



Safeguarding & Child Protection Policy

September 2020



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Safeguarding & Child Protection Policy

Ratified by the Governing Body September 2020 - TBR

To be reviewed (annually) 30th September 2021

The Governing Body and staff of Phoenix Park Academy and Sevenhills Academy (hereinafter referred to as 'the school') take as our first priority the responsibility to safeguard and promote the welfare of our pupils, to minimise risk and to work together with other agencies to ensure rigorous arrangements are in place within our school to identify, assess, and support those children who are suffering harm and to keep them safe and secure whilst in our care.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers and trainees working within the school. It is fully incorporated into the whole school ethos and is underpinned throughout the teaching of the curriculum and within PHSCE/ RSE and within the safety of the physical environment provided for the pupils.

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

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

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

- protecting children from maltreatment;
- preventing impairment of children's health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Phoenix Park and Sevenhills Academies recognises that to ensure the best safeguarding outcomes for its learners a joined up, multi-agency approach is vital. The school adheres to the NEL Local Safeguarding Children Board Procedures and advice. Our school also recognises, as reflected in 'Keeping Children Safe in Education September 2020' the significant vulnerabilities and additional safeguarding needs of children with SEN and disabilities.

Links with other Policies

The Safeguarding & Child Protection policy has obvious links with the wider Safeguarding agenda and staff and governors should always be aware of the impact this policy has on other related issues. For example, when agreeing or reviewing a policy for child protection, links should be made with a range of other guidelines and procedures:

- Educational visits
- Health & Safety
- Behaviour
- Anti-Bullying
- Confidentiality
- Positive Handling
- Attendance
- Safer Working Practice
- Forced Marriage
- Child Sexual Exploitation
- Children as Young Carers
- Inclusion & SEND
- PSHCE/ RSE
- Children Missing Education
- Female Genital Mutilation
- E-Safety
- Guidance on Exclusions
- Preventing Radicalisation

CHILD PROTECTION POLICY

The Child Protection Policy will be reviewed annually and ratified by the governing body/board of trustees or as events, or legislation requires.

Any deficiencies or weaknesses identified will be remedied without delay.

Academic year	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Nominated Governor	Chair of Governors
2020/2021	Rachel Patchett	Phil Burns Tina Wilkinson Donna Kaye Theresa Matthews Kelly Spence Harriet Barber Jo Indian Phil Hutchinson (EP) Neil Swain (EVP)	Rebecca Taylor	John Cottingham

Policy Review date	Date Ratified by governors	Date Shared with staff
30/9/2021		

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.

All staff refers to all paid adults, volunteers or students on placement, working in any capacity in the school or in activities organised by the school which brings them in to contact with pupils of the school.

Child Protection refers to the multi-agency arrangements to identify and protect children who are, or may be at risk of or suffering significant harm.

Safeguarding refers to the protection, safety and promotion of the welfare of all pupils including when in off-site provision or activities and using ICT. This includes the building of resilience and awareness of risk through the formal and informal curriculum.

Child is any pupil under the age of 18.

Glossary

- DSL Designated Safeguarding Lead
- SENDCo Special Education Needs and Disabilities Coordinator
- PSHE Personal, social health and economic
- SRE / RSE Sex and relationships education
- CSC Children's' Social Care

Visitors to school

All visitors must sign in on arrival and collect a visitor's badge and a School Information Leaflet which outlines Child Protection and Safeguarding procedures in school and how to report and concerns regarding a child/young person or another adult in school. This badge must be worn at all times. Staff must remain with their visitors at all times

COVID-19

This policy will run concurrently with the following addendums issued in April 2020 during the COVID-19 period.

Safeguarding & Child Protection Policy for Schools and Colleges Addendum - COVID-19 school closure arrangements for Safeguarding and Child Protection and Guidance for safer working practice for those working with children and young people in education settings Addendum April 2020.

The school recognises that safeguarding encompasses the duties of child protection and promoting the rights and welfare of children. As such, it is:

Everyone's responsibility to safeguard children and provide a safe environment in which children can learn.

All school and college staff should be prepared to identify children who may benefit from Early Help.

All professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child. (KCSiE 2020)

And we believe:

Schools can contribute to the prevention of abuse.

All children have the right to be protected from harm.

Children need support that matches their individual needs, including those who may have experienced abuse.

The Policy conforms to locally agreed inter-agency procedures in line with the NELC Safeguarding Children's Board (LSCB). It is available to all interested parties on our website and on request from the main school office. It should be read in conjunction with other relevant policies and procedures.

