

Safeguarding Policy

Incorporating Child Protection

This policy is available on our website and is available on request from New Leaf.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Employee Handbook. In addition, all staff have access to Part One of the statutory guidance '*Keeping Children Safe in Education*', DfE (2023) which is located in electronic form on our google drive and a paper version is located in the office

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04/09//2023	01/09/2024	Operation Encompass (Staffordshire Police domestic abuse policy) Revised 30/01/2021 See Appendix 8 KCSIE Sept 2023

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1. Purpose and Aims

The purpose of New Leaf's safeguarding policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable pupils** – supporting pupils who have been abused, have witnessed violence towards others or may be vulnerable to abuse; or have experienced or are vulnerable to peer-on-peer sexual abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children.

New Leaf follows the Stoke-on-Trent and Staffordshire Safeguarding Children's Board policies and procedures. www.staffsscb.org.uk

The aim of this policy is to make all staff whether employed or voluntary understand the following important information which is key to an effective safeguarding strategy.

- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility, and **the voice of the child is evident**
- **Protecting** children and young people at our school from maltreatment
- Establishing **a safe environment** in which our children can learn and develop within an ethos of openness
- **Preventing** impairment of our children and young people's health or development
- **Ensuring** young people at our school grow up in circumstances consistent with the provisions of safe and effective care.

- Offering students a **balanced curriculum** including PSHE, healthy relationship education, on-line safety, sexting
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action**. Undertaking the role so as to enable children and young people at our school to have **best outcomes**.
- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school.

2. Ethos

The child's welfare is of paramount importance, we are a child centred provision.

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

All staff are encouraged to report any concerns that they have and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity.

3. Key Principles

The child's needs and welfare are paramount. **New Leaf is a child centred provision**. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

The school recognises that scrutiny, challenge and supervision are key to safeguarding children.

‘Safeguarding and promoting the welfare of children is everyone’s responsibility. Everyone who comes into contact with children and their families and carers has a role to play. 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.’ (Keeping Children Safe in Education 2023)

- At New Leaf we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Advanced Level 2 Safeguarding which is above the minimum training required in KCSIE 2023, and also receive regular updates through staff meetings, briefings and weekly email alerts to develop and support robust safeguarding practices amongst all staff.
- The school has **clear induction processes** for all staff, and volunteers and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2023; Employee Handbook; Staff Code of Conduct; Schools behaviour policy; Attendance Policy, and this Safeguarding Policy.
- The school is committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a ‘child in need’ statutory assessment.
- ‘Early Help means providing support **as soon as a problem emerges**, at any point in a child’s life, from the foundation years through to the teenage years. ‘
- ‘All staff should be aware of the early help process, and **understand their role in it**. (KCSIE 2023). This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.’ (DfE 2018)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Our Concern Forms are vital to this process and should be completed in as much detail as possible and forwarded to Karen Nicoll without delay. Concern Forms can be located on the google drive under “Safeguarding Documents”
- Whilst the Designated Safeguarding Lead will normally make referrals to Children’s Services, **any staff member can refer their concerns to children’s social care** directly in emergencies or if they feel they need to do so.

4. Designated and Deputy Safeguarding Leads



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The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with Keeping Children Safe in Education 2021).

At New Leaf the Designated Safeguarding Lead is Helen Wright.

The Deputy Designated Safeguarding Lead is Jane Coleman.

The Designated Mental Health Lead is Jane Coleman.

The DSL will support staff that make referrals to First Response/Starting Point.

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and also support staff that make referrals to the Channel programme

The DSL will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required, such as in FGM.

DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation.

Designated Safeguarding Leads encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the provision may put in place to protect them. DSL has developed systems to record these and ensure through case reviews the child/rens voice have been heard/recorded.

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation. It is our practice to telephone carers within half an hour of non-arrival to ascertain the reasons for absence.

DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

DSL ,where a parent chooses to remove their child/ren from school to **EHE (Elected Home Educators)** will make arrangements to pass any safeguarding concerns to the EHE Team within the relevant local authority.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the DSL



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5. Designated Lead Teacher for Looked After and previously Looked After Children

New Leaf must appoint a designated teacher (In non-maintained schools and colleges an appropriately trained teacher should take the lead) and should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is: **Karen Nicoll**.

The designated teacher will work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children. In other schools and colleges, an appropriately trained teacher should take the lead.

6. Working with Parents/Carers

At **New Leaf** we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives



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- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7. Staffordshire Early Help

Designated Safeguarding Lead will ensure staff are aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '**professional curiosity and respectful uncertainty**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

Practitioners should complete the Staffordshire Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs.
- Children do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

- [Families First Guidance Documents](#)
- [Thresholds and Early Help Guidance](#)



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The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). That referral will be made through Families First Responsive Services (0800 1313126) or to report a concern via email, www.staffordshire.gov.uk/reportconcern

The DSL may also consider seeking advice and guidance from [Staffordshire Education Safeguarding Advice Service](#) around thresholds and appropriate referrals to First Response.
ESAS: - 01785 895836

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed

8. A Safer School Culture

Safer Recruitment and Selection

The school pays full regard to 'Keeping Children Safe in Education Sept 2023'. Safer Recruitment practice includes scrutinising applicants, verifying identity, academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Karen Nicoll has undertaken appropriate training in Safer Recruitment. Karen Nicoll will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

9. Escalation Procedure

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the Schools DSL.

10. Staff Support

We recognise the stressful and 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.

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be extended to other members of staff as deemed appropriate by the school.

11. Use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

Our school will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of challenging behaviour and the need to use reasonable force.

12. Keeping Children Safe in Education (2023) Specific Safeguarding Issues:

All staff in **New Leaf** have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead, who is the expert within our School and is there to support staff, volunteers and Governance body further.

- Abuse
- Bullying, including cyberbullying
- Children and the courts
- Children with family members in prison
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage



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- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children strategy
- Online safety
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Sexual violence and sexual harassment
- Sexting
- Trafficking
- Voyeurism (“upskirting”) is now a criminal offence
- The practice of “breast ironing”

Mental Health: “If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken.” During the Covid 19 Pandemic, mental health issues have increased exponentially and so early intervention is CRUCIAL in order to get students the support they need.

13. Definitions and further explanations of key safeguarding issues

Peer on peer abuse

All New Leaf staff are aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals.

Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing particularly towards girls. There should be a zero tolerance approach to sexual violence and sexual harassment. Behaviours by children should **never be passed off** as ‘banter’ or ‘part of growing up’. The DFE states ‘peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures’.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.’ It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. (Sexual Violence and sexual harassment between children in schools and colleges 2023).

As well as providing support to the victim, the school will also provide the alleged perpetrators with safeguarding support as appropriate as well as implementing any disciplinary sanctions. Taking disciplinary action and providing appropriate support can, and should, occur at the same time if necessary.

Children who are lesbian, gay, bi or trans (LGBT) can be targeted by their peers. The school encourages an acceptance of diversity and open discussions are a regular part of PSHE.



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Harmful Sexual Behaviour (HSB) can occur online and or/face to face and can also occur simultaneously between the two. Ages and the stages of development are critical factors particularly if there is more than two years difference.

It is **crucial** that any student with a pattern of displaying abusive behaviours is flagged as an on-going risk to other students and that these behaviours need to be addressed in order to prevent problematic, abusive and/or violent behaviour in the future.

Concerns should be referred to the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate. Our policy for responding to allegations of peer-on-peer abuse encompass the following:

- All staff are aware that technology is a significant component in many safeguarding issues.
- The importance of children feeling "heard and understood" KSCIE 2021
- Staff should understand the difficulty that children may have in approaching staff and consider how to build trusted relationships

Bullying including Online/Cyberbullying

"All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues." KSCIE (2023). Children are at risk of abuse online as well as face to face and in many cases this abuse occurs concurrently via online channels and in daily life. Children can abuse their peers online and this can take the form of abusive, harassing, and misogynistic messages; the non-consensual sharing of indecent images, especially around chat rooms and the sharing of abusive images and pornography, to those who do not want to receive such content.

