



GUILSBOROUGH MULTI ACADEMY TRUST

Safeguarding and Child Protection Policy

Policy Name	Safeguarding and Child Protection Policy
Owner	Vice Principal and Safeguarding Team
Statutory	Yes

Date Ratified	Review Due
October 2019	October 2020

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Part One: Safeguarding Policy

1 Key Information

1. Named staff and initial contacts

PERSON RESPONSIBLE FOR POLICY:	MRS ANGELA LAKEY
APPROVED:	OCTOBER 2019
SIGNED:	VICE PRINCIPAL AND SAFEGUARDING TEAM
TO BE REVIEWED:	OCTOBER 2020

At Guilsborough Academy the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Mrs Angela Lakey – Vice Principal lakey@guilsborough.northants.sch.uk	<p>Mrs Joy Greenwood greenwood@guilsborough.northants.sch.uk</p> <p>Mrs Laura Concar Tel: 01604 740641 concar@guilsborough.northants.sch.uk</p> <p>Mr Paul Harvey Tel: 01604 740641 harvey@guilsborough.northants.sch.uk</p>	Mr Nick Smith Contact through governorclerk@Guilsborough.northants.sch.uk
If the DSL or deputies are not available, arrangements are in place regarding out of hours activities		

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the Principal)
Mrs Julie Swales - Principal	Mrs Angela Lakey – Vice-Principal	Mr Derek Doran

At Naseby CE Primary Academy the named personnel with designated responsibility for safeguarding are:

Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Safeguarding Governor
Mrs Beverley Thornton – Head Teacher head@naseby-ce.northants.gov.uk	Mrs Hannah Warner Mrs Sarah Burdett	Mr Peter Burditt governorclerk@Guilsborough.northants.sch.uk
If the DSL or deputies are not available, arrangements are in place regarding out of hours activities		

The named personnel with Designated Responsibility regarding allegations against staff are:

Designated Senior Manager (normally the Headteacher)	Deputy Designated Senior Manager	Chair of Governors (in the event of an allegation against the Head of School)
Mrs Beverley Thornton Head Teacher head@naseby-ce.northants.gov.uk	Mrs Hannah Warner Mrs Sarah Burdett	Mr Peter Burditt governorclerk@Guilsborough.northants.sch.uk

2. Safeguarding, advice and training contacts:

Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub: **0300 126 1000**;
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk;
- In an emergency outside office hours, by contacting the Emergency Duty Team or the Police.
- **If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999.**

2.1. Multi-Agency Safeguarding Hub (M.A.S.H)

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who may have concerns about a child's welfare following contact with the helpline that is now also based in the Multi-Agency Safeguarding Hub. It makes the process of dealing with referrals quicker and more effective by improving the way county council: Children's social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

For referrals regarding adults in education: Designated Officers (formerly Local Area Designated Officers)
01604 367268

Written referrals to the DO should now be sent via: Email: MASH@northamptonshire.gcsx.gov.uk

3. Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance
- safer children make more successful learners
- representatives of the school community will be involved in policy development and review
- Policies will be reviewed annually unless an incident or new legislation or guidance suggests the need for an interim review.
- The school will work with other agencies and share information appropriately to ensure the safety and wellbeing of our students.

Introduction

4. Safeguarding statement

We are committed to safeguarding our students. We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. We endeavour to provide a safe and welcoming environment where children are respected and valued. We will act quickly and follow our procedures to ensure children receive early help and effective support, protection and justice.

Policy principles

- Welfare of the child is paramount
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal

rights to protection

- All staff have an equal responsibility to identify children who may benefit from early help and to act on any suspicion or disclosure that may suggest a child is at risk of harm.
- There is a culture of vigilance, transparency, openness and, if needed, challenge with regards to maintaining high standards in safeguarding.
- Pupils and staff involved in safeguarding issues will receive appropriate support

Policy aims

- To provide all staff with the necessary information to enable them to meet their child protection responsibilities
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to child protection to students, parents and other partners
- To contribute to the school's safeguarding portfolio

The procedures contained in this policy apply to all staff and governors and are consistent with those of the; Keeping Children Safe In Education document (2019)

Safeguarding is defined as –

- **Protecting children from maltreatment;**
- **Preventing impairment of children's health or development;**
- **Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and**
- **Taking action to enable all children to have the best life chances.**

Guilsborough Multi Academy Trust is committed to safeguarding and promoting the welfare of all its students. We believe that:

- All children/young people have the right to be protected from harm;
- Children/young people need to be safe and to feel safe in school;
- All students will be taught about safeguarding and can recognise when they are at risk and how to get help when they need it
- Children/young people need support which matches their individual needs, including those who may have experienced abuse;
- All children/young people have the right to speak freely and voice their values and beliefs;
- All children/young people must be encouraged to respect each others values and support each other;
- All children/young people have the right to be supported to meet their emotional, and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- The Academy will consider the wider environmental factors in our students' lives that may be a threat to their safety and/or welfare. Any concerns will be actioned in accordance with Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2019)

- Schools can and do contribute to the prevention of abuse, victimisation, bullying, exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- and staff and visitors have an important role to play in safeguarding children and protecting them from abuse.

5 Key Legislation

5. Guilsborough Multi Academy Trust will fulfil their local and national responsibilities as specified by the Northamptonshire Children's Safeguarding Partnership www.northamptonshirescb.org.uk and as specified in the following documents:-

- **Equality Act 2010** <https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>
- **Education Act 2002**
 - Section 175 of the Education Act 2002 requires local education authorities and the governors of maintained schools and further education (FE) colleges to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children.
 - Section 157 of the same act and the Education (Independent Schools Standards) (England) Regulations 2003 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- **Counter Terrorism and Security Act 2015,**

To have due regard to the need to prevent people being drawn into terrorism.

- Prevent Duty Guidance (England and Wales) <https://www.gov.uk/government/publications/prevent-duty-guidance>
 - Section 26 applies to schools and other providers;
 - https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf
- **CONTEST: The United Kingdom's Strategy for Countering Terrorism June 2018**
 - <https://www.gov.uk/government/publications/counter-terrorism-strategy-contest-2018>
- **Working Together to Safeguarding Children (2018)** covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of Children. It also provides the framework for Local Safeguarding Children Boards (LSCB's) to monitor the effectiveness of local services, including safeguarding arrangements in schools.
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- **Keeping Children Safe in Education (2019)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) (England) Regulations 2014 and the Education (Non-

Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children.

- Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies, pupil referral units and maintained nursery schools
 - College means further education and sixth form colleges under the further and higher education act 1992 and relates to under 18's, but excludes 16-19 academies and free schools.
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
All staff must read and understand Part One and Annex A of this guidance and staff can find a copy on the VLE. In particular, staff must understand and how to report:
 - Children and the court system
 - Children missing from education
 - Children with family members in prison
 - Child sexual exploitation
 - Children criminal exploitation: county lines
 - Domestic abuse
 - Homelessness
 - So-called 'honour-based' violence
 - Peer on peer abuse
 - Sexual violence and sexual harassment between children in schools and colleges
 - What is sexual violence and sexual harassment?
- **Teaching Standards**
The Teacher Standards 2012 state that teachers, including Principals should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- **Mental Health and Behaviour in Schools: Departmental Advice (Dfe March 2018)**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf
- **Mandatory reporting of Female Genital Mutilation Dec 2018**
<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>
- **Forced Marriages**
<https://www.gov.uk/guidance/forced-marriage>
- **Information Sharing (2018)**
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>
- **Childcare Act (2006) (as amended 2018)**
<https://www.legislation.gov.uk/ukpga/2006/21/contents>
- **Guilsborough Multi-Academy Trust – other policies which address safeguarding issues are protection include :**
 - **Anti-bullying policy**

- **Attendance policy**
- **Equality Plan**
- **Home School Agreement**
- **Looked After Children Education and Care policy**
- **Positive Behaviour policy**
- **Key Skills (PSHE)**
- **Use of Communicative Devices Policy**

6 Overall Aims

All staff have a responsibility for Safeguarding no matter what their role. These are outlined clearly in Part One of Keeping Children Safe in Education (2019).

