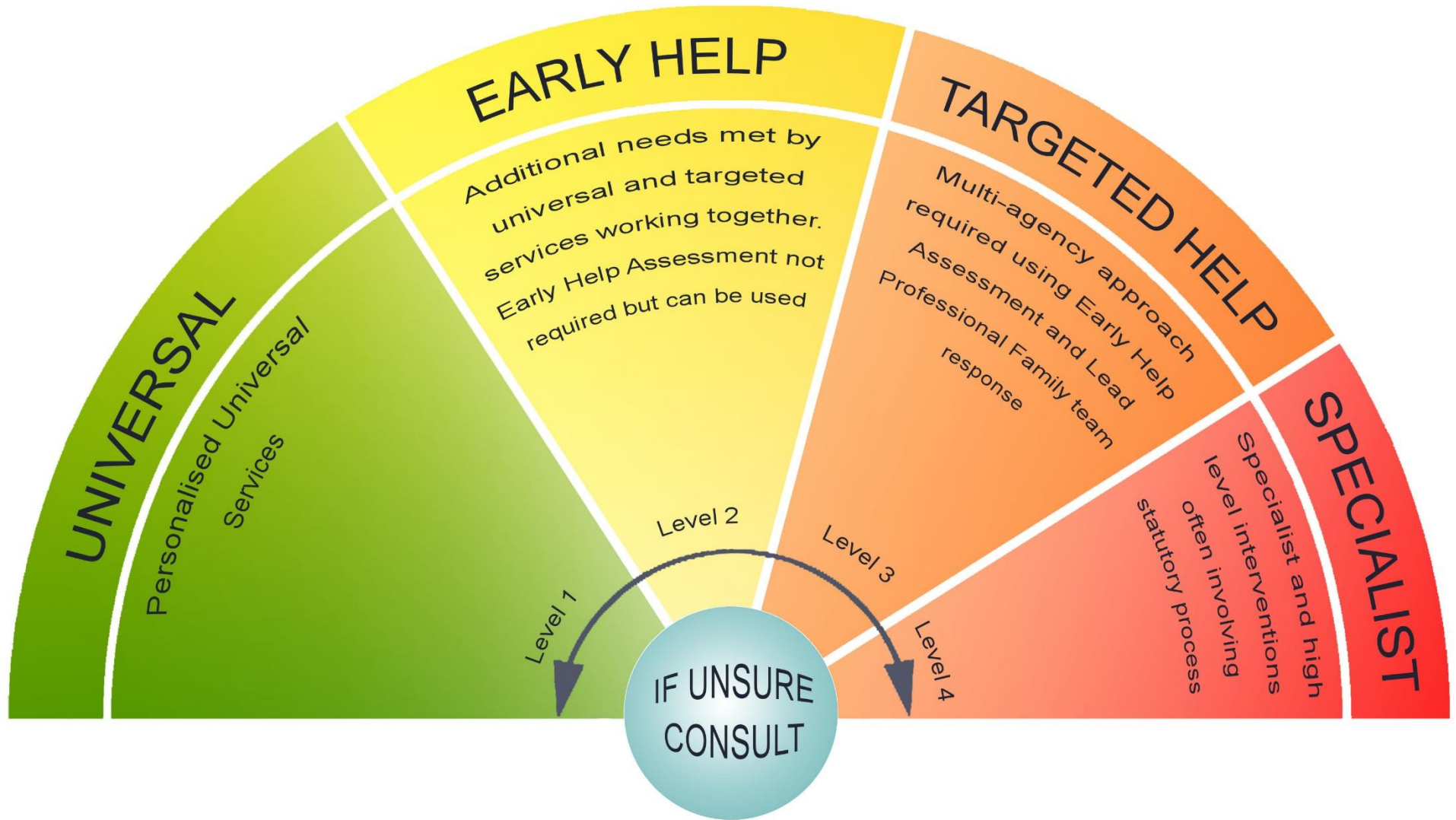
PREVENT: 0800 789321

NSPCC: 0800 500 8000

ChildLine: 0800 1111

NSPCC Whistleblowing Helpline: 0800 028 0285

**POLICE: 999 (Immediate risk)
101 (non-emergency)**



INDEX

Definitions		6
Statement of Intent		6
Aims and Purpose		7
Roles and Responsibilities		7
Expectations		9
Prevention		10
Safer Recruitment and Selection		11
Training		11
Supporting Staff		12
Allegations against members of staff		12
Pupil Peer to peer allegations		13
Supporting Pupils		14
Children Requiring Mental Health Support		15
Supporting Parents and Carers		16
Multi Agency working		16
Information Sharing		17
Recording		17
Confidentiality		17
Whistle – Blowing		18
Position of Trust		18
APPENDIX A - Related Policy, Procedure and Guidance List		19
APPENDIX B – Overview of the DSL Role		22
APPENDIX C – Duty of Care		25
APPENDIX D - Overview of the role of the school committees		26
APPENDIX E - Referral Processes		27
APPENDIX F - Signs of Safety work		28
APPENDIX G – Assessment Framework for Safeguarding		30
APPENDIX H – Safer Recruitment Checklist		31
APPENDIX I – Types of Abuse		33
APPENDIX J - National Autistic Society Guidance & Peer to peer abuse		35
APPENDIX K - Responding to a disclosure of Abuse		36
APPENDIX L - Key Safeguarding Areas		38
APPENDIX M - General Principles & Procedures		42
APPENDIX N - Code of Conduct		43
APPENDIX O – Child Protection Record – examples Report of a concern Case Chronology Record Keep		45

DEFINITIONS

Safeguarding is defined as protecting children from maltreatment; preventing impairment of children's mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes - Keeping Children Safe in Education (KCSIE), 2021.

Child Protection refers to the situation where a child is suffering significant harm, or is likely to do so, and action is required to protect that child.

Child anyone who has not yet reached their 18th birthday.

For the purpose of this policy, reference to 'staff' covers all employees, committee, officers, consultants, contractors, volunteers, interns, casual workers, trainees and agency workers.

STATEMENT OF INTENT

We recognise that everyone who comes into contact with children and their families or carers has a role to play in safeguarding children. We expect all staff, volunteers, visitors, families, community members and pupils to understand and share this commitment and this policy therefore applies to all. We are committed to safeguarding and promoting the welfare of all children.

We particularly recognise that children with special educational needs and disabilities (SEND) are more vulnerable to experiencing abuse and neglect for many reasons including:

- Being more dependent on others to meet personal and intimate care needs.
- Not being aware that what is happening to them is even wrong.
- Communication difficulties that prevent the child from expressing concerns about what is happening to them.
- Interaction difficulties

Therefore, our approach to safeguarding must be an example of best practice not just minimum standards.

In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. This includes protecting children from maltreatment, preventing impairment of children's health/development, ensuring 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.

In addition, we understand the importance of capturing the voice of the child through our safeguarding work. Studies have shown that children and young people are aware of their needs and are able to communicate the support they would like to receive. They often have strong opinions and are able to express these if professionals create the right atmosphere. Children of sufficient age and understanding often have a clear perception of what needs to be done to ensure their safety and wellbeing.

When working with children and families we will ensure we use the **Signs of Safety strength-based assessment processes** <https://www.signsofsafety.net/what-is-sofs/> to identify the needs of the child and their family in an honest and collaborative way.

"Spending time with children, talking to them, and making sure that you are actively listening and taking seriously what they say is an essential safeguarding activity." NCB Communicating with Children 2006

http://dev.ncb.org.uk/sites/default/files/field/attachment/communicating_with_children_during_assessment.pdf

This policy should be read in conjunction with the policies, procedures and guidance listed in **Appendix A**

AIMS AND PURPOSE

- The aims of this policy are prevention, protection and support in line with safeguarding guidelines. We will implement our safeguarding practice by ensuring:
- Our Culture of Vigilance is embedded and understood by all members of our school community.
- Pupils are taught to keep themselves safe and their development is supported in ways that will foster security, confidence and independence
- The school protects pupils from bullying (including peer group isolation and mate abuse), racist abuse, homophobic abuse, harassment or discrimination, peer on peer abuse and promotes good behaviour.
- Appropriate support is in place for children with SEND or additional medical needs
- The effectiveness of the school health and safety policies and procedures
- The effectiveness of arrangements to provide a safe environment and secure the school site
- Child welfare and child protection concerns are identified and responded to by all staff within the school.
- The school works with key agencies to safeguard and promote the welfare of children
- That adult working with children are appropriately recruited and vetted by following our Safer Recruitment Policy, and receive appropriate training, guidance, support and supervision to undertake the effective safeguarding of pupils.
- That we promote positive mental health and respond to mental ill health in a supportive and non stigmatising way.
- We raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse
- Regular staff training in child protection procedures is carried out (including training on a yearly cycle for all staff employed by the school who come into regular contact with children and young people in order to update all staff on safeguarding requirements. Training to cover the need to recognise the four different types of child abuse). Training will be annual with updates throughout the year when needed.
- A systematic means of monitoring children known or thought to be at risk of harm.
- The emphasis of the need for good levels of communication between all members of staff.
- The school committees has undertaken safeguarding training.
- Schools approach duty of care is clear – **Appendix C**

ROLES AND RESPONSIBILITIES

We recognise that all staff and committee have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

Our school has a Designated Safeguarding Lead (DSL), who has lead responsibility for safeguarding and child protection, and will be supported a at least one Deputy DSL.