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education.



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A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Our school will hold two or more emergency contact numbers for each pupil. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

The school must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or who has been absent without the school's permission for a continuous period of 2 days. For a child on a Protection Plan this will be within half an hour of non-attendance if there has been no explanation provided. The school (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

Our school will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered "missing".

Child Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Mental Health

This non-statutory advice clarifies the responsibility of the school, outlines what they can do and how to support a child or young person whose behaviour, whether it is disruptive,



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withdrawn, anxious, depressed or otherwise , may be related to an unmet mental health need.

Guidance Documents:

- [Parenting capacity and mental health](#) – Section 40
- [Mental Health & Behaviour in schools](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation:- Definition and Guidance, Feb 2017. Gov.uk)

CSE can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or do not take part in education

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

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

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

- Psychological
- Physical
- Sexual
- Financial
- Emotional

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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Fabricated or induced illness - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.



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There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Female Genital Mutilation (FGM)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM is known by a number of names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to "honour based violence".

With effect from 31 October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the **Police**. Failure to report such cases will result in disciplinary sanctions.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

Forced Marriages

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform the relevant local authority social care team of a private fostering arrangement by contacting First Response. (08001313126), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

14. Preventing Radicalisation

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

New Leaf values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.



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The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. New Leaf is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty..

New Leaf seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Response

With effect from 1 July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people.

Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our school is Jane Coleman.

Staff within our school will be alert to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff.

When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the DSL if this is not the same person.

Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues,

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter-Terrorism Unit, and it aims to:



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- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Risk Reduction

At New Leaf Andy Whitlock, Operations Manager, will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RE curriculum, SEND policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our school.

This risk assessment will be reviewed as part of the annual Section 175 return that is monitored by the Staffordshire Safeguarding Children Board.

15. Sexual Violence and Sexual Harassment

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

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

Staff should be aware of the importance of:

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



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- Upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm

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

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and
 - Sexual exploitation; coercion and threats
- Upskirting

New Leaf's Response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow New Leaf's safeguarding referral process. As is always the case, if staff are in any doubt



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as to what to do they should speak to the designated safeguarding lead (or a deputy). Schools behaviour policy will support any sanctions.

Sexting

Sexting is when a young person takes an indecent images of them self and sends this to their friends or boy / girlfriends via mobile phones.

The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by your child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18 on to someone else – young people are not even aware that they could be breaking the law as these are offences under the Sexual Offences Act 2003.

16. Trafficking

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent. 'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

17. Vulnerable Children

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are **absent from school** or **who go missing from education**. We will inform the local authority of any pupil who fails to attend school regularly, or who has been absent without school permission for a continuous period of **3 school days or more**.

We also recognise that safeguarding against **radicalisation and extremism** is no different to safeguarding against any other vulnerability in today's society. Our staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as **travelling to conflict zones, FGM and forced marriage**.



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As a school we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)
- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding
-

A **combination** of these factors can make them more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so you should also be alert to parent/child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, you can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

Guidance Document:

[Promoting the Welfare of Children in Specific Circumstances](#) – Section 4S

Looked after children:

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School. The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC designated teacher:- Karen Nicoll

The governing body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within the school

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve.

The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

[Designated Teacher for Looked After Children](#)

18. Managing Complaints

At New Leaf we encourage children and families to raise with us any concerns or comments and have a robust internal investigation process.

The complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA. Our complaints policy is on our school website for parents/carers to access.

Safeguarding concerns should be raised with school immediately.

If a concern or a child is **at immediate risk then the individual needs to contact First Response (0800 1313126)**. All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors.