We will maintain an attitude of 'it could happen here' where safeguarding is concerned.

6.1 The Designated Safeguarding Lead

The school will ensure there is a member of the senior leadership team in the DESIGNATED SAFEGUARDING LEAD role and that appropriate cover is provided if they are unavailable. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff. They will ultimately have lead responsibility, which will not be delegated, however deputy leads will be trained to the same level.

The designated safeguarding lead is expected to:

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

The Designated Safeguarding Lead will hold regular case monitoring 'supervision' meetings with Mrs Joy Greenwood (Senior Pastoral Officer) monitoring reviews of vulnerable children. These reviews must be evidenced by minutes and recorded in case files. The Designated Safeguarding Lead must ensure there are regular supervision meetings in place with other members of the safeguarding team to ensure full overview of the student cases.

When a Designated Safeguarding Lead resigns their post or no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

In exceptional circumstances when a face to face handover is unfeasible, the Principal/Head of School will ensure that the new post holder is fully conversant with all procedures and case files.

Work with others

- Liaise with the Principal/Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- As required, liaise with the Social Workers and Early Help Team at NCC. Regarding a staff member issues should be referred to the Local Officer (see above); and
- 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.

Undertake training

The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead will undertake Prevent awareness training.

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

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

- The designated safeguarding lead will ensure the school safeguarding and child protection policies are known, understood and used appropriately;
- Ensure the school's safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- Ensure the safeguarding and child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with Northamptonshire Children's Safeguarding Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Safeguarding files

- Where children leave the school ensure their safeguarding file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained. Where possible this will be by hand, or by special delivery if not.

Staff will be informed of relevant details only when the Designated Safeguarding Lead feels their having knowledge of a situation will improve their ability to deal with an individual child and / or family. A written record will be made of what information has been shared with whom, and when.

Access to these records by staff other than by the Designated Safeguarding Lead will be restricted.

Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policies and give due regard to which adults have parental responsibility. The exception to this is where the DESIGNATED SAFEGUARDING LEAD considers that to share information with parents will place the child in immediate risk of serious harm.

Availability

- During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff to discuss any safeguarding concerns. **The Deputy DESIGNATED SAFEGUARDING LEAD(s)** is appropriately trained and, in the absence of the designated lead, carries out those functions necessary to ensure the ongoing safety and protection of pupils. However the senior DESIGNATED SAFEGUARDING LEAD holds lead responsibility.

6.2 The Governing Body ensures that the school:

- Creates a culture where the welfare of students is paramount and staff feel confident to challenge over any concerns.
- Complies with their duties under legislation - including the Prevent Duty 2015.
- Contributes to interagency working and plans.
- Takes into account Northamptonshire Children's Safeguarding Partnership procedures.
- Has an effective safeguarding and child protection policy (updated annually and on website) as well as staff behaviour policy and both are provided to and followed by all staff in a timely manner.

- Has an appropriate response to children who go missing from education and inform and report to the Local Authority when required.
- Appoints a DESIGNATED SAFEGUARDING LEAD who is a member of the senior leadership team, trained every 2 years, and that the responsibilities are explicit in the role holder's job description. The DESIGNATED SAFEGUARDING LEAD should be given time, funding and training to support this. There should always be cover for this role.
- Has considered how children are taught about safeguarding
- Has evidence of the child voice and that there are systems in place for feedback and pupils views.
- **Appoints a designated Looked After Children LAC teacher** and ensures appropriate training. Ensure staff have awareness of this group and their needs including contact arrangements.
- Have procedures for dealing with allegations of abuse made against members of staff including allegations made against the Principal/Head of School and allegations against other children. Procedures are in place for referral to the DBS disclosure and barring service.
- Has safer recruitment procedures that include statutory checks on staff suitability to work with children and ensures recording of this. Ensures volunteers are appropriately supervised. Ensures at least one person on appointment panel is safer recruitment trained.
- Develops a training strategy that ensures all staff, including site staff and the Principal/Head of School, receive information about the school's safeguarding arrangements on induction and appropriate child protection training, which is regularly updated in line with any requirements of the Local Safeguarding Children's Partnership
- Ensure that the school works in conjunction with other agencies to safeguard children as set out in the 'Working together to safeguard children 2018'.
- The Nominated Governor for child protection at the Guilsborough is Mr Nick Smith and at Naseby Mr Peter Burditt. The Nominated Governor is responsible for liaising with the Principal/Head of School and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual students.
- That the school complies with the Ofsted Framework (2019).
- The nominated governor and the Chair of Governors will liaise with the Designated Officer in the event of an allegation being made against the Principal/Head of School. The Nominated Governor will liaise with the Principal/Head of School and the Designated Safeguarding Lead to produce an annual report for governors and the local authority where required

6.3 The Principal / Head of School

- ensures that the child protection policy (safeguarding policy) and code of conduct are implemented and followed by all staff
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DESIGNATED SAFEGUARDING LEAD and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe online
- liaises with the Designated Officer where an allegation is made against a member of staff
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service.

- provides emotional supervision for staff in accordance with the Ofsted Framework 2019

7 Good Practice

To meet and maintain our responsibilities towards students we need to agree standards of good practice which form a code of conduct for all staff. Good practice includes:

- treating all students with respect
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- setting a good example by conducting ourselves appropriately, including online.
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students including challenging inappropriate or discriminatory language or behaviour.
- avoiding behaviour or language which could be seen as favouring students.
- avoiding any behaviour which could lead to suspicions of anything other than a professional relationship with students.
- reading and understanding the school's safeguarding and child protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, and appropriate IT/social media use.
- asking the student's permission before initiating physical contact, such as assisting with dressing, physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students. Avoiding the use of sexualised or derogatory language, even in joke.
- being clear on professional boundaries and conduct with other staff when students present.
- being aware that the personal, family circumstances and lifestyles of some students lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school procedures
- dealing with student infatuations in an open and transparent way e.g. informing the correct managers and managing the situation in a way which is sensitive to the feelings of the student.
- referring all concerns about a student's safety and welfare to the DESIGNATED SAFEGUARDING LEAD, or, if necessary directly to police or children's social care
- following the school's rules with regard to communication with students and use of social media and online networking
- avoiding unnecessary time alone with students and risk manage any time alone or 1:1 working.
- avoiding sharing excessive personal information with students

Safer Working Practice for Adults who work with Children and Young People in Education 2019

<https://www.safeguardingschools.co.uk/guidance-for-safer-working-practice-for-adults-who-work-with-children-and-young-people-in-education-2019/>

7.1 Abuse of Position of Trust

All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

8 Children with Additional Needs

Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur.

Some groups such as SEN and physically disabled children can be disproportionately impacted by bullying/communication barriers/dismissal of signs and indicators as relating to the disability without further exploration.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- missing education/missing from education
- disabled or have special educational needs
- young carers
- Looked After Children
- privately fostered children
- affected by domestic abuse
- affected by substance misuse/drug use
- affected by mental health issues including self-harm and eating disorders.
- affected by poor parenting
- at risk of Fabricated or Induced Illness
- at risk of gang and youth violence.
- asylum seekers
- living away from home
- vulnerable to being bullied, or engaging in bullying including cyber, homophobic, racist etc.
- live transient lifestyles
- LGBTQ+ students
- missing from home or care
- living in chaotic and unsupportive home situations
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- vulnerable to extremism or radicalisation.
- vulnerable to faith abuse
- involved directly or indirectly in child sexual exploitation CSE or trafficking
- do not have English as a first language
- at risk of Honour Based Violence (HBV) including;
- female genital mutilation (FGM) and forced marriage.

This list provides examples of additional vulnerable groups and is not exhaustive.

When the school is considering excluding, either fixed term or permanently, a vulnerable pupil and / or a student who is the subject of a child protection plan or where there is an existing child protection file, we will call an internal risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing Body

9 Some Current Issues

There are many issues of concern affecting children today and not all can be listed here. The issues are often complex and overlap, e.g. example drug use/alcohol misuse/truancing. Drugs advice

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

We will have a consistent approach of following our procedures and consulting with other agencies if there are any concerns with any of our pupils.