The DSL and their team will hold responsibility for implementing the safeguarding policies, practice and procedures to keep the whole school community safe and protected. See **Appendix B** for an overview of the DSL role

Named DSL roles	
Designated Safeguarding Lead (DSL)	
Deputy Designated Safeguarding Lead (DDSL)	
Designated Safeguarding committee member (if there is one)	

The Head Teacher will ensure;

- All relevant staff are aware of this policy, receive appropriate training annually and are aware of the school's systems to support safeguarding and follow this policy and procedures.
- Safer recruitment practices are always followed.
- Appropriate duty of care to employees and minimise the stress inherent in the investigation process.

School DSL will be clearly identified to the school community through notices in the school, on websites and within newsletters.

All action taken by school will be in accordance with:

Current legislation: Children Act 1989 and 2004;
Education Act 2002 and 2011 and

Statutory guidance:

Working Together to Safeguard Children (2018),

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

which sets out the multiagency working arrangements to safeguard and promote the welfare of children and young people and protect them from harm; in addition, it sets out the statutory roles and responsibilities of schools.

Keeping Children Safe in Education (2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf issued by the Department for Education which all schools and colleges must have regard to when carrying out their duties to safeguard and promote the welfare of children.

The Teacher Standards 2012 <https://www.gov.uk/government/publications/teachers-standards> state that teachers, including head teachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The National Standards of Excellence for Headteachers 2015

<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>

states that Headteachers and senior leaders in schools should provide a safe, calm and well-ordered environment for all pupils and staff, focus on safeguarding pupils and developing their exemplary behaviour in school and in the wider society.

Departmental advice; What to do if you are worried a child is being abused – Advice for Practitioners and COVID 19: Safeguarding in schools, colleges and other providers May 2020.

All staff in school have a role and responsibility to safeguard children and young people attending our school, irrespective of their role within the school by:

- Identifying concerns early and providing help for children and young people, to prevent concerns from escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989. These concerns should be discussed with our Designated Safeguarding Lead.
- Being aware of the process and principles for sharing information within the school.
- Considering whether sharing information is likely to safeguard and protect a child.

Any staff member (or visitor) who has a concern about a child’s welfare should Speak imitate to the Designated or Deputy Safeguarding lead

EXPECTATIONS

All staff will:

- Be familiar with this safeguarding policy;
- Know who the DSL for safeguarding in the school is;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- Actively engage in safeguarding training and updates to practice;
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be aware of extra support needed for pupils within their sphere of responsibility e.g. An Education, Health and Care Plan (**EHCP**), support plans, behaviour plans.
- Be alert to signs and indicators of possible abuse or neglect, including issues such as Female Genital Mutilation, Childhood Sexual or Criminal Exploitation, peer on peer abuse etc;
- Be aware of the school’s procedures in order to identify those pupils in need of early intervention and take appropriate action;
- Ensure their approach is child-centred and will actively listen to children and their concerns;
- Record concerns and share the record with the DSL, where disclosure happens the report to the DSL will be completed immediately or as soon as is practically possible and the DSL advised that there is a child protection, risk of harm report;
- Be aware of the whistleblowing procedures to follow if they have concerns about safeguarding practices within the school;
- Understand the use of the Signs of Safety strengths-based assessment process to assess a child’s needs; (**see Appendix F**)
- Take responsibility for ensuring the school is a safe environment for all who use it.
- Support social workers and other agencies following any referral where appropriate and challenging decisions made where necessary and appropriate.

Our schools acknowledge that any child may benefit from early intervention, but all staff should be particularly alert to the potential need for early intervention for a child who:

- has specific additional needs;
- 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 themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately.

Anyone can make a referral and all staff will be aware of the referral processes according to the Local Authority the school is report to.

Where referrals are not made by the DSL, they should be informed, as soon as possible, that a referral has been made.

Regulated professionals have a mandatory reporting duty to report cases of known Female Genital Mutilation (FGM). Teachers are considered regulated professionals. The duty requires that they themselves report apparent incidents to the police via 101. This cannot be delegated to the Designated Safeguarding Lead. For further information about preventing and responding to incidents of FGM, the KBSP have issued FGM Safeguarding Guidance 2017-2020.

For a summary of the general principals and procedures contained in this policy, please see **Appendix M**.

PREVENTION

We recognise that our school plays a significant part in the prevention of harm to our pupils and will therefore;

- Establish and maintain an ethos where pupils feel safe and positive
- Encourage a culture of listening to children and young people, taking account of their wishes and feelings
- Develop pupil emotional health and wellbeing including self-esteem, resilience and confidence
- Ensure staff recognise the increased vulnerabilities of children with SEND and medical conditions and the increased support and vigilance needed.
- Ensure pupils are aware of where to go for support within, and outside of, their school
- Discuss specific concerns during appropriate staff meetings and liaise with external agencies to develop a holistic understanding of the current situation for a pupil
- Utilise the assessment framework for safeguarding see **Appendix G** to identify areas of concern before implementing interventions
- Provide targeted support where and when needed
- Support parents/carers to ensure pupils are provided with safe and effective care
- Report concerns to the DSL if it is thought a pupil/student may be at risk of radicalisation or involvement in terrorism.

- Work to ensure all staff working across the school are safe and suitable to do so, that they are easily identifiable by their identity cards and any visitors to school sites are accompanied and remain under supervision at all times.
- Monitor attendance of all learners, respond to concerns regarding low attendance or repeated unauthorised absences and work to prevent children and young people becoming pupils missing education or children missing education.
- Work to become a non-excluding school
- Ensure appropriate filtering and monitoring systems are in place across our IT networks and that pupils and students understand how to keep themselves safe online in school, out of school and when home learning

SAFER RECRUITMENT AND SELECTION

School is committed to safeguarding and promoting the welfare of children and young people. We require all staff and volunteers to demonstrate this commitment in every aspect of their work. There is a Safer Recruitment policy, with procedures in place to help deter, reject or identify people who might abuse children or are otherwise unsuited to working with them.

We pay full regard to the safer recruitment practices detailed in 'Keeping Children Safe in Education' (2021) including scrutinising applicants, verifying identity and academic or vocational qualifications.

All staff will require an enhanced DBS. Overseas check will also be completed for staff members that have lived or worked outside the UK and prohibition checks will be completed for staff that meet the criteria specified in Keeping Children Safe in Education (2021)

Staff understand there is a need for vigilance in practice within our school and if there are concerns have procedures to follow within the whistleblowing policy, escalation policy, code of conduct and school staff handbook.

We require that any agencies, contractors or consultants that we use conduct their own safeguarding checks on any staff that provide services to us, including enhanced DBS checks.

See **Appendix H** for Safer Recruitment checklist of safe practice

TRAINING

In addition to this policy, all staff will read and sign to say they understand Part One of Keeping Children Safe in Education (KCSIE 2021). This will form part of staff induction, and their annual safeguarding update training.

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

Whistle blowing procedures will be covered in whole school training so that staff know what to do if they have concerns relating to safeguarding practice within the school.

High quality training regarding safeguarding and child protection will be provided and comply with the law at all times.

The designated safeguarding lead, and any deputies will undergo training to provide them with the knowledge and skills required to carry out the role. The training will be updated every two years.

Our school committee will ensure that all staff members undergo safeguarding and child protection training at induction. The training will be regularly updated.