Overall Aims

To contribute to the prevention of abusive experiences in the following ways:

- Clarifying standards of behaviour for staff and pupils
- Introducing appropriate work in the curriculum
- Developing staff awareness of the causes of abuse
- Encouraging pupil and parental participation in safeguarding practice
- Addressing concerns at the earliest possible stage

To contribute to the protection of our pupils in the following ways:

- Including appropriate work in the curriculum
- Implementing child protection policies and procedures
- Working in partnership with pupils, parents and agencies
- Ensure all children feel safe, are treated as individuals and their rights, values and beliefs are respected.

To contribute to supporting our pupils in the following ways:

- Identifying individual needs where possible
- Designing support plans and interventions to meet individual needs

Aims

The school aims to ensure that:

Appropriate action is taken in a timely manner to safeguard and promote children's welfare.

All staff are aware of their statutory responsibilities with respect to safeguarding. Staff are properly trained in recognising and reporting safeguarding issues.

The responsibilities set out in this policy apply (as appropriate) to all members of the school community including pupils, staff, governors, visitors/contractors, volunteers, supply staff and trainees working within the school. It is fully incorporated into the whole school/college ethos and is underpinned throughout the teaching of the curriculum, within PSHE/ RSE and within the safety of the physical environment provided for the pupils.

Legislation and guidance

This policy is based on the Department for Education's statutory guidance –

[Keeping Children Safe in Education \(KCSIE\) 2020](#) and we comply with this guidance and the procedures set out by our Local Safeguarding Children Board. (LSCB).

This policy is also based on the following legislation and guidance:

Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person on a school interview/appointment panel to be trained in safer recruitment techniques

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

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

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

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

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

Statutory [Guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

Guidance for safer working practice for those working with children and young people in education settings (GSWP) (Safer Recruitment Consortium May 2020)

Children Missing Education – Statutory guidance for local authorities (DfE September 2016)

[When to call the police – Guidance for schools and colleges \(NPCC – 2020\)](#)

Schools and colleges are under a statutory duty to cooperate with the published LSCP arrangements. This policy conforms to locally agreed inter-agency procedures and has been ratified by the LSCP Education Reference Group. It is available to all interested parties on our website and on request from the main school office. It must be read in conjunction with other relevant policies and procedures and KCSiE 2020.

The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers

- May experience discrimination due to their race, ethnicity, disability, religion, gender reassignment, sex or sexual orientation.
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff (including those not directly employed by the school), volunteers, and governors in the school. Our policy and procedures also apply to extended school and off-site activities.

All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education 2020](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including reading and understanding their professional responsibilities as outlined in Guidance for Safer Working Practice (2019/2020), understanding the role of the designated safeguarding lead (DSL), reading and understanding the behaviour policy, and their safeguarding responses to children who go missing from education during the school day or otherwise.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment.
- That children's behaviours can be indicative of their emotional wellbeing and can be linked to mental health. They should be aware of behaviours that may communicate that poor wellbeing can be an indicator of factors such as abuse, neglect or exploitation. Staff should understand the children's experiences such of abuse, neglect and adverse childhood experiences can impact on children's mental health, behaviour & education.
- The process for making referrals to local authority children's social care service (CSC) and for statutory assessments that may follow a referral, including the role they might be expected to play. Wherever possible, speak to the DSL, deputy DSL or head teacher (in the absence of a DSL) first to agree a course of action. In the absence of a DSL or head teacher being available, staff must not delay in directly contacting children's social work duty

and advice team or the police if they believe a child is at immediate risk of significant harm.

- Our work in partnership with other agencies in the best interests of the children. Requests for service to CSC will (wherever possible) be made by the Safeguarding Designated Staff, to the CSC advice and duty team (01472 326292). Where a child already has a child protection social worker, the school will immediately contact the social worker involved or in their absence, the case manager of the child protection social worker.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as Female Genital Mutilation (FGM), and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- In school procedures for recording any cause for concerns and passing information on to DSLs in accordance with school's electronic recording systems. (CPOMS)
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) FGM, radicalisation and serious and violent crime. All staff to be aware safeguarding incidents/ behaviours can occur outside school or college or be associated with outside factors CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity.
- Children missing education/absconding during the school day can also be a sign of CCE, including involvement in County Lines.

The Designated Safeguarding Lead (DSL) and deputy designated staff.

Our DSL is Rachel Patchett. The DSL takes lead responsibility for Child Protection and wider safeguarding.

The DSL is supported by the following appropriately trained designated staff: Phil Burns, Jo Indian, Kelly Spence, Theresa Matthews and Donna Kaye, Harriet Barber and Tina Wilkinson. Along with the Executive Principal, Phil Hutchinson and Vice Principal Neil Swain; they are also responsible for co-ordinating all child protection activity. They will also provide cover out of school hours.