The Academy complies with the mandatory curriculum for Relationships education, relationships and sex education (RSE) and Health Education 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

9.1 Online safety

This is a significant component in many safeguarding issues and will continue to receive a high priority as an issue, as it is often how issues are facilitated including Peer on Peer Abuse, CSE, radicalisation, bullying etc. Appropriate internet filters and monitoring are in place, as well as education of staff and pupils. See individual sections.

In accordance with Keeping Children Safe in Education (2019), The MAT have a 'Use of Communicative Electronic Devices' Policy regarding the management of students' use of their own devices whilst in school.

Academy staff will be led by the Government Guidance Teaching online safety in school June 2019

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

Cyberbullying – Government advice :

www.gov.uk/government/uploads/system/uploads/attachment_data/file/374850/Cyberbullying_Advice_for_Headteachers_and_School_Staff_121114.pdf

Advice for parents on cyberbullying:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/444865/Advice_for_parents_on_cyberbullying.pdf

RSE is addressed in age-appropriate assemblies and tutor sessions as well as in the curriculum

9.2 Peer on Peer Abuse – which includes (but not limited to) sexual violence and harassment, bullying, sexting, cyberbullying, physical assaults and hazing or initiation type incidents; sexual assaults



Methods of ensuring that students are informed and updated of this principle are: the Anti-bullying policy, assemblies and tutor sessions and the Home/School agreement

Reported incidents will always be taken seriously and acted upon, under this policy and other appropriate policies.

Victims and perpetrators will be supported throughout the process

It will not be dismissed as 'banter', 'having a laugh' or 'part of growing up'. These issues will be part of LIFE SKILLS lessons and discussions. Victims and perpetrators will be supported through the schools pastoral system. Any hate crime/incident will be reported through local reporting mechanisms – see appendix.

9.2.1 Bullying

See also Positive Behaviour policy

Government advice on Preventing and Tackling Bullying 2017:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

Is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying will be recorded and reported and will be managed through our behaviour and tackling-bullying procedures. If the bullying is particularly serious, or the tackling bullying procedures are deemed to be ineffective, the Principal/Head of School and the DESIGNATED SAFEGUARDING LEAD will consider implementing child protection procedures.

Bullying incidents including discriminatory and prejudicial behaviour e.g. racist, disability and homophobic bullying and use of derogatory language will be recorded and analysed by NCC.

There will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures.

Government guidelines: <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/bullying-and-cyber-bullying/>

9.2.2 Child on Child Sexual Violence or sexual harassment

See also the Academy's Sexual Violence and Sexual Harassment Policy

School will act in accordance with the detailed Government guidance provided in Keeping Children Safe in Education (2019) and Sexual Violence and in Sexual Harassment between children in schools and colleges May 2018.

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

Our actions will always be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will never be tolerated.

The management of children and young people with sexually harmful behaviour is complex and the school will work with other agencies to maintain the safety of the whole school community. Young people who display such behaviour may be victims of abuse themselves and the safeguarding procedures will be followed for both victim and perpetrator.

Staff will receive training as part of their annual safeguarding refresher training. Staff who become concerned about a pupil's sexual behaviour should speak to the DSL as soon as possible who will then lead on the care of the students involved.

- Sexual violence is also referred to as sexual offences under the Sexual Offences Act 2003
- Reports of this nature will always be treated seriously and non-judgmentally.
- Young people with SEND, girls and/or other groups e.g. LGBTQ, are at greater risk of this type of abuse
- The DSL will carry out a risk assessment of how to care for the students involved appropriately, taking into account the nature of the incident. This will include on-going day to day arrangements after the event.
- Specialist advice and support will be sought as soon as possible, including guidance as to whether a crime has been committed
- The individual needs of each student will be taken into account and actions taken will be progressed taking into account the wishes of the student and parents
- School will work together with any appropriate agencies involved, which may include Social Services and /or the Police
- KCSIE (2019) now contains guidance on an amendment in April 2019 to the Voyeurism Act regarding 'Upskirting' which is now a criminal offence.
- If a crime has been committed, school will act together with the agencies involved, to protect the victim, alleged perpetrator and witnesses. The wishes of the victim will be paramount.
- Staff will be guided by the Government advice on Searching, Screening and confiscation 2018
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

9.3 Sexting

School will follow the updated guidance;

<http://swgfl.org.uk/magazine/Managing-Sexting-Incidents/Sexting-Advice.aspx>

UK Council for Child Internet Safety (UKCCIS) Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2017): <https://www.gov.uk/.../uk-council-for-child-internet-safety-ukccis>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/674416/Searching_screening_and_confiscation.pdf

9.4 Child Sexual Exploitation CSE

Is a form of child sexual abuse. Occurs when an individual or a group takes advantage of an imbalance of power to coerce, manipulate or deceive a young person or child (under 18), male or female, into sexual activity either in exchange for something the victim needs or wants or for the financial advantage or increased status of the

perpetrator or facilitator. An offence can be perpetrated by an individual within in a seemingly 'consensual' relationships or groups of males or females, children or adult. It may be a one off incident or a series of incidents related to serious organised crime gangs. There will be an imbalance of power where the perpetrator holds power over the victim. Technology is often used.

A child can be sexually exploited even if the sexual activity appears consensual

This is a serious crime. The specialist police team can be contacted for extra support and information.(details in appendix)

Knowledge about CSE will be included in staff's annual training. Signs of CSE may include:

- child having unexplained gifts or possessions
- associating with other young people involved in exploitation
- older boyfriends or girlfriends
- sexually transmitted infections or pregnancy
- changes in emotional wellbeing
- child misusing alcohol or drugs
- missing episodes from home or education, regularly late home

Northamptonshire Children's Safeguarding Partnership <http://www.northamptonshirescb.org.uk/schools/cse-professionals/>

9.5 Child Criminal exploitation: County Lines

Drug networks or gangs groom and exploit children or young people to carry drugs and money from urban areas to suburban, rural areas, seaside and market towns.

Staff will be made aware of the signs of this exploitation and how to recognise the early signs, which are similar to those of CSE. If there are concerns, the DSL will consider a referral to MASH.

County Lines exploitation:

- can affect any child or young person under 18 or vulnerable adults
- can be exploitative even if it appears consensual
- can involve force or enticement, accompanied by violent or threats
- perpetrators can be individuals or groups
- will involve an imbalance in power

9.6 Children Missing from Education (CME)

A child going missing from education, which includes within the school day, is a potential indicator of abuse and neglect, including sexual exploitation. Unauthorised absences will be monitored and followed up in line with procedures, particularly where children go missing on repeated occasions. Home visits and contact with the Education Inclusion Partnership Team (EIPT) are used to support students who could potentially become CME. All staff will be aware of the signs of risk and individual triggers including travelling to conflict zones, FGM and forced marriage.



All pupils will be placed on admission and attendance registers as required by law.

We will inform the local authority of any child removed from our admission register. We will inform the local authority of any pupil who fails to attend for a continuous period in line with Northamptonshire Children's Safeguarding Partnership's procedures and report to NCC's Education and Inclusion team.

The school must notify the local authority of any student who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 5 school days or more. The school must also notify the local authority of any 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;
- 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.

The Academy requires parents / guardians to provide the details of at least 2 named emergency contacts (Keeping Children Safe In Education (2019))

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/children-missing-education/>

Government advice on children missing from education: <https://www.gov.uk/government/publications/children-missing-education>

9.7 Domestic Abuse

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

- psychological
- physical
- sexual
- financial
- emotional

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/domestic-violence/>

The MASH education team send out notifications to schools after a Domestic Violence incidence. Depending on the circumstances, the DSL will decide on how to act. This will range from keeping an eye on the child to contacting Children's services if there are existing concerns.

Incidents will be treated non-judgmentally, keeping the child at the centre of our support.

Exposure to domestic abuse and/or violence can have a serious long-lasting effect on a child and the DSL and safeguarding team will offer appropriate support to the child.