SUPPORTING STAFF

School recognises the stressful and potentially traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support, as appropriate. This could be provided, for example, by the Head Teacher, an external professional, and/or a teacher as appropriate.

In addition, designated staff should have access to support (as above) but also workshops, courses or meetings as organised by the Local Authority or KEA.

School understands that employees should have access to advice on the boundaries of appropriate behaviour. The documents 'Guidance for Safe Working Practices for the Protection of Children and Staff in Education Settings' and 'Keeping Children Safe in Education' (DfE September 2021) 'What to do if worried that a child is being abused' as well as the school's staff handbook (if your school have one) and the school's Employee Code of Conduct **Appendix N** all provide advice on this and the circumstances which should be avoided in order to limit complaints against employees or abuse of trust, and/or allegations of physical or sexual abuse.

ALLEGATIONS AGAINST MEMBERS OF STAFF

All staff, including volunteers and supply staff, should take care not to place themselves in a vulnerable position with a child. Where possible, it is always advisable for work with individual children or parents to be conducted in view of other adults.

All staff, including volunteers and supply staff, should be aware of the school's guidance on behaviour issues and the behaviour policy, as well as following the school's guidance for positive handling and use of reasonable force.

It is the responsibility of all staff to report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately (including supply staff and volunteers). Allegations or concerns about colleagues and visitors must be reported directly to the Head Teacher, if appropriate they will liaise with the Local Authority Designated Officer (LADO) and decide on any action required.

If the concern relates to the Head Teacher it should be reported to the Chair of the school committee who will liaise with the LADO and will decide on any action required.

Any concerns including allegations that may meet the harms test will be addressed in line with the process.

School will follow statutory responsibilities (including any concerns where allegations may meet the harm test) set out in Part 4 of Keeping Children Safe in Education (2021): Allegations of abuse made against teachers and other staff

School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has

received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and that the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person.

What is the LADO? Every local authority has a statutory responsibility to have a Local Authority Designated Officer (LADO) who is responsible for co-ordinating the response to concerns that an adult who works with children may have caused them or could cause them harm. The Local Authority Designated Officer (LADO) works within Children's Services and gives advice and guidance to employers, organisations and other individuals who have concerns about the behaviour of an adult who works with children and young people. Included in this group are volunteers, agency staff and foster carers as well as people who are in a position of authority and have regular contact with children, such as religious leaders, political figures or school governors.

What should be referred to the LADO?

The LADO should be alerted to all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed, or may have harmed, a child
- possibly committed a criminal offence against children, or related to a child
- behaved towards a child or children in a way that indicated they may pose a risk of harm to children.

Allegations of historical abuse should be responded in the same way as contemporary concerns. In such cases, it is important to find out whether the person against whom the allegation is made is still working with children and if so, to inform the person's current employer or voluntary organisation or refer their family for assessment.

Any concern that meets the criteria above should be referred within one working day of the concern coming to your attention.

PUPIL PEER TO PEER ALLEGATIONS

It is important to recognise that peer on peer abuse can take many forms (see **Appendix I** for types of abuse) but can also include sexting, sexual harassment, up skirting, on-line and face to face bullying and persistent inappropriate and demeaning comments (often disguised as 'banter').

We recognise that abuse is abuse and as such, no form of this will be tolerated within our school.

If staff witness such incidents they should inform the or, if a pupil discloses to a member of staff, then staff should follow the advice in **Appendix K** 'responding to a disclosure of abuse'.

When investigating incidents and allegations, we will have regard for the advice contained in Sexual violence and sexual harassment between children in schools and colleges (DfE Dec 2017) and part 5 of Keeping Children Safe in Education (2021).

School acknowledges it is important to remember that, as a child, any alleged perpetrator is entitled to, deserving of, and should be provided with, a different level of support to that which might be provided to an adult who is alleged to have abused a child.

Where school is supporting children with autism who may be abusive or cause harm to others we will follow the National Autistic Society (NAS) Guidance regarding specific safeguarding issues. We acknowledge that some of the behaviours that a child with autism may display could be seen to be

abusive towards others. However, we will explore the reasoning behind the behaviour as it may relate more to their autism than to a purposeful attempt to cause harm. See **Appendix J** for the NAS guidance

SUPPORTING PUPILS

Age-appropriate opportunities will be provided for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and wellbeing as they move through the different phases of their education.

We recognise that pupils may find safeguarding issues/disclosures to be a difficult experience and often this significantly impacts upon their mental health and wellbeing, which can result in behavioural changes. Therefore, we will support pupils by providing appropriate pastoral interventions and also liaising with Social Care and external agencies as appropriate. If parents/carers or external agencies are not taking action, then we will challenge this decision and reinforce our concerns.

We will all work to ensure that all pupils are helped to understand how safeguarding and child protection processes work, how they can be involved and how they can contribute to decisions made about their future in accordance with their age and understanding.

School recognise that a child who is abused, who witnesses violence or who lives in a violent environment may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of worth. (See **Appendix I** types of abuse).

We aspire to work in a trauma informed way, supporting children to be safe in their school and their communities and considering the impact of contextual and historical factors in their lives that may limit their opportunities to succeed.

We recognise that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. We will consider whether children are at risk of abuse or exploitation in situations outside their families understanding that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

We will ensure that our school provides a stimulating, challenging and caring environment in which all children and young people are able to learn, grow and succeed within their school and beyond. We will develop a trauma informed workforce, that understands the potential impact of Adverse Childhood Experiences (ACEs) on all members of their communities (children, young people, parents/carers, staff, community members).

We are aware that our school may provide the only stability in the lives of children who have been abused or who are at risk of harm. Research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn – we will ensure a culture of vigilance and questioning of our practice as professionals to ensure the identification of children who need support happens in a timely manner.

School will support all pupils by;

- Encouraging the development of self-esteem and resilience in every aspect of school life.
- Promoting a caring, safe and positive environment within the school.

- Liaising and working together with all support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern
- Ensuring that Children in Care (CiC) list is regularly reviewed and updated.
- Ensuring the Head Teacher for the school is be made aware of all Looked After Children (LAC) and previously Looked After Children in the school.

In addition, for any pupils joining from another school, ensuring that there is full disclosure of any prior concerns/issues that we need to know to ensure we can continue to support that pupil.

All pupils are made aware of age appropriate reporting systems which enable them to report concerns in a safe and confidential manner if they need to approach adults for support. E.g. through assemblies, posters/information displayed in school, online reporting mechanisms etc

CHILDREN REQUIRING MENTAL HEALTH SUPPORT

Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. World Health Organisation (WHO), 2014

Wellbeing is about feeling good and functioning well and comprises an individual's experience of their life; and a comparison of life circumstances with social norms and values. Department of Health and Social Care, 2014

Inclusion The goal of an inclusive education system is to provide all students with the most appropriate learning environments and opportunities for them to best achieve their potential. All children can learn and reach their full potential given opportunity, effective teaching and appropriate resources.

Behaviour – The way students and pupils act or conduct themselves, especially towards others, recognising that it is a form of communication and we have to ensure we are understanding this and how our response will enhance the quality of adult – child and child – child interactions and relationships.

We recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for all staff and students. Our ethos is a caring one which develops respect, self-esteem and gives a voice for all. We promote a supportive and inclusive ethos, which values parental/ carer involvement and their contributions.

We will also ensure that all of our school provide a stimulating, challenging and caring environment in which all children and young people are able to learn, grow and succeed within their school and beyond.

We will scrutinise all areas of our work with children and young people to look at the links between Mental Health and Wellbeing, Inclusion, Safeguarding and Behaviour to work towards a fully inclusive and supportive environment that meets the educational and social and emotional needs of all pupils and students, enabling them to thrive and succeed throughout their school careers and beyond.

We will ensure staff;

- Are aware that Mental Health problems can be an indicator, in some cases, that a child has suffered or is at risk of suffering abuse, neglect or exploitation

- Are well placed to observe children day to day and can potentially identify those whose behaviour suggest they may be experiencing a mental health problem or be at risk of developing one, and support the referral to appropriate services.
- Have access to routes to escalate concerns and there are clear referral and accountability systems in place
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood, and how children's experiences, can impact on their mental health, behaviour and education.
- If they have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

SUPPORTING PARENTS AND CARERS

We recognise that parents/carers may find accepting safeguarding issues/disclosures to be a difficult experience. The 'Safeguarding and Child Protection' policy is available to view on the school website and we ensure safeguarding concerns/actions relating to a child are communicated to their parents/carers in a timely manner (unless informing parents/carers poses a potential risk of harm to the child).