19. On-Line Safety

The use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

As a school, we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

20. Educational Visitors to School

The school will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be suitably recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be “reasonable in all the circumstances to ensure the protection of children” as stated in KCSIE 2018
- We have clear visitor’s procedure that enables us to offer pupil experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

21. Managing Allegations against Staff and Volunteers

New Leaf ensures there are procedures in place to manage allegations of abuse against staff members, peer on peer and Head Teachers.

Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at New Leaf. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children.

If an allegation is made or information is received about an adult who works at New Leaf which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. If it is about the sole proprietor of the Independent school then this needs to be raised with the Designated



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Officer. Should an allegation be made against the Headteacher, this will be reported to the Pastoral Head of Centre, Jane Coleman.

The Pastoral Head will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Pastoral Head should contact the LADO. (Numbers available at end of policy document.)

The NHS Whistleblowing advice line is available for staff who do not feel able to raise concerns regarding child protection failures internally. 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.

The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who 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. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform Barring service.

New Leaf will also respond to low level concerns that contravene the code of conduct as specified in the Employee Handbook. This may be related to:

- Being over friendly with children
- Having favourites
- Taking photographs of children on mobile phones
- Engaging with a child on a one to one basis in a secluded area
- Using inappropriate sexualised, intimidating or offensive language

22. Communication – Confidentiality/Information Sharing

KCSIE (2023) states that: “Information sharing is vital in identifying and tackling all forms of abuse and neglect and in promoting children’s welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.”

There needs to be a confident and proactive sharing culture where any details that are indicative of a concern should be shared and not just concerns deemed “serious.” Early intervention is crucial in getting a child the help and support they need as preventative measures will help prevent more serious outcomes.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with KCSIE (2023)

New Leaf works closely with Staffordshire, Derbyshire and Leicestershire Local Education Authorities and their respective social care services.



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As a school we recognise the importance of information sharing between professionals and local agencies.

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we **adhere to data protection** yet we **do not allow this to stand in our way** in the need to promote the welfare and protect the safety of our children in our care.

23. Site Security

New Leaf provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

- Visitors can only gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. School has a clear system of ensuring staff are to be accompanied/supervised by regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to Karen Nicoll.
- Parents, carers and grandparents attending functions have access only through the main door.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Empty classrooms should have closed windows and locked doors.
- Children should never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason.
- Health and safety audit to be completed annually with risk assessment and will form part of Governors annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- Risk management of site security is managed by senior leadership/governance, school has a clear system of risk assessments and review timescales of these.

Appendix 1

Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

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

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead **Karen Nicoll** or Deputy Safeguarding Lead **Jane Coleman**.

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

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the Designated Safeguarding Leads and provide them with a written/electronic record of your concern. A copy of the form to complete is attached to this and others can be obtained from the google drive or Office. Please ensure you complete all sections as described.

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

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Manager. If an allegation is made about the Head teacher you should pass this information to Jane Coleman. Alternatively, you can contact the Local Authority Designated Officer (LADO) directly on the following numbers:

Staffordshire County Council: **0800 1313126**
Derbyshire County Council: **01629 535353**
Leicestershire County Council: **0116 3057597**

The people you should talk to in New Leaf are:

Designated Safeguarding Lead: Helen Wright

Deputy Designated Safeguarding Lead: Jane Coleman

Appendix 2

Safeguarding Induction Checklist

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information:		
	School Structure, Governance arrangement		
	Keeping Children Safe In Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body-members		
	Staff Employee Handbook		
	Behaviour Policy		
	Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		
Health & Safety: Fire procedures and Fire officers (review date)			
W 4	Meet with Head teacher & DSL		



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	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Employee Handbook Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		
WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

Signed by Employee:

Date of Completion:

Areas to follow up:



Training needs Identified:

Actions where there are concerns about a child



Appendix 4

Definitions and Indicators of Abuse

1. Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

2. Physical Abuse

Physical abuse 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.