In Northamptonshire, a Domestic Abuse notice is issued to a child's school if the Police are called to a household where children live. On receipt of such a notice, The DSL will lead on appropriate action, which may include support for the family in the form of an Early Help Assessment or referral to Children's service if concerns warrant it.

Staff will be trained to recognise the signs of domestic abuse which can be found at

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

9.9 Homelessness

Keeping Children Safe in Education (2019) Link to factsheets re the Homelessness Reduction Act 2017

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

Presents a real risk to a child's welfare. The DSL and team will be aware of the referral routes to the Local Housing Authority and Children's Services if a family becomes homeless. Referral to Children's Services may also be appropriate.

New legislation, The Homelessness Reduction Act 2017 places a new legal duty on English counties to provide meaningful help – see link above

Young people aged 16 or 17 may find themselves homeless. The DSL will make the necessary referral to Children's Services who will lead on intervention and Support. The DfE, Ministry of Housing, Communities and Local Authorities have published statutory guidance on the provision of accommodation for 16 and 17 year olds. Link in KCSIE as above.

9.10 Honour Based Violence HBV – e.g. FGM/Forced Marriage.

Encompasses crimes committed to protect or defend the honour of a family or community. It includes Female Genital Mutilation, Breast Ironing and Forced Marriage. Perpetrators may be individual or involve a wider network of family or community

Staff are aware of their mandatory duty and how to report these crimes straight to the Police.

9.10.1 Female Genital Mutilation FGM

Academy staff have a mandatory duty to report any disclosures of FGM of a female under the age of 18 in accordance with Section 5b of the Female Genital Mutilation Act 2003 and personally report it to the Police.

This is illegal and a form of child abuse. FGM comprises all procedures involving the partial or total removal of external female genitalia or any other injury to these organs. Staff will be aware of the signs and indicators of this and their legal duty to report *known* cases to the police.

This is included in staff's annual safeguarding training. If appropriately and timely, staff will discuss with the DSL and Children's Services

Signs and symptoms that FGM may about to happen:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering
-

Signs and symptoms that FGM may have taken place:

- may have difficulty walking, standing or sitting
- spend longer in the bathroom or toilet
- appear withdrawn, anxious or depressed
- have unusual behaviour after an absence from school or college
- be particularly reluctant to undergo normal medical examinations
- ask for help, but may not be explicit about the problem due to embarrassment or fear.

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

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

9.10.2 Forced Marriage

Is a crime in England and Wales and a form of child abuse

Exists in some families or communities who may use violence, threats or coercion to force a marriage entered into without the full and free consent of one or both parties. Threats can be psychological, physical or emotional. The victim's ability to consent may be compromised, e.g. in the case of learning difficulties

Forced Marriage Unit : email fmf@fco.gov.uk tel: 02070080151

Multi agency guidelines:

<https://www.gov.uk/guidance/forced-marriage>

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322310/HMG_Statutory_Guidance_publication_180614_Final.pdf

9.10 Preventing Radicalisation

This is a statutory duty and is part of our wider safeguarding duty. Training will be provided annually to all staff. We will intervene where possible to prevent vulnerable children being radicalised. The internet has become a major factor in radicalisation and recruitment.

As with all other forms of abuse, staff should be confident in identifying pupils at risk and act proportionately.

The DESIGNATED SAFEGUARDING LEAD is appropriately trained and will be able to offer advice, support and information to other staff.

Guilsborough Academy will ensure safe internet filters are in place and ensure our pupils are educated in online safety.

Prevent duty – section 26 of the Counter-Terrorism and Security Act 2015 ;

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/violent-extremism-and-radicalisation/>

[Revised Prevent duty guidance: for England and Wales, especially paragraphs 57 -76](#)

We will work with other partners including the Channel Panel. **Channel** is a multi-agency approach to provide support to individuals who are at the early stage or are vulnerable of being drawn into terrorist related activity. It aims to:

- 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.

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. The DSL and safeguarding team are aware of how to make a referral.

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).

Staff can obtain more information at <https://educateagainsthate.com/>

9.11 Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Staff are aware of their mandatory duty to report if they suspect a student is being privately fostered. The DSL will make a referral to Children's service.

<http://www.northamptonshirescb.org.uk/schools/safeguarding-themes/private-fostering/>

9/12 Dealing with issues relating to parental responsibility

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility>

9.13 Children and the court system

Keeping Children Safe in Education 2019 Link to guide for 12 – 17 year olds:

<http://formfinder.hmctsformfinder.justice.gov.uk/ywp-12-17-eng.pdf>

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The DSL and safeguarding team can support children and parents using the links above.

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



Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. The DSL and safeguarding team can use the online child arrangements information tool from The Ministry of Justice to support families going through this process. The tool has clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

<https://helpwithchildarrangements.service.justice.gov.uk/negotiating-between-parents>

9.14 Contextual Safeguarding

Contextual Safeguarding seeks to understand child protection risks from beyond the family. This becomes of increasing importance for adolescents who naturally begin to spend more time out of their home and under the influence of their peers. In the neighbourhood, young people can be negatively affected by a range of risks as they spend more and more time in retail areas, open spaces, and on public transport.

10 Helping Children to Keep Themselves Safe

Students are taught to recognise when they are at risk and how to get help when they need it. At Guilsborough Academy and Naseby CE Primary Academy children are taught to understand relationships, promote British values and respond to and calculate risk through our Life Skills (PSHE) sessions and through assemblies and in all aspects of school life.

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

Our safeguarding and child protection policy cannot be separated from the general ethos of the school, which should ensure that students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have. This is part of our GOALS ethos in terms of supportive behaviour.

However all our pupils are made aware that if they disclose that they are being harmed or that they have, or intend, to harm another that this cannot be kept secret and that information will need to be shared.

PSHE association <https://www.pshe-association.org.uk/>

11 Support for those involved in a safeguarding and child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff :

- By taking all suspicions and disclosures seriously
- By nominating a link person Mrs Angela Lakey who will keep all parties informed and be the central point of contact
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- by responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- By maintaining and storing records securely
- By offering details of helplines, counselling or other avenues of external support
- By following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- By cooperating fully with relevant statutory agencies.
- However, all parties must be aware that *'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe'*(para 75). *'This includes allowing practitioners to share information without consent'* (Para 77) Keeping Children Safe In Education (2019)

11. 1 If a member of staff has concerns about a colleague or safeguarding practice within the school they are able to report it



The Academy has a Whistleblowing Policy for staff who are concerned about the conduct of a colleague or safeguarding practice within the school.

All staff must remember that the welfare of the child is paramount and staff should feel able to report all concerns about a colleague or the safeguarding practice within the school.

All concerns of poor practice or possible child abuse by colleagues should be reported to the Principal/Head of School. Complaints about the Principal/Head of School should be reported to the chair of governors Mr Derek Doran or Mr Peter Burditt.

Staff may also report their concerns directly to the Designated Officer or the police if they believe direct reporting is necessary to secure action or to the NSPCC whistleblowing helpline.

Call **0800 028 0285** Email **help@nspcc.org.uk**

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

11.2 Allegations against staff (see Appendix 1)

When an allegation is made against a member of staff, set procedures must be followed. It is important to have a culture of openness and transparency and **a consultation with the Designated Officer will happen if staff have;**

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

Allegations against staff should be reported to the Principal/Head of School. Allegations against the Principal/Head of School should be reported to the Chair of Governors, Derek Doran for Guilsborough or Peter Burditt for Naseby Primary School. Staff may also report their concerns directly to the Police or Designated Officer or NSPCC Whistle blowing helpline (see above) if they believe direct reporting is necessary to secure action

It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen. We recognise that a child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. However if a child is found to continually make false allegations this may be a sign of mental health issues and a referral to services such as CAMhS (Child and Adolescent Mental Health) may be required.

An uncomfortable fact is that some professionals do pose a serious risk to pupils and we must act on every allegation. However staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly and consistently and to be kept informed of its progress. Suspension is not the default option and alternatives to suspension will always be considered. In some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected. Staff will be advised to contact their trade union and will also be given access to a named representative.