When making a child protection referral parental consent should be sought, unless to do so poses a risk of immediate & significant harm to the child.

Staff also signpost parents/carers to potential support during meetings and discussions.

When visiting the school, information regarding the DSL and designated safeguarding team is clearly displayed.

MULTI AGENCY WORKING

We will support the early identification of issues that may lead to risk of harm and seek to resolve these issues through partnership working with multi agency partners as appropriate by working in line with statutory guidance Working Together to Safeguarding Children.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings, initial and review child protection conferences and core group meetings.

As there are clear powers that enable us to share information with our partners, our DSL will use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

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

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

Additional consideration also needs to be given to the needs of SEND children, due to their specific and increased vulnerabilities and the barriers they, and their families, face accessing support services.

It is therefore important that those at greater risk are identified, regularly monitored and appropriate measures put in place to support their needs. Multiagency working and appropriate and timely information sharing can lead to better outcomes and lower risk for these more vulnerable pupils.

INFORMATION SHARING

All information held at the school will be stored and shared in line with the General Data Protection Regulation (GDPR). This legislation determines how personal data is processed and kept safe, and the legal rights individuals have in relation to their own data. It is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children; if unsure, staff should contact the DSL to discuss.

The most important consideration is whether sharing information is likely to safeguard and protect a child. We will be open and honest with the parent/carers (and the pupil where appropriate) from the outset about why/what/how and with whom information will, or could be shared, and seek their consent, unless it is unsafe or inappropriate to do so.

No professional should assume that someone else will pass on information which they think may be critical to keeping a child safe. If a professional has concerns about a child's welfare and believes they are suffering or likely to suffer harm, then they should share the information with informed consent (where appropriate), with the DSL/designated safeguarding officers, Social Care Department or the Police. We will follow procedures for information sharing as set out in the 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers' (2015).

Before sharing information, the following key principles should be considered. Is the information being shared; necessary, proportionate, relevant, adequate, accurate, timely, secure, recorded?

Information on how and why we share information about children will be shared with parents/carers when they become part of the school community and will feature within their induction information.

RECORDING

All concerns/disclosures/actions relating to safeguarding and child protection must be recorded. All appropriate evidence must be preserved to support future actions. Referrals and actions must be recorded electronically and with secure and monitored by the DSL who will then update the Head teacher and chair of the school committee as appropriate. See **Appendix K** responding to a disclosure of abuse.

CONFIDENTIALITY

Our school recognise that safeguarding issues include personal information about children (and often their families) and it is therefore essential that this information is treated as confidential. This information is stored and handled in line with the GDPR procedures, however, child protection records are often exempt from the disclosure provisions and therefore any requests by parents/carers to see their child protection data will be referred to the DSL.

Disclosure of any information about a child and their family to staff members will be on a need-to-know basis only. All staff are aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

WHISTLE-BLOWING

Our schools are committed to the highest possible standards of openness and accountability and we encourage staff with any concerns about any aspect of our work to come forward and voice those concerns. Staff have a responsibility to bring matters of concern to the attention of the safeguarding lead or other members of the senior leadership team and/or relevant agencies by following the Trust's Whistle-blowing policy.

The NSPCC whistle-blowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk

POSITION OF TRUST

Adults have a position of power and trust in relation to children and this power or influence might be abused to persuade and encourage or intimidate a child or young person into certain behaviours or activities.

All staff at the school are trained to recognise the responsibility they have to ensure they do not abuse their positions of trust. The Sexual Offences Act (2003) re-enacts and extends the abuse of position of trust offences set out in the Sexual Offences (Amendment) Act (2000)6.

While young people aged between 16 and 18 can legally consent to some types of sexual activity this is not the case in a situation where there is an abuse of trust.

Exploitation of this by those in positions of trust, responsibility or authority constitutes a criminal offence which will be dealt with through notification by the school to the LADO who will advise whether the police should be contacted and the next course of action and investigation.

Expected behaviours of staff in positions of trust are further clarified in the Trust's Employee Code of Conduct.

APPENDIX A - RELATED POLICY, PROCEDURE AND GUIDANCE LIST

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children. A supplementary school must meet Section 11 requirements.

You can contact your local safeguarding children board to obtain details of the support provided in your area to meet these standards.

Welcome pack for parents:

Registration Form
Parent / school agreement
Consent forms (for trips, photos etc.)
Safeguarding Policy statement
Code of Behaviour
E-safety police

Staff/ Volunteer handbook

List of Staff/volunteers all with enhanced DBS
Job Descriptions of Paid staff and volunteers
code of conduct for staff
Staff/volunteer policy
Child protection policy
Health and safety police
Safety advice for staff / volunteers
procedures of offsite visits
Register of attendance for staff

Management committee guide

List of school committee
Equalities policy
risk assessment
financial control police (incl. police for cash)
Public liability insurance

External Organisations Documents

- FGM Safeguarding Guidance (Multy agency Statutory guidance)
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm ent_data/file/912996/6-1914-HO-Multi_Agency_Statutory_Guidance_on_FGM_-_MASTER_V7_-_FINAL_July_2020.pdf
- Working Together to Safeguard Children (2018)
 - https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachm ent_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidanc e.pdf

- Keeping Children Safe in Education (2021)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf
- The Teaching Standards
<https://www.gov.uk/government/publications/teachers-standards>
- The National Standards of Excellence for Headteachers 2020
<https://www.gov.uk/government/publications/national-standards-of-excellence-for-headteachers/headteachers-standards-2020>
- What to do if you're Worried a Child is Being Abused: Advice for practitioners
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf
- Local Authority Designated Officer (LADO) Referral Form (Please check your Local Authorities website)
- Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- **Escalation Policy (KBSP)** –The KBSP Escalation policy should be used to formally raise concerns between agencies regarding work relating to children. It is necessary to record each instance in which the **Escalation policy** is used to resolve professional disputes.
- Criminal Exploitation of Children (CCE) and Vulnerable Adults: County Lines (Home Office)
<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>
- Sexual Violence and Sexual Harassment between Children in Schools and Colleges
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf
- Early Years Foundation Stage
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Disqualification under the childcare Act 2006 (2018)
<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006>
- Searching Screening and Confiscation Advice for Schools (DfE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

- Advice for Schools and Colleges on Respond to Sexting Incidents (UKCCIS)
<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
- Preventing youth violence and gang involvement (Home Office)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf
- When to call the police (NCPD)
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
- Mental Health and Behaviour in Schools (DfE)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf
- Prevent Duty Guidance (Home Office)
<https://www.gov.uk/government/publications/prevent-duty-guidance>

APPENDIX B - OVERVIEW OF THE DSL ROLE

The designated safeguarding lead will undertake lead responsibility for safeguarding and child protection within the school.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, ultimate responsibility for safeguarding and child protection remains with the DSL, they will hold the safeguarding picture for the school and be the most appropriate person to offer safeguarding advice.

Managing referrals to other agencies including: the local authority children's social care in cases of suspected abuse; the Channel Programme where there is a radicalisation concern; the Disclosure and Barring Service (DBS) in cases where a person is dismissed or left due to risk/harm to a child and the Police in cases where a crime may have been committed in relation to safeguarding. The DSL will also support and advise other staff in making referrals to other agencies.

Work with others to fulfil statutory responsibilities in relation to children and young people subject to a child protection plan by attending child protection conferences and implementing the multiagency child protection plan; and liaise with the Local Authority Designated Officer (LADO) as required.

Undertake Training to ensure they (and any deputies) are provided with the knowledge and skills required to carry out the role, updated at least every 2 years.

Raise Awareness to ensure the school safeguarding and child protection policies are known, understood and used appropriately.

Manage safeguarding information through the collection, monitoring, reviewing, safe storage and timely transfer of safeguarding and child protection files in line with the Partnership guidance in every Local Authority.

Availability of the DSL (or a deputy) during term time and school hours, needs to be ensured for staff in the school to discuss any safeguarding concerns.