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The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

3. Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, 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 (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;



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- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Childrens Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

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

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;

- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from Parents/Carers

Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child’s means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child’s finances; or
- Inappropriate invasive procedures.

Appendix 5

Dealing with a Disclosure of Abuse

When a pupil tells me about abuse they have suffered, what should 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 agree or promise to keep it a secret. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed
- Tell the child that it is not her/his fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D** : **T**ell me. **E**xplain. **D**escribe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell 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 in writing, all you have heard, though not necessarily at the time of disclosure.
- 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. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered, or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. (**First Response, 0800 13 13 126**) or email www.staffordshire.gov.uk/reportconcern

Appendix 6

Allegations about a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.

2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head Teacher/Principal must be informed immediately. The Head Teacher/Principal must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher/Principal should not carry out the investigation him/herself or interview pupils.

3. The Head Teacher/Principal should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify the Staffordshire Designated Officer (**LADO**) (**0800 1313126**). The LADO will liaise with the Chair of Governors and advise about action to be taken, and may initiate internal referrals within Staffordshire Childrens Social Care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil. These should be addressed through the school's own internal procedures.
 - If the Head Teacher/Principal decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.



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4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.
5. Where the allegation is against the sole proprietor, the referral should be made to the LADO directly.

Appendix 7

Indicators of Vulnerability to Radicalisation

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
 - The demonstration of unacceptable behaviour by using any means or medium to express views which
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs
 - Seek to provoke others to terrorist acts
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:



NEW LEAF

Alternative Provision

- Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations;
 - Significant changes to appearance and/or behaviour; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

Operation Encompass

Operation Encompass is an information sharing partnership between Staffordshire Police and Staffordshire and Stoke on Trent educational settings (from Reception through to Higher Education) which allows schools to offer immediate support for children and young people experiencing domestic abuse.

How does Operation Encompass work?

Information obtained by the police at the attendance of a domestic abuse incident is shared with a school prior to the start of the next school day which enables appropriate support to be given dependent on the needs and wishes of the child.

How do the schools receive notification by the police that a domestic incident has occurred?

When an officer attends the incident and completes the risk assessment on their handheld device, the name(s) of the children who form part of the household (whether present or not) are included. Alongside the details of the child, the officer will select the school that the child attends from the dropdown list. By completing this section of the risk assessment, the officer generates an automatic referral to the school via an email in real time. This enables the school to put in support measures as appropriate.

Operation Encompass Designated Lead: Karen Nicoll

Staff will receive training on report writing which will involve the following effective safeguarding practices:

- If at all possible reports will be managed with two members of staff present, including either the DSL or Deputy DSL
- Where the report contains an online element, there should be an awareness of the searching, screening and advice for school and the UKCIC “Sharing nudes and semi nudes: advice for education settings working with children and young people.”
- Staff should be aware NEVER to forward illegal images of children; it may be more appropriate to confiscate the device to preserve evidence and hand this to the police
- Staff should not promise confidentiality as it is likely that the concern will have to be shared with other agencies
- Staff should only share the report with those people who are necessary in order to progress it
- Victims should understand what the next steps will be and who the report will be passed to
- Children tend to disclose information to somebody whom they trust. It is important that the person to whom the child discloses information should be supportive and respectful of the child
- Staff should recognise that an initial disclosure to a trusted adult may only be the first incident reported rather than representative of a singular incident and that trauma can impact memory and so children may not be able to recall details or a timeline
- Staff should LISTEN to the child, reflecting back, using the child’s language; be non judgemental; not ask leading questions but use prompts to gather evidence about where, when and what.
- Best practice is to wait until the end of the report and immediately write up a summary. It is VITAL to engage with the child so note taking should not distract from this
- Only facts should be recorded as the child has presented them. The notes should not reflect the personal opinion of the note taker

Links with other policies:

This behaviour policy is linked to the following policies and key documentation:

- Exclusions Policy
- Complaints Policy
- Anti-Bullying Policy
- Attendance Policy