The full procedures for dealing with allegations against staff can be found in *Keeping Children Safe in Education* (2019)

Staff, parents and governors are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites. We will communicate this to all parties.

12 Staff Training and Induction

It is important that all staff have regular training to enable them to recognise the possible signs of abuse and neglect and to know what to do if they have a concern. All staff, including site staff and the Principal/Head of School, will be regularly trained in Safeguarding and given at least annual updates in the form of email/newsletter/staff meetings.

The DESIGNATED SAFEGUARDING LEAD and Deputy DESIGNATED SAFEGUARDING LEADS will receive training updated at least every two years, including training in inter-agency procedures. They will be supported and encouraged to attend additional training to keep up to date, including forums and multi-agency training offered by NSCB or approved trainers and the Safeguarding Advisor.

Governors will receive strategic governor safeguarding training.

All training will be recorded and monitored to flag in advance when updates are required.

At the beginning of every school year, or upon recruitment during the school year, all members of staff receive the following documents and sign to confirm they have read and understood:

Part One and Annex A of *Keeping Children Safe in Education* (2019)

Staff code of conduct

Safeguarding/Child Protection Policy

Positive behaviour policy

Anti-Bullying policy

School's procedures for Children Missing Education

Teaching Online Safety in school (2019)

New staff and governors will receive an induction in safeguarding which includes the school's child protection policy, details for the DESIGNATED SAFEGUARDING LEAD, reporting and recording arrangements specific to the school, dates of their last training, the staff code of conduct and the whistleblowing policy. Staff will sign to say they have received this and understood.

Supply staff and other visiting staff will be given the school's Safeguarding Team leaflet which includes photographs of the team and how to report concerns.



13 Safer recruitment

Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in Keeping Children Safe in Education (2019) together with NSCB procedures and the school's individual procedures.

Recruitment, selection and pre-employment vetting is carried out in accordance with Keeping Children Safe in Education (2019). Including;

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

Verifying identity

Enhanced DBS (disclosure and barring service) check for those in regulated activity

Prohibition from teaching check – teacher services system – for all teaching posts/EEA restrictions.

Verification on mental and physical fitness

Right to work in UK

Professional qualifications.

Members of staff at Naseby CE Primary Academy and Guilsborough Academy staff who may occasionally work at Naseby are subject to the Disqualification by Association measure under the Childcare Act 2006 (as amended)

References will be sought before interview so any concerns can be explored. At least one referee will be telephoned to confirm it is genuine.

All the SLT, as well as the Human Resources Manager and SENCO, have undertaken Safer Recruitment Training. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel.

13.2 Single Central Record

The Single Central Record is maintained in accordance with Keeping Children Safe in Education (2019).

13.3 We will obtain written confirmation from supply agencies that agency and third party staff have been appropriately checked and ensure the correct person arrives in school.

13.4 Volunteers

Volunteers, including governors will undergo checks commensurate with their work in the school and contact with pupils i.e. if they are in regulated activity or not.

13.5 Contractors

We will check the identity of all contractors working on site and requests evidence of checks where they work in regulated activity or unsupervised.

13.5 Visitors

Visitors to the school are asked to sign in, if necessary show ID, and are given a badge, which confirms they have permission to be on site. Unless a visitor produces a current DBS or a covering letter from the relevant management of the agency we will not allow the visitor to come on site unaccompanied by another member of

staff. Visitors who are not allowed to be unaccompanied are given a different coloured badge (red) to those who are (blue). Those not DBS checked will not be allowed alone with children (other than their own)

Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to enter through one entrance and observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.

13.6 Extended school and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding and child protection policy and procedures apply and the DESIGNATED SAFEGUARDING LEAD will be available. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures and clarify whose procedure is to be followed if there are concerns. There will be clear communication channels to ensure the DESIGNATED SAFEGUARDING LEAD is kept appropriately informed.

When our pupils attend off-site activities, including day and residential visits and work related activities, we will risk assess and check that effective safeguarding and child protection arrangements are in place. We will clarify whose procedures are to be followed, with the DESIGNATED SAFEGUARDING LEAD kept appropriately informed.

If alternative providers are used we will ensure they have effective safeguarding in place, with the DESIGNATED SAFEGUARDING LEAD kept appropriately informed.

14 Photography and images

The vast majority of people who take or view photographs or videos of children do so for entirely innocent and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

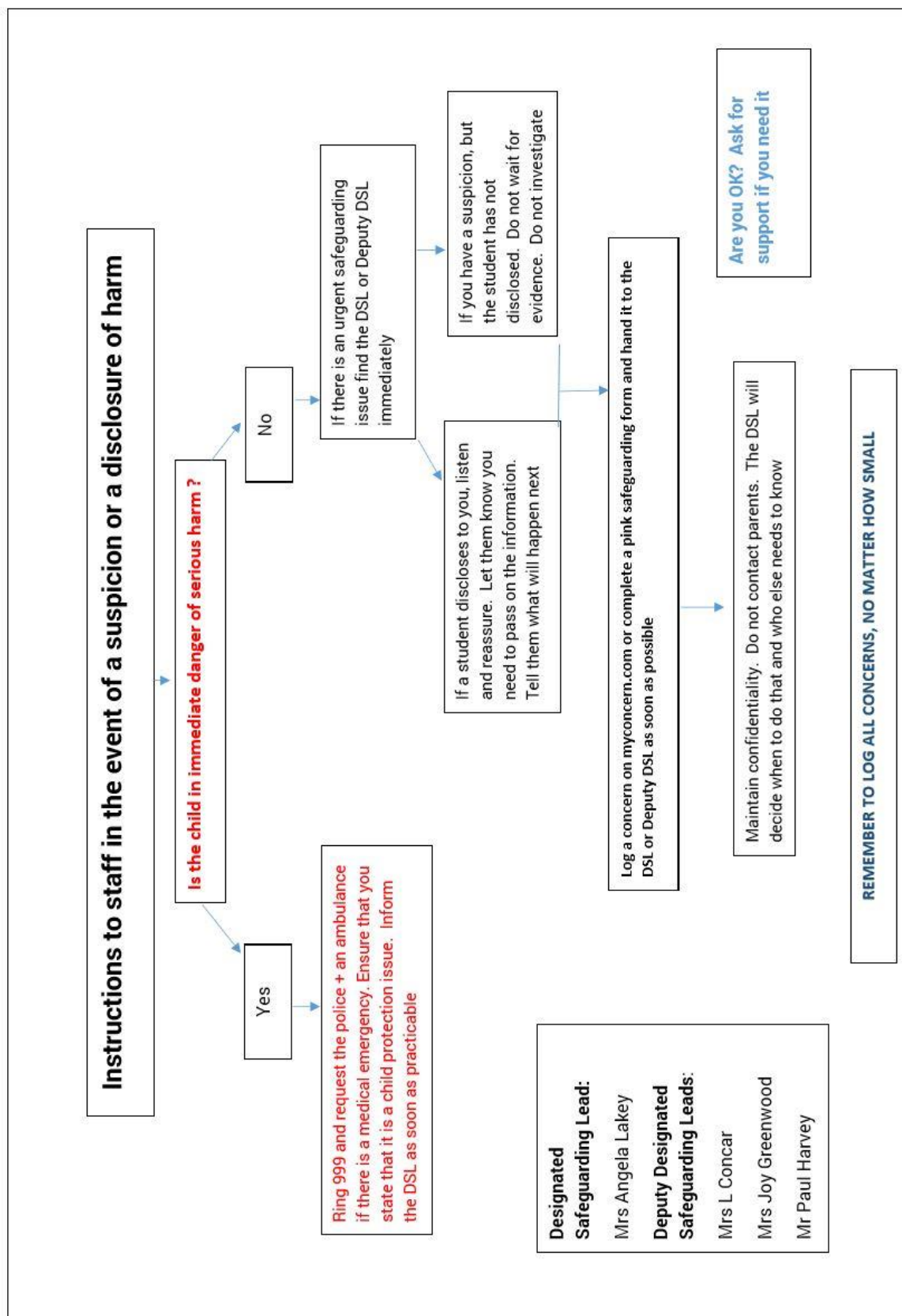
- seek their consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
- seek parental consent
- not use pupils full name with an image
- ensure pupils are appropriately dressed
- ensure that personal data is not shared.
- store images appropriately, securely and for no longer than necessary.
- only use school equipment, i.e. not personal devices.
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