More specific areas of responsibility for the DSL are to:

- Ensure the 'Safeguarding and Child Protection' policy, procedures and linked policies are known, understood and used appropriately
- Work with the Committee to ensure the 'Safeguarding and Child Protection' policy is reviewed annually (as a minimum), is ratified by KEA and schools' committees and the procedures and implementation are updated and reviewed regularly
- Ensure that the designated safeguarding committee is regularly updated regarding matters of safeguarding as appropriate
- Ensure each member of staff (especially new and part time staff) has access to and has read/understood the 'Safeguarding and Child Protection' policy, 'Keeping Children Safe in Education (2021): Part 1 and Annex A; and the 'Code of Conduct' for staff.
- Ensure the 'Safeguarding and Child Protection' policy is available publicly (via the school's website) and parents/carers are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- Help to ensure that the school and their staff, know who children with welfare, safeguarding and child protection issues are (including those with a social worker), understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Encourage a culture of listening to children and taking account of their wishes and feelings
- Ensure students are aware of where to go for support or to disclose abuse
- Ensure the deputy DSLs are equipped with the knowledge and understanding of how to complete the roles and responsibilities of the DSL as appropriate. Complete DSL training every two years with an appropriate update annually, as a minimum
- Provide appropriate staff safeguarding training annually (as a minimum) to ensure all staff have the knowledge and understanding to implement safeguarding procedures
- Ensure staff know how to act upon safeguarding concerns and disclosures
- Act as a source of support, advice and expertise for staff in relation to safeguarding and ensure staff understand the role of DSL
- Refer cases of suspected abuse to Children's Social Care as required
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Refer cases of Female Genital Mutilation (FGM) to the police and Social Care
- Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service (DBS) as required
- Refer cases where a crime may have been committed to the Police as required
- Support staff who make referrals as appropriate
- Coordinate representation at child protection conferences and submission of reports at child protection conferences
- Be alert to the specific needs of children with child protection plans (CP), children in need (CIN), those with special educational needs and disabilities (SEND) and children looked after (CLA)
- Are able to keep detailed, accurate, secure records of concerns/referrals/actions

Example of Child Protection Policy for Schools in England

- Understand and support staff with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation
- Obtain access to resources and attend any relevant or refresher training courses provided by your Local Authorities.
- Ensure child protection records/information are provided to Social Care, the Police and the accepting school of a student coming off roll, in accordance with information sharing protocols

This is not an exhaustive list, a more detailed description of the role of the DSL is explained in Keeping Children Safe in Education (2021) – Annex B.

Details of our DSL and Deputy DSLs are available on the school's website.

APPENDIX C - DUTY OF CARE

School is recognising its responsibilities to carry out its duty of care towards staff and students and will do this by;

- Supporting students' development in ways that will foster security, confidence and resilience
- Ensuring that staff are aware that there are identifiable vulnerable groups within the school such as LAC and SEN-D students
- Providing an environment in which students feel safe, secure, valued and respected, feel confident and know how to approach adults if they are in difficulties.
- Ensuring that students are educated about the expectations they should have relating to the behaviour of adults who work with them.
- Developing effective working relationships with all other agencies involved in safeguarding children such as Social Care, Early Help, Child and Adolescent Mental Health Services, police and voluntary agencies.
- Contributing to the wider safeguarding agenda by working with the local community and following government and KEA guidance to help our students live in a safe environment.
- Recognising that staff working in the school who have become involved with a student who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting and we will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support.
- Ensuring that all adults within our school who have access to students have had their suitability checked.

APPENDIX D - OVERVIEW OF THE ROLE OF THE SCHOOL COMMITTEE

http://kea.schools.ac.cy/data/uploads/politikes/ka8hkonta_daskalwv_diev8untwn_epitropon-sept07_14-15.pdf

Also The committee will ensure that:

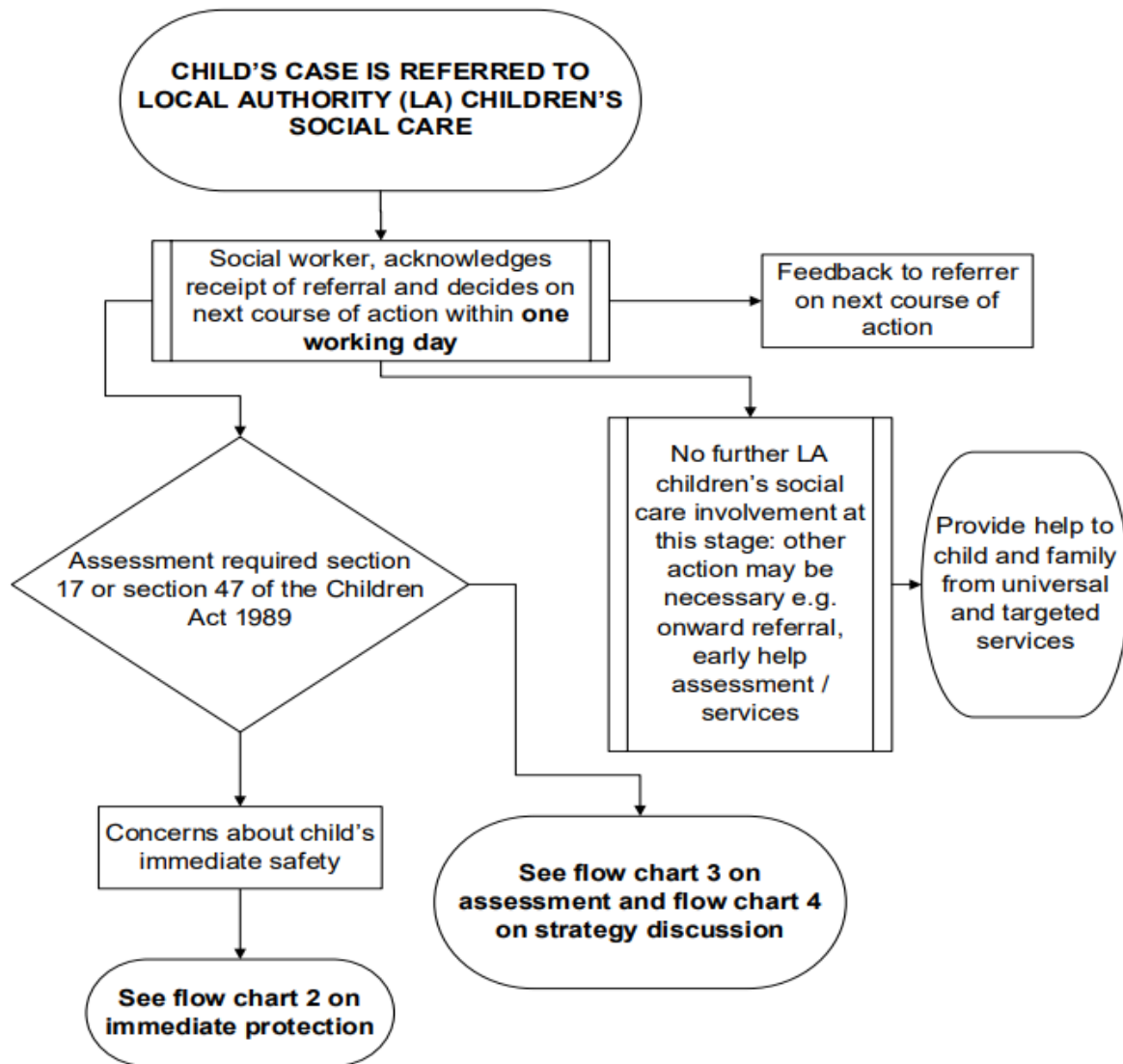
- The school has a safeguarding policy in accordance with the procedures of Keeping Children Safe in Education (2021).
- The safeguarding policy is shared with all staff, is available on the school's website and can be accessed by parents/carers of the school;
- The school operates safer recruitment procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- The DSL attends appropriate refresher training every two years;
- The Head Teacher and all other staff who work with children undertake regular safeguarding training; (Once a year minimum)
- Temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection and their responsibilities;
- All staff within the school are aware of professional behaviour expectations from the code of conduct
- The school has procedures for dealing with allegations of abuse against staff/volunteers;
- The chair of the committee is nominated to be responsible for liaising with KEA, LADO and other partner agencies in the event of allegations of abuse being made against the Head Teacher.

APPENDIX E - REFERRAL PROCESSES

Please find out the process for your Local Authority.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf

Action taken when a child is referred to local authority children's social care services



APPENDIX F - SIGNS OF SAFETY WORK

Lots Local Authorities are using one assessment for children and their families which uses the language of Signs of Safety. The language used in the forms is clear and should enable families to put their views across in the assessment process and contribute to plans and next steps.

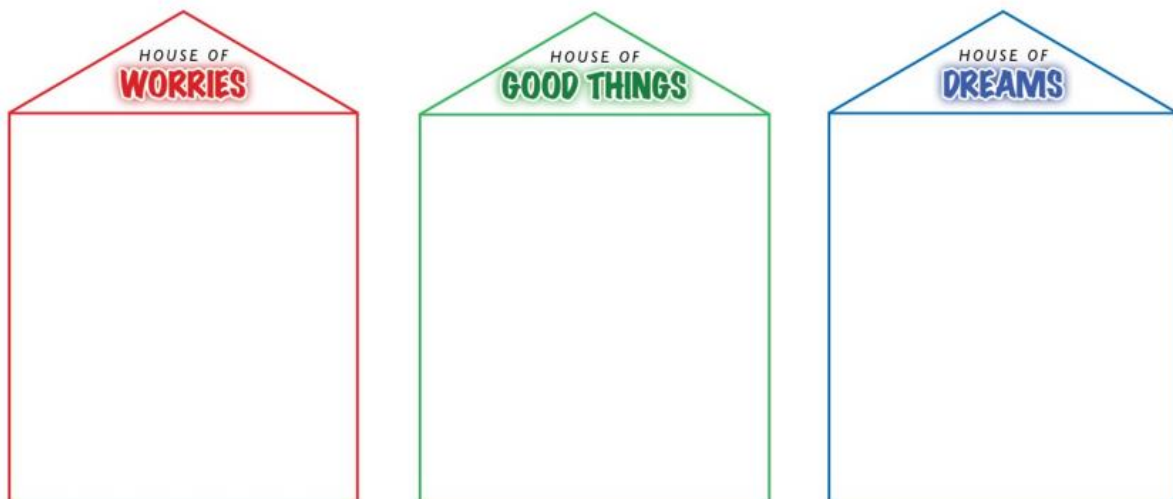
Using the 3 houses process with children can be a way to capture their voice and opinion in what they want to happen within their current situation. It is important to consider and include the voice of the child in any work we do with children, or referrals that are made.

Signs of safety use 'Mappings' to focus on how the information being given is:

- harmful – what happened in the past / present
- what is dangerous for the child
- what are the complicating factors involved?
- what is working well
- are there any strengths which can be tested over time to make the situation safe?
- what are the goals for the child and family so we can close the case?
- what are the steps to take to make the goals happen?

The '3 houses' tool mirrors the 'Mapping' and is a tool to work with the child so we can understand their view of the situation:

- what is good
- what is worrying them
- what would they like things to look like (dreams) Anything can be used to focus the thinking and, it works well if the child is able to draw themselves, and the worker makes notes.



Child protection case conference Signs of Safety 'Mappings' are also used in Child Protection Case conferences to assess if the child is living in a family where the threshold is met. When we are so worried, a multi-agency plan is needed to keep them safe and support the family through change.

All agencies are asked to fill in the forms based on the Signs of Safety before the Conference.

Signs of Safety Assessment and Planning Form

Family: Date:
 Present at meeting:
 Purpose:

What are we Worried About? (Harm and Future Danger)	What's Working Well? (Strengths & Demonstrated Safety)	What Needs to Happen? (Safety goals and next steps in working toward safety)
<p>Past Harm (What has happened, that worries us, to these children or other children in the care of these parents?)</p> <p>Future Danger (What are we worried might happen to these children in the care of these parents in the future?)</p> <p>Complicating Factors (What makes building safety for the children and working with this family more complicated?)</p>		<p>Agency Goals (What does the agency need to see the parents doing in their care of the children and over what time period to be confident there is enough safety to close the case?)</p> <p>Family Goals (What does the family think they need to be doing in their care of the children for the children to be safe or for child protection services to be willing to close the case?)</p> <p>Next Steps (What are the agency's & family's ideas about what needs to happen next in working towards these goals?)</p>

Safety Scale: On a scale of 0 - 10, where 10 means everyone is confident the children are safe enough for child protection services to close the case and 0 means there is not enough safety for the children to live at home, where do we rate the situation? (Place different people's assessment on the continuum)

0

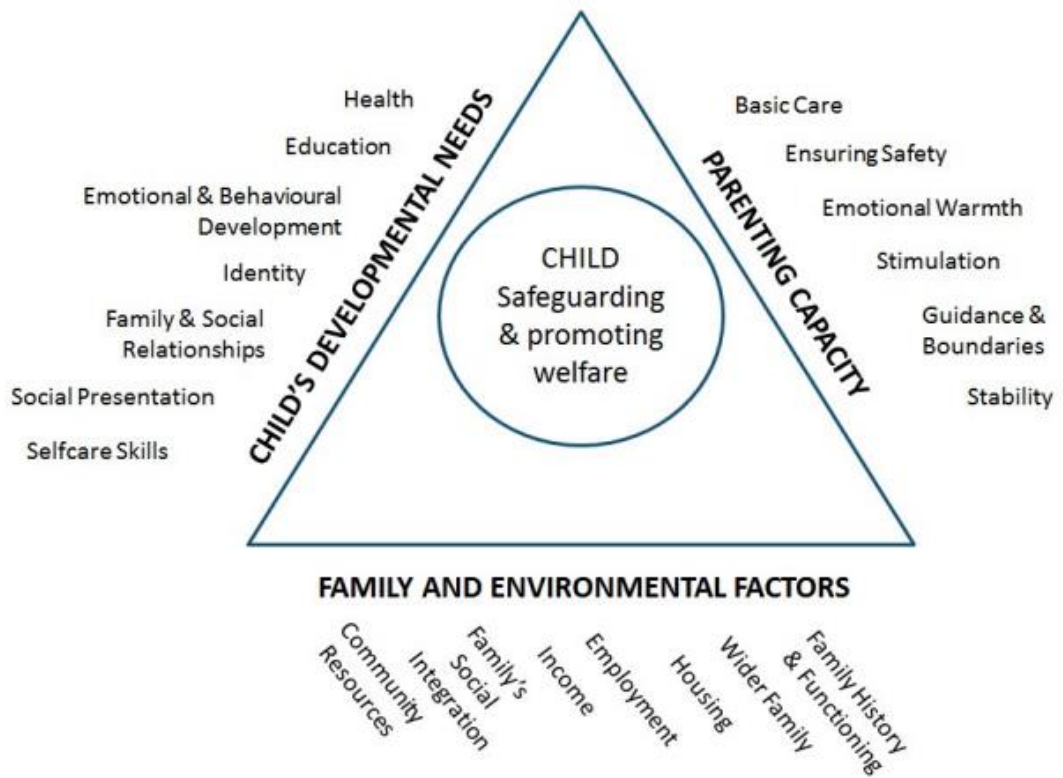


10

Adapted from Turnell A. & Edwards S. (1999). Signs of Safety: A solution and safety-oriented approach to child protection case work.

APPENDIX G - ASSESSMENT FRAMEWORK FOR SAFEGUARDING

The **Safeguarding Assessment** and Analysis **Framework** provides a seven-stage model to **assess** harm, future risks and prospects for successful intervention.



APPENDIX H - SAFER RECRUITMENT CHECKLIST

Safer Recruitment is one of the most important aspects of safeguarding children and young people. The governing body must ensure that there are effective systems in place to recruit new staff, including agency staff, volunteers and coaches. Safer Recruitment is not only about vetting people before they start, but to also ensure that the staff code of conduct is strong to identify inappropriate behaviour in appointed staff.

Key elements of safe recruitment practice

- Consider safeguarding at every stage of the process; planning, advertising, interview and appointment.
- Ensure the job description includes the responsibility for safeguarding children.
- Ensuring the person specification includes reference to suitability to work with children.
- Checking the application form including employment/ experience history and ensuring that any gaps/ anomalies are satisfactorily explained.
- Ensure receipt of independent professional references, which address specific questions.
- Face to face interview. Interview panel to have received appropriate safer recruitment training
- Verification of candidate's identity and right to work in the UK
- Verification of academic qualifications (and/ or professional body status) (original copies required).
- Enhanced DBS disclosure and Children's Barred List on staff and volunteers who are undertaking 'regulated activity and where relevant an overseas criminal record check.
- Teacher status checks – Qualified Teacher status; Induction Standards; Prohibition from teaching; Disqualification Under Childcare Act (2009)
- Staff are made aware that there is a strict code of conduct for all staff and are asked to sign this annually as part of their annual declaration.