15 Physical intervention and use of reasonable force

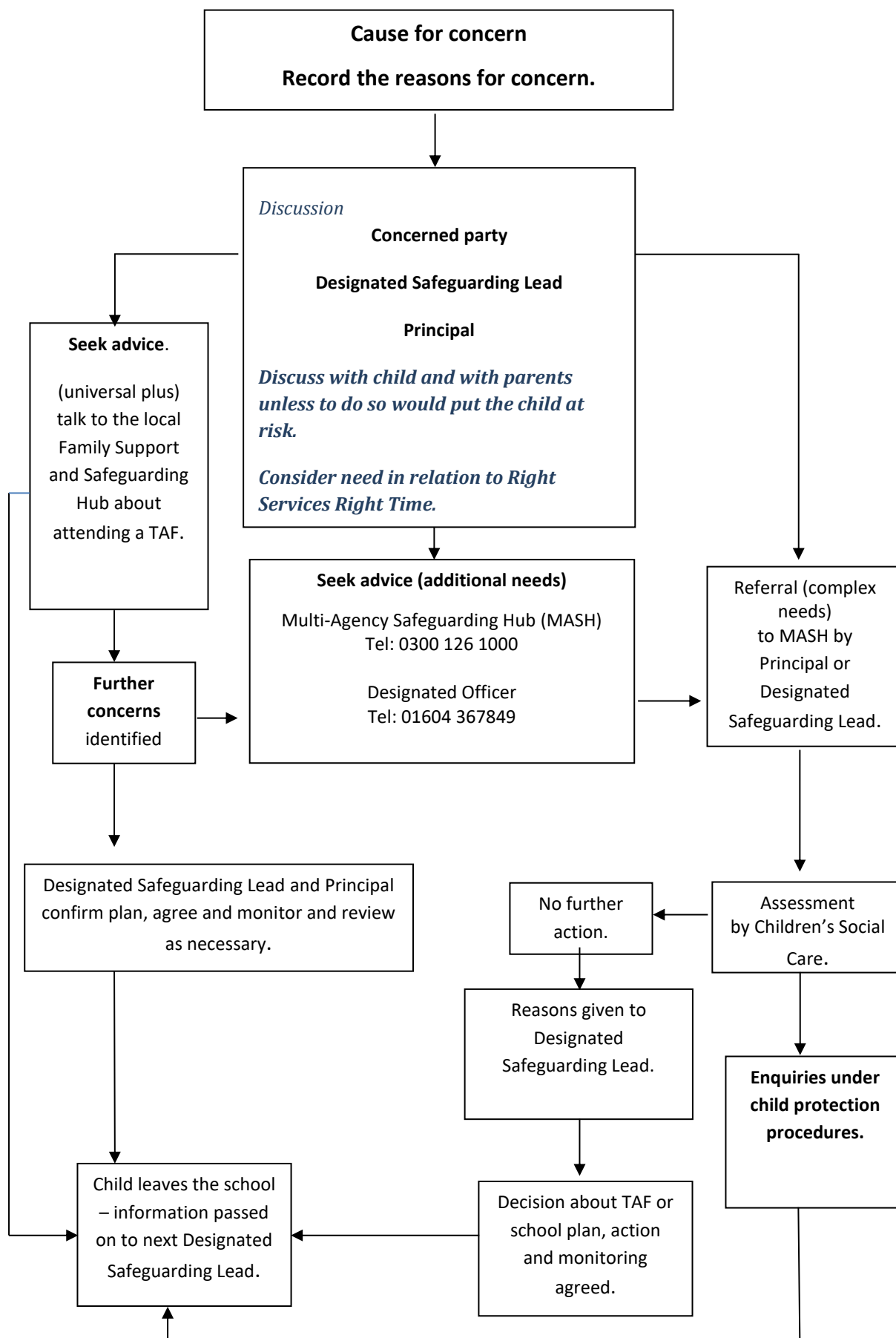
All staff are encouraged to use de-escalation techniques and creative alternative strategies that are specific to the child. Restraint will only be used as a last resort and all incidents of this are reviewed, recorded and monitored. Reasonable force will be used in accordance with government guidance.

<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Part Two: The Key Procedures – Dealing with concerns



For DESIGNATED SAFEGUARDING LEAD and team:



16 Involving Parents / Carers

In general, we will discuss any child protection concerns with parents / carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents / carers after consultation with the Designated Safeguarding Lead. However there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents / carers will be informed about our safeguarding policy through our website and school prospectus.

17 Multi-Agency Work

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead to the Multi-Agency Safeguarding Hub (0300 126 1000). Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

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.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

Where a student is subject to an inter-agency child protection plan or a multi-agency risk assessment conference (MARAC), the school will contribute to the preparation, implementation and review of the plan as appropriate.

18 Our Role In Supporting Children

- 18.1 We will offer appropriate support to individual children who have experienced abuse or who have abused others.
- 18.2 An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.
- 18.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.
- 18.4 We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

19 Child Protection Procedures

19.1 Categories and Definitions

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people.

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

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. (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

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 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, although it may occur alone.

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.

Position of Trust

The age of consent for sexual activity is 18 years old if you are in a position of trust over that child.
Sexual Offences Act 2003

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.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2018).

19.2 Indicators of abuse

Physical signs define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty.

However children may have no physical signs or they may be harder to see (e.g. bruising on black skin) therefore staff need to also be alert to behavioural indicators of abuse.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as

part of a jigsaw, and each small piece of information will help the DESIGNATED SAFEGUARDING LEAD to decide how to proceed.

19.3 RESPONSES FROM PARENTS

Research and experience indicates that the following responses from parents may suggest a cause for concern across all four 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.

19.4 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 might not be of concern on an ambulant child such as the shin, might be 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.

It is very important that staff report and record their concerns – they do not need 'absolute proof' that the child is at risk.

19.5 Impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain,

however well buried. For some, full recovery is beyond their reach, and research shows that abuse can have an impact on the brain and its development. The rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

In a case of sexual violence, emotional and practical support can be requested from Children and Young People's Independent Sexual Violence Advisors (ChISVAs). They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

•Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

19.6 Taking Action

It is the responsibility of staff to report and record their concerns as soon as possible.

We actively encourage a 'never do nothing' attitude if staff have a concern about a child and promote discussion with DESIGNATED SAFEGUARDING LEAD if in any doubt.

It is not their responsibility to investigate or decide whether a child has been abused.

Any child, in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "it could happen here".

Key points for staff to remember for taking action are:

- **REPORT your concern to the DESIGNATED SAFEGUARDING LEAD as soon as possible and certainly by the end of the day**
- **Complete a referral to the DSL by using Myconcern.com (or pink Safeguarding Concern sheet (In the Pastoral Dept if myconcern unavailable) and immediately pass onto to the DESIGNATED SAFEGUARDING LEAD**
- do not start your own investigation. If a child is at immediate risk please speak to DSL/Deputy DSL immediately)
- share information on a need-to-know basis only – do not discuss the issue unnecessarily with colleagues, friends or family.
- seek support for yourself if you are distressed.

If you are concerned about a pupil's welfare

There will be occasions when staff may suspect that a pupil may be at risk, but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or physical but inconclusive signs may have been noticed. In these circumstances, **staff will give the pupil the opportunity to talk**. The signs they have noticed may be due to a variety of factors, for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should record these early concerns on **myconcern.com**. If the pupil does begin to reveal that they are being harmed, staff should follow the disclosure advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they must discuss their concerns with the DESIGNATED SAFEGUARDING LEAD.

19.7 Early intervention

If school has concerns we will record all contacts with the family, dates and times, including phonecalls/letters. We will then monitor the student closely - behaviour/concerns/interaction with peers and parents/academic progress etc. This will demonstrate the frequency of concerns and help to build patterns.