Applicants are informed that;

- The successful applicant will be required to provide a DBS check at the required level. This is conducted prior to appointment, however if DBS checks are not returned in time prior to a start date, adjustments are made with an accompanying risk assessment to address key practicalities
- The employer can seek information from previous employers about any disciplinary procedures relating to children or child protection concerns, and may request additional referencing if considered appropriate.
- Providing false information is an offence, and could result in the withdrawal of any employment offer as well as disciplinary action, should content on the application form prove incorrect or fraudulent. Falsifying information on the application form could also result in dismissal.

Applications can be scrutinised by at least 2 people who comprise the shortlisting panel. This panel will also be involved in the interviewing of the candidates.

In the event that relevant information (whether in relation to previous convictions or otherwise) is volunteered by an applicant during the recruitment process or obtained through a disclosure check. At that time, a further meeting with the prospective employee may be required, to ascertain risk.

The following checks are completed at the interview stage or prior to interview

- the identity of the candidate
- their eligibility to work in the UK for all candidates
- specific qualifications or experience
- registration with a professional body if required
- right to work and live in the UK for overseas applicants

All interviews are conducted face to face by a minimum of 2 people and are structured so the same information is sought from each candidate. Any employment decisions made are recorded. Records are held for a minimum of 6 months, then confidentially destroyed.

When an offer of appointment is made, it is made on condition that all pre-employment checks are satisfactorily completed including vetting (DBS) checks. Prohibition and Overseas checks will also be completed if necessary.

All staff are given safeguarding information and complete safeguarding training as part of their induction.

Annual training and updates regarding safeguarding form part of the ongoing support to staff.

Staff make annual declarations regarding their DBS status.

Robust whistleblowing and escalation procedures are in place for staff within the school to report other professionals and their practice.

APPENDIX I - TYPES OF ABUSE

The Children Act 1989 and 2004 and Social Services and Working together to safeguard children 2018 defines abuse as follows;

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

The following are the definitions of abuse and neglect as set out in Working Together to Safeguard Children (2018) however, the ultimate responsibility to assess and define the type of abuse a child or young person may be subject to is that of the Police and Children's Services – our responsibility is to understand what each category of abuse is and how this can impact on the welfare and development of our children and where we have concerns that a child or young person may be at risk of abuse and neglect (one or more categories can apply) to take appropriate action as early as possible.

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

- **Physical Abuse**

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

- **Emotional/Psychological Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child 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. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

- **Sexual Abuse**

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving

children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

- **Child sexual exploitation**

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

- **Neglect**

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

Risk from other actual or potential harm to a child or young person may also result from:

- Criminal exploitation such as county lines (CCE)
- Extremism
- Female genital mutilation
- Modern slavery & Trafficking

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments.

All staff, but especially the DSL (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families - Extra-familial harms - including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.

Additional information regarding extra familial harm and contextual safeguarding is available here: Contextual Safeguarding - <https://contextualsafeguarding.org.uk/>

APPENDIX J – National Autistic Society Guidance & Peer to peer abuse

<https://www.autism.org.uk/advice-and-guidance/topics/education>

Children or young people with autism who may abuse others. If a child with autism bullies another child, carefully consider the possible reasons for the bullying.

Some children with autism find it difficult to understand or control their emotions or behaviour and may have little or no concept of the consequences of their actions. They might not have the insight or language to describe their feelings of frustration, may not be able to appreciate the impact of their words or behaviour on others, or may be re-enacting the bullying that they have experienced from others.

The possibility that the child with autism is being coerced by others, as in mate crime, should also be explored.

All staff should be aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

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

All staff should be clear as to the policy and procedures with regards to peer on peer abuse. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school environment.

All staff, but especially the designated safeguarding lead (or deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as extra familial harm and the response to this needs to be made with a contextual safeguarding approach, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so it is important that school provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.

Additional information regarding extra familial harm and contextual safeguarding is available here: Contextual Safeguarding - <https://contextualsafeguarding.org.uk/>

APPENDIX K - RESPONDING TO A DISCLOSURE OF ABUSE

- When a child tells me about abuse s/he has suffered, what must I remember?
- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never promise confidentiality. Assure her/him that you will try to help but let the child know that you may have to tell other people in order to do this. State who this will be and why.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Just ask "what do you want to tell me?" or "is there anything else you want to say". Best practice would be to use the **TED method (tell, explain, describe)**
- Do not interrupt when the child is recalling events and do not make the child repeat themselves.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- Do not worry that you might be mistaken; you have a duty to report your concerns following disclosure of abuse or neglect. Never think abuse is impossible in your organisation or group, or that an accusation against someone you know well and trust is bound to be wrong.

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Recognise – Respond – Reassure – Refer – Record

NB: For more information on what to do if a child discloses see the government guidance – What to do if worried a child is being abused: Advice for practitioners

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

- When making a child protection referral parental consent should be sought, unless to do so poses a risk of immediate & significant harm to the child. It will be for Children's Services to determine whether the threshold for invoking Child Protection procedures is met. You should always seek guidance from Children Services prior to submitting a referral. Record all actions taken in accordance with your DSL responsibilities and duty to report.

- If there are concerns of a Child Protection nature and the child is **about to leave the school premises** the Headteacher should be informed. The Headteacher, in consultation with the Children’s Services department, will decide on the next step to be taken.

It is important that you

DO	DO NOT
<ul style="list-style-type: none"> • Keep an open mind • Reassure the child that they have a right to tell • Listen carefully • Work at the child’s pace • Ask only open questions – if you must ask them, clarify the facts, don’t interrogate • Explain what you need to do next • Record accurately and quickly using the child’s words • Pass on to DSL same day 	<ul style="list-style-type: none"> • Promise to keep secret what they are telling you • Interrupt • Interrogate/investigate • Assume e.g. this child tells lies • Make suggestions about what is being said • Speculate or accuse anyone • Show anger, shock etc.... • Tell the child to go and speak to someone else • Forget to record accurately and/or pass on to DSL • Confront alleged abuser

APPENDIX L - KEY SAFEGUARDING AREAS

There are specific areas of safeguarding that schools have a responsibility to address and these include;

Abuse – see **Appendix I** for types of abuse and neglect

Bullying including Cyberbullying and Sexting - All schools have a separate Anti-Bullying policy which details responses to these issues.

Child Criminal Exploitation (CCE) - Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation does not always involve physical contact; it can also occur through the use of technology. Criminal exploitation of children is broader than just county lines, and includes for instance children forced to work on cannabis farms or to commit theft.

County Lines - County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of “deal line”. They are likely to exploit children and vulnerable adults to move and store the drugs and money and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

County lines activity and the associated violence, drug dealing and exploitation has a devastating impact on young people, vulnerable adults and local communities.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs.

Indicators of CCE & County lines can be:

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

Child Sexual Exploitation (CSE), trafficking and modern slavery – CSE is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact - it can take place through the use of technology. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year-old who can legally consent to have sex.

CSE also needs to be considered in terms of children who have been recruited or transported for the purposes of exploitation.

The above CCE/County Lines indicators can also be indicators of CSE as can;

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

Children and the Court System – Children are sometimes required to give evidence in criminal courts either for crimes committed against them or for crimes they have witnessed. Support needs to be given these children ensuring that any special measures needed are implemented. Going through family separation can also be stressful for children, the Ministry of Justice has launched an online child arrangements information tool which might be useful to parents and carers

Children Missing from Education – Helping to identify children who are missing education, particularly repeatedly and recognising this can be a vital warning sign of a range of safeguarding possibilities. Ensuring early intervention to identify any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Children Missing from Home or Care – Responsibility to stop children from going missing and protection for those who do.

Children with Family Members in Prison – recognising that children with family members in prison are at higher risk of poor outcomes including poverty, stigma, isolation and poor mental health.

Domestic violence and abuse, Gender-based violence/violence against women and girls (VAWG) and teenage relationship abuse - involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those who are, or have been, in relationships or are family members regardless of gender or sexuality and is applicable to teenagers engaged in abusive relationships.

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Drugs – As part of schools duty to promote pupils' wellbeing, we have a role to play in preventing drug misuse as part of our pastoral responsibilities (health and wellbeing/Healthy Schools) and to support the Government's drug strategy (2010) to provide information, advice and support to pupils via the curriculum.