Where concerns are present but there is no evidence of a safeguarding issue our DESIGNATED SAFEGUARDING LEAD /SPOC may decide that preventative work can be done within school to engage the pupil into mainstream activities and social groups, or a referral for support from an outside agency is required. School will often request advice from the Early Help Team at NCC and may then ask the family to complete an Early Help Assessment and to meet regularly to review progress. The Early Help Team will make the referrals to agencies for us.

If concerns continue or worsen, School will seek further advice from the MASH and may be asked to make a referral to them.

19.8 If a pupil discloses

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual; their abuser may have threatened what will happen if they tell; they may have lost all trust in adults; or they may believe, or have been told, that the abuse is their own fault.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, **the staff member will need to let the pupil know that they must pass the information on** – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen, if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with the pupils it is best practice for staff to:

- allow pupils to speak freely
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener
- give reassuring nods or words of comfort – ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’
- not be afraid of silences, and allow space and time for pupil to continue, staff will recognise the barriers the pupil may have had to overcome to disclose.
- clarifying or repeating back to check what they have heard if needed but will not lead the discussion in any way and will not ask direct or leading questions – such as.. whether it happens to siblings too, or what does the pupil’s mother think about it.
- use questions such as Tell me.....? Is there anything else?
- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on

- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Remember professional boundaries and not share personal experiences such as 'that happened to me'
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong
- tell the pupil what will happen next. The pupil may agree to go with you to see the Designated Safeguarding Lead. Otherwise let them know that you will be consulting them.
- write up their conversation as soon as possible on the record of concern form and hand it to the designated lead
- seek support if they feel distressed

Notifying parents

The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DESIGNATED SAFEGUARDING LEAD will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

19.9 Records and Monitoring

Why recording is important

Our staff will be encouraged to understand why it is important that recording is timely, comprehensive and accurate and what the messages are from serious case reviews are in terms of recording and sharing information.

Cause for concerns recording

Any concerns about a child will be recorded and given to the DESIGNATED SAFEGUARDING LEAD ASAP using 'myconcern' (or pink referral sheet located in the Pastoral area if myconcern' is not available (. All records will provide a factual and evidence based account and there will be accurate recording of any actions. Records will be signed, dated and, where appropriate, witnessed.

At no time will a staff take photographic evidence of any injuries or marks to a child's person. The body map will be used instead in accordance with recording guidance.

It may be appropriate for the DESIGNATED SAFEGUARDING LEAD to open a secure safeguarding file and start a chronology page. This will help in building patterns and decision making.

We will feedback to the staff member any actions, however this will be on a need to know basis. It may not be appropriate for staff members to know every detail of the child's life.

19.10 The safeguarding file

The establishment of a safeguarding file is an important principle in terms of storing and collating information about children which relates to either a safeguarding concern or an accumulation of welfare concerns which are outside of the usual range of concerns in ordinary life events.

It needs to be borne in mind that what constitutes a 'concern' for one child may not be a 'concern' for another and the particular child's circumstances and needs will differ i.e. a child subject to a child protection plan, looked after child, Child in Need may be looked at differently to a child recently bereaved, parental health issues etc. We will therefore use professional judgement when making this decision as will have clear links and discussions between pastoral staff and DESIGNATED SAFEGUARDING LEAD's.

This file will be kept separately from the main pupil file and **will held securely only to be accessed by appropriately trained people. The main file, open to staff, will have a marker to signify that a separate safeguarding file exists for that child so that all staff coming into contact with that child are aware that an additional vulnerability exists.**

The school will keep written records of concerns about children even where there is no need to refer the matter to external agencies immediately. Each child will have an individual file i.e. no family files.

All incidents/episodes will be recorded e.g. phone calls to other agencies, in the chronology with more detail and analysis in the body of the file. This will help build a picture and help the DESIGNATED SAFEGUARDING LEAD in analysis and action, which may include no further action, monitoring, whether a CAF (level 3) should be undertaken, or whether a referral should be made to other agencies

In cases where there is multi agency involvement - meetings and plans, actions and responsibilities shall be clarified and outcomes recorded.

Files will be made available for external scrutiny for example by a regulatory agency or because of a serious case review or audit.

Records will be kept up to date and **reviewed regularly by the DESIGNATED SAFEGUARDING LEAD** to evidence and support actions taken by staff in discharging their safeguarding arrangements.

The file can be non-active in terms of monitoring i.e. a child is no longer LAC, subject to a child protection plan. If future concerns then arise it can be re-activated and indicated as such on the front sheet and on the chronology as new information arises.

If the child moves to another school, the file will be securely sent or taken, to the DESIGNATED SAFEGUARDING LEAD at the new establishment/school and a **written receipt will be obtained**. There will be a timely liaison between each school's DESIGNATED SAFEGUARDING LEAD to ensure a smooth and safe transition for the child. We will retain a copy of the chronology to evidence actions, in accordance with record retention guidance.

Whilst school will be bound by Data Protection legislation, this is not a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm. The welfare and the protection of the child is paramount.

It may also be appropriate for the DSL to share information about a child prior to transfer if not doing so would place the child at further risk of harm.

19. 11 Referral to the MASH team

The DESIGNATED SAFEGUARDING LEAD will make a referral to the MASH if it is believed that a pupil is suffering or is at risk of suffering significant harm – Level 4 in the Thresholds and Pathways document.

If there is already a social worker assigned to this case -for safeguarding reasons, the social worker should be contacted.

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

http://www3.northamptonshire.gov.uk/councilservices/children-families-education/help-and-protection-for-children/protecting-children-information-for-professionals/Documents/NCC114615_Thresholds%20and%20Pathways%20June%202014_AW3.pdf

Any member of staff can refer to other agencies in exceptional circumstances i.e. in an emergency or when there is a genuine concern that action has not been taken.

19.12 Confidentiality and sharing information

Staff will only discuss concerns with the Designated Safeguarding Lead, Principal/Head of School or chair of governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

We will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DESIGNATED SAFEGUARDING LEAD will be in the most informed position to make contact with the parent in the event of a concern, suspicion or disclosure.

However, if we believe that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Social Care Direct.

The Seven Golden Rules for Safeguarding Information sharing 2018

- Data Protection/Human rights laws are not a barrier.
- Be open and honest. (unless unsafe or inappropriate)
- Seek advice. (anonymise if necessary)
- Share with consent if appropriate.
- Consider safety and wellbeing.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure.
- Keep a record of decision and reason for it.

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

'The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe'(para 75). 'This includes allowing practitioners to share information without consent' (Para 77) Keeping Children Safe In Education (2019).

Ideally information sharing will be done in writing so that there is an evidence trail however there may be occasions where this method is too slow. **In cases where agencies such as MASH (Multi Agency Safeguarding Hub) ring the school requesting information reception staff will take a message and inform the DESIGNATED SAFEGUARDING LEAD *immediately***, the DESIGNATED SAFEGUARDING LEAD will ensure they can identify who is requesting the information before sharing and then record what has been shared, when, why and with whom.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Principal/Head of School

Any personal safeguarding information shared with external agencies will be done so securely e.g. by secure email, password protected or recorded delivery.

19. 13 Looked after Children LAC

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that appropriate staff have information about a child's looked after status and care arrangements including contact. The designated teacher for Looked After Children and the DESIGNATED SAFEGUARDING LEAD have details of the child's social worker. As well as the name and contact details of the local authority's virtual head for children in care. They will work with the virtual head to discuss how funding can be best used to support the progress of LAC and meet the needs in their PEP (Personal Education Plan)

<https://www.gov.uk/government/publications/promoting-the-education-of-looked-after-children>

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Work Experience

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervise pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education*

Children staying with host families

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances this may amount to Private Fostering and the school follows the guidance in *Keeping Children Safe in Education* (2019) (annex E) to ensure that hosting arrangements are as safe as possible.