Education at Home – Where children are being asked to learn online at home, education providers have followed the advice supporting schools to do this safely. Fabricated or induced Illness- This supplementary guidance, Safeguarding Children in whom Illness is Fabricated or Induced (2008), sets out a national framework within which agencies and professionals at local level – individually and jointly – draw up and agree upon their own more detailed ways of working together where illness may be being fabricated or induced in a child by a carer who has parenting responsibilities for them.

Faith Based Abuse – The National Action Plan to Tackle Child Abuse Linked to Faith or Belief is intended to help raise awareness of the issue of child abuse linked to faith or belief and to encourage practical steps to be taken to prevent such abuse.

Homelessness - Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. It should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support.

So called 'honour-based' abuse – encompasses incidents or crimes, which have been committed to protect or defend the honour of the family or the community, and includes practices such as **Breast Ironing; Female Genital Mutilation (FGM)** – Comprises all procedures involving partial or total removal of the external female genitals or other injury to the female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences;

Forced Marriage – is not the same as an arranged marriage, as it involves coercion and force as opposed to a marriage based on free choice. It affects both males and females;

Gangs and Youth Violence – Teachers and designated staff have a range of powers in relation to discipline to tackle problems, including violence, in the school environment. Such powers cover disciplinary actions, the power to restrain violent pupils, and the power to search pupils for prohibited items.

Hate – How we are protecting children and communities from extremism and radicalisation and educating against hate.

Knife Crime - Knife crime is an increasing risk to children, both at school and in their communities. Recent Ofsted research has identified ways that schools can keep children safe from this risk and recommend that schools and local agencies should work together more closely to meet their specific local needs by; Improving partnership working and strategic planning; thinking about how exclusions and managed moves are used; prioritise early help and prevention; improve information sharing and teach about knife crime through the curriculum

Mental Health – Acknowledging the impact of Mental Ill Health on children's abilities to achieve their potential. A commitment to early identification and support for children whose behaviour suggests they may have unmet mental health needs.

Preventing Radicalisation – Each school holds an action plan on preventing radicalisation and extremism. The school is aware of its responsibilities under the Counter Terrorism and Security Act 2015, specifically Section 26, and the Prevent Strategy to safeguard pupils who are at risk of radicalisation by identifying and risk assessing individuals who may be drawn into terrorism, violent or non-violent extremism. **This is known as the Prevent Duty**

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is part of the schools' safeguarding approach.

- Extremism- is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism -is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

Sexual Violence and Sexual Harassment between children – Guidance regarding prevention of, and response to, pupil peer to peer allegation or abuse, including sexting, sexual harassment, upskirting, on-line and face to face bullying and persistent inappropriate and demeaning comments (often disguised as ‘banter’).

Trafficking – is the trade in humans, most commonly for the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs; or for providing a spouse in the context of forced marriage. Human trafficking can occur within a country or trans-nationally, it is the trade in people, and does not necessarily involve the movement of the person from one place to another.

Upskirting - The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a ‘persons clothing (not necessarily a skirt) without their permission and or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

Additional information about these key safeguarding areas, and guidance for support and response to these issues can be found in Keeping Children Safe in Education - Annex A (2021)

APPENDIX M - GENERAL PRINCIPLES AND PROCEDURES

1. The school will ensure guidance is clearly displayed in all rooms for students on what to do if they have any concerns.
2. Schools has a Designated Safeguarding Lead to whom any concern must be reported immediately.
3. On every occasion that a member of staff has reason to suspect potential child abuse (e.g. unusual injury, change in behaviour, not wanting to participate in school activities or to go home) they must contact the School's Designated Safeguarding Lead at the earliest opportunity.
4. If you witness something or a child makes a disclosure, write a brief note as soon as you can that day while the facts are clear in your mind. If you believe an offence has been committed, you may choose to call the police directly.
5. The prime concern is ensuring the child is safe while the appropriate action is taken.
6. Under no circumstances should anyone within the school undertake a physical examination of the child or conduct an investigation into concerns relating to abuse as this is the role of the police and social care.
7. The School's Designated Safeguarding Lead will ensure contact is made with the appropriate authority (e.g. with LADO, social care, police, KEA, and parents) and will keep a record of all allegations.
8. The local authority then becomes responsible for determining the appropriate course of action including who needs to know, what information can be shared and who will lead an investigation and who will advise the School's Designated Safeguarding Lead accordingly.
9. Where an allegation is made against a member of staff the school will ensure the member of staff is supported and treated fairly. On rare occasions the school may need to consider suspending the alleged member of staff whilst an investigation is carried out or the case is resolved in order to guarantee the safety of the young person.
10. Abuse is gross misconduct and after proper investigation and fair hearing will generally result in summary dismissal.
11. A professional approach should be adopted throughout the process. Every effort will be made to maintain confidentiality. Confidential information should only be shared on a need-to-know basis.

APPENDIX N – CODE OF CONDUCT

Code of Conduct **AIM** **To keep pupils and staff safe at all times**

CONFIDENTIALITY

- Do not share confidential information about a pupil with any person, other than on a professional need to know basis.
- Never promise complete confidentiality to a pupil prior to, during, or after a disclosure.
- Never pass on confidential information to ‘outsiders’, other parents or Teachers without first seeking guidance from the Safeguarding Lead of the school.
-
- All data covered by the Data Protection Act should be treated in accordance with the Act i.e. with care!

CONTACT AND PHYSICAL CONTACT

- Do not give your personal details to pupils or parents.
- Always use school email addresses.
- Any unwelcome communications from pupils or parents should be reported immediately. Physical contact should never be
- Secretive or for personal gratification

Of a type which may be considered indecent for some pupil’s staff will need to initiate physical contact for care, emotional support or safety needs. Be self-aware and always follow guidelines in the physical contact policy

Behaviour Management

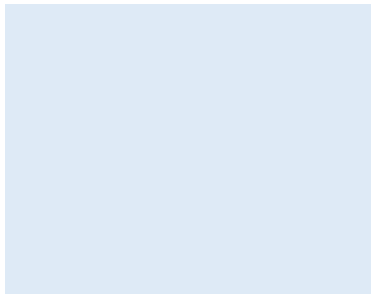
- Do not use sarcasm, demeaning or insensitive comments.
- Always try to remain calm and defuse situations before they escalate.

Power and Trust

- Do not use your power to intimidate, threaten, coerce or undermine pupils.
- Do not engage in sexual activity with any pupil.
- Be aware how your action may be viewed by others.

One to One Situations

- Avoid meeting in remote, secluded areas of the school.
- Ensure there is visual access and/or an open door.
- Try to ensure other staff are around or at least aware of meetings.



- Do not be seen to be paying special attention to a particular pupil.

- Do not use 'engaged' or equivalent signs.
- If you have a reason to be concerned prior to a meeting, arrange for a colleague to be present

- Propriety**
- Do not behave in such a manner that would lead any reasonable person to question your suitability to work with children or act as a role model.
 - Do not make sexual remarks to a pupil or behave in a way which could be interpreted as sexually aggressive or provocative.
 - Do not discuss your own sexual preferences or sexual relationships with or in the presence of pupils.

- Dress and Use of Technology**
- Dress decently, safely and appropriately.
 - All mobile phones must be kept on 'silent' and only used during personal break-times

- Photographic and Video Images**
- Only record images where there is a justifiable need.
 - Ensure colleagues are aware you are recording.
 - Images may not be displayed without parental/carer consent. Please check this first.

APPENDIX O – Child Protection Record – examples

Report of a concern

Case Chronology Record Keep

Child Protection Record – Report of a concern form

Date of Record:	
Date of Incident:	

Name of Referrer:		Role of referrer:	
Child Name: DOB:		Year group/ class	
Details of concern:	<ul style="list-style-type: none"> • <i>use body map if appropriate (with advice of Designated Lead)</i> • <i>use initials for other children / young people involved, unless there is a specific need to name them in full</i> • <i>contemporaneous notes, if taken, may be attached to this form</i> 		
Reported to:		Role of person reported to:	
Signed:			

Child Protection Record – Case Chronology keeping

Chronologies should:

- be accurate – contain fact, not opinion
- contain sufficient details but not replicate the case recording (i.e. pertinent information only)
- be flexible – allow for unplanned events to form part of the recording
- be reviewed regularly – chronologies should be up to date to allow analysis
- note action that was taken in response to any particular event (i.e. x happened and so we did y).
It is also important to note if no action was taken.

Name of Child Date of Birth:

Date of Record:	
Date of Incident:	

Date:	Event:	What action was taken?