Some overseas pupils may reside with host families during school terms and we will work with the local authority to check that such arrangements are safe and suitable



APPENDICES

APPENDIX ONE**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, 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.
2. If a child makes an allegation about a member of staff, governor, visitor or volunteer the Principal/Head of School should be informed immediately. The Principal/Head of School should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Principal/Head of School should not carry out the investigation him/herself or interview pupils.
3. The Principal/Head of School must 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 Principal/Head of School will notify the Local Authority Designated Officer (DESIGNATED OFFICER) Team (Tel: 01604 367849). The DESIGNATED OFFICER Team will advise about action to be taken and may initiate internal referrals within children's 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(s), these should be addressed through the school's own internal procedures.
 - If the Principal/Head of School 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 protection file.
4. Where an allegation has been made against the Principal/Head of School, then the Chair of the Governing Body takes on the role of liaising with the DESIGNATED OFFICER team in determining the appropriate way forward.

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-board/who-is-who/designated-officer/>

GUIDANCE FOR STAFF

5. This guidance is intended to help staff and volunteers to minimise the risk of being accused of improper conduct towards the young people with whom they come into contact during their work.

It would be impossible and inappropriate to lay down hard and fast rules to cover all the circumstances in which staff relate to students and where opportunities for their conduct to be misconstrued might occur. Staff must exercise professional judgement in their dealings with students.

For the vast majority of staff, this code of conduct will serve only to confirm what has always been their practice. If staff have any doubts about the advice contented in this document they should consult the Academy.

From time to time, however, it is advisable for all staff to reappraise their teaching styles, relationships with students and their manner and approach to individual students, to ensure that they give no grounds for any doubts in the minds of colleagues, students, or parents.

Inappropriate behaviour by Staff/Volunteers could take the following forms: Physical, Emotional, Sexual or Neglect.

5.1 Private Meetings with Students

- (a) Staff and volunteers should be aware that private meetings with students may give rise to concern. There will be occasions when a confidential interview or a one to one meeting is necessary, but, where possible, such interviews should be conducted in a room with visual access, or with the door open, or in a room or area which is likely to be frequented by other people, and another student or adult should be present or nearby. Where such conditions cannot apply, staff should seek to ensure that another adult knows the interview is taking place.
- (b) Meeting with students away from the Academy premises should only be arranged with specific approval of a member of the Senior Leadership Team (SLT).

5.2 Physical Contact with Students

- (a) Physical contact may be misconstrued by a student, parent or observer. Touching students, including well-intentioned informal and formal gestures such as putting a hand on the shoulder or arm can, if repeated regularly, lead to serious questions being raised. As a general principle, staff must not make gratuitous physical contact with their students. It is particularly unwise to attribute touching to their teaching style or as a way of relating to students.
- (b) Any form of physical punishment of students is unlawful as is any form of physical response to misbehaviour unless it is by way of restraint. It is important that staff understand this both, to protect their own position and the overall reputation of the Academy.

Where physical contact may be acceptable:

- (a) There may be occasions where a distressed student needs comfort and reassurance, which may include physical comforting such as a caring parent would give. Staff should use their discretion in such cases to ensure that what is, and what is seen to be by others present, normal and natural does not become unnecessary and unjustified contact, particularly with the same student over a period of time. Where a member of staff has a particular concern about the need to provide this type of care and reassurance, he/she should seek the advice of the Principal/Head of School.

- (b) Some staff are likely to come into physical contact with students from time to time in the course of their duties. Examples include; showing a student how to use a piece of apparatus or equipment; demonstrating a move or exercise during games and PE; and contact activities at a Youth Club. Staff should be aware of the limits within which such contact should properly take place, and the possibility of such contact being mis-interpreted.
- (c) There may be occasions where it is necessary for staff to restrain a student physically to prevent him/her from inflicting injury on others, or self-injury, damaging property or causing disruption. In such cases, only the minimum force necessary may be used and any action taken must be to restrain the student. Where a member of staff has taken action to physically restrain a student, he/she should make a written report of the incident in the bound and numbered book and copies be given to the Principal/Head of School and necessary persons.

5.3 Caring for Students with Particular Problems

- (a) Staff who have to administer first aid should ensure wherever possible, that other students or another adult are present, if they are in doubt as to whether necessary physical contact could be misconstrued.
- (b) Wherever possible, staff that have to help children with toileting difficulties should be accompanied by another adult, and students, wherever possible, should be encouraged to change themselves. It is accepted that there will be some situations where students will present particular problems for staff and the emphasis will be on what is reasonable in all circumstances.

5.4 Relationships and Attitudes

- (a) All staff should clearly understand the need to maintain appropriate boundaries in their dealings with students. Intimate or sexual relationships between staff and students will be regarded as a grave breach of trust, and any sexual activity between a member of staff and a student under 18 years of age may be a criminal offence.
- (b) All staff should ensure that their relationships with students are appropriate to the age and gender of the student, and take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff of either sex are dealing with adolescent boys and girls.
- (c) From time to time staff may encounter students who display attention seeking behaviour, or profess to be attracted to them. Staff should aim to deal with these situations sensitively and appropriately but must ensure that their behaviour cannot be misinterpreted. In these cases, the member of staff should ensure that the Principal/Head of School or person designated to deal with such matters is aware of the situation.

5.5 Where Conversation of a Sensitive Nature may be Appropriate

- (a) Many staff have a pastoral responsibility for students and in order to fulfil that role effectively there will be occasions where conversations will cover particularly sensitive matters. Staff must, in these circumstances, use their discretion to ensure that, for example, any probing for details cannot be construed as unjustified intrusion.
- (b) Other staff in the Academy may, from time to time be approached by students for advice. Students may also appear distressed and staff may feel the need to ask if all is well. In such cases, staff must

judge whether it is appropriate for them to offer counselling and advice or whether to refer the student to another member of staff with acknowledged pastoral responsibility for the particular student.

5.6 Inappropriate Comments and Discussions with Students

- (a) As with physical contact, comments by staff to students, either individually or in groups, can be misconstrued. As a general principle, therefore, staff must not make unnecessary comments to and/or about students which could be construed as having a sexual connotation. It is also unacceptable for staff to introduce or to encourage debate amongst students in class, or elsewhere, which could be construed as having a sexual connotation that is unnecessary given the context of the lesson or the circumstances. At the same time it is recognised that a topic raised by a student is best addressed rather than ignored.
- (b) Systematic uses of insensitive, disparaging or sarcastic comments are also unacceptable.
- (c) We recognise that students cannot be expected to raise concerns in an environment where staff fail to do so. The Whistleblowing Policy may therefore need to be consulted and applied.

5.7 Extracurricular Activities

- (a) Staff should be particularly careful when supervising students in extracurricular activities, or a residential setting such as a ski trip, outdoor education camp or extended visit away from home. Typically a less formal approach than usual is appropriate in these settings, but that can be open to misinterpretation. Although a more informal approach is usual in such circumstances, the standard of behaviour expected of staff will be no different from the behaviour expected within the Academy.
- (b) Staff should take care in receiving or giving gifts to students which could be misunderstood. Gifts to individual students from staff will be exceptional and should be assessed against the Academy's policy or by a senior member of staff. Inappropriate gifts from students should be reported.

5.8 Reporting Incidents

Following any incident where a member of staff feels that his/her actions have been, or may be, misconstrued he/she should discuss this matter with the Principal/Head of School or one of the SLT, where it is agreed, the member of staff should provide a written report of the incident.

APPENDIX TWO

INDICATORS OF VULNERABILITY TO RADICALISATION

See 'Prevent' academy policy

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:
 - 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. However, 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;
- 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; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

APPENDIX THREE

PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)

The SPOC for Guilsborough Academy is Mrs Angela Lakey and Mrs Bev Thornton for Naseby Church of England Primary School, who is responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Guilsborough Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to students / pupils who may be at risk of radicalisation or involved in terrorism;
- Organise and disseminate information from 'Prevent'
- Sharing any relevant additional information in a timely manner.
- 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.



Signature (Chair of Governors)

Print NameDate:.....

Signature (Principal/Head of School)

Print NameDate:.....

Signature (Designated Safeguarding Lead)

Print NameDate:.....