During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

Rachel Patchett is contactable by either email or her work mobile
(patchettr@phoenixpark.academy)

When the DSL is absent, the deputy's DSL's will act as cover. All contacts are listed within the Policy.

If the DSL and deputies are not available, Neil Swain/ Phil Hutchinson (EP's) will act as cover (for example, during out-of-hours/out-of-term activities).

The DSL will be given the time, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (children's social care duty and advice team, Channel programme, and/or police), and support staff to comply with their mandatory reporting duties in cases where FGM has been identified.
- Rachel Patchett the designated senior safeguarding lead is on the senior leadership team and will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues, have access to regular safeguarding supervision. The DSL will also keep the head teacher informed of any issues, and liaise with local authority officers and relevant professionals for child protection concerns as appropriate.
- The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Support Meetings.
- Provide reports as required for meetings. If school is unable to attend a meeting, a written report will be sent. Reports will, wherever possible, be shared with parents/carers at least 24 hours prior to the meeting.
- Where a child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan, the DSL will contribute to the preparation, implementation and review of the plan as appropriate.
- The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children (2018). NPCC (2020). When to call the police (NPCC 2020) should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- Promote the educational outcomes of children with a social worker and other pupils deemed vulnerable.

The full responsibilities of the DSL are set out in Annex B of KCSIE – Role of the designated safeguarding lead. All designated safeguarding leads and deputy safeguarding leads must read and comply with this.

The DSL must ensure that all staff involved in direct work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.

Where the school has concerns about a child, the DSL will act as a source of support, advice and expertise to staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.

The DSL is responsible for referring all cases of suspected abuse to Children's Services (CSC) – Front Door.. KCSiE (DfE 2020) states that anyone in the school setting can make a referral. If this is the case the DSL should be informed as soon as possible, that a referral has been made. Wherever possible referrals to MASH/ Front Door should be done by appropriately trained designated safeguarding staff.

The DSL will liaise with the head teacher or head teacher to inform him or her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

Child Protection information will be dealt with in a confidential manner. A written record will be made of what information has been shared with who and when. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to meet the needs of an individual child and /or family.

Designated staff must keep detailed, accurate, secure written records of concerns and referrals, which clearly reflect the wishes and feelings of the child. This will be recorded on CPOMS.

If concerns relate to more than one child from the same family at the establishment, then you will add the other child on CPOMS which will duplicate the concern/incident/action.

Child Protection records will be stored securely in a central place separate from academic records (CPOMS) Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these files by staff other than the designated staff will be restricted, and a written record will be kept of who has had access to them and when.

Designated staff must understand the assessment process for providing Early Help and intervention, through locally agreed common and shared assessment processes such as Early Help assessments.

Designated staff must 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.

Designated staff must ensure all adults (as appropriate) including each member of staff, trainee and volunteer has access to and understands the school's child protection policy and procedures, including new and part time staff.

Designated staff must be alert to the specific needs of children in need, those with special educational needs and young carers

Designated staff must obtain access to resources and attend any relevant or refresher training courses

Designated staff must encourage a culture of listening to children amongst all staff.

Designated staff must highlight the importance of demonstrating children's wishes and feelings to all staff and that these are clearly evidenced.

The Governing Board

The nominated Safeguarding Governor for child protection at the school is **Rebecca Taylor**.

The governing board will approve this policy at each review and hold the head teacher to account for its implementation.

The governing board will appoint a lead governor to monitor the effectiveness of this policy in conjunction with the full governing board. Staff governors cannot be the lead governor with responsibility for safeguarding and child protection.

In the event that safeguarding concerns or an allegation of abuse is made against the head teacher, the chair of governors will act as the 'case manager'.

The governing board, along with the school's senior leadership team, are responsible for satisfying themselves and obtaining written assurances from any relevant school lettings and alternative/off site providers and provisions that their safeguarding arrangements are secure and in keeping with KCSIE 2020.

The governing board will supply information as requested by the LSCB and the Local Authority Safeguarding Team.

They are responsible for liaising with the head teacher / designated Staff over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils.

The nominated Safeguarding Governor will support the designated safeguarding lead in their role from the perspective of ensuring the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity.

The DSL and named safeguarding governor are responsible for providing an annual report to the governing body of child protection activity. The local authority annual review monitoring return for safeguarding should be sufficient as an annual report for governors.

The DSL must ensure that the annual review child protection monitoring submission is completed and returned in a timely manner to the local authority/LSCB. The return must be signed by the Chair of Governor's to confirm that it is an accurate reflection of the safeguarding arrangements of the school.

The governing body should have child protection training every three years, on their strategic responsibilities in order to provide appropriate challenge and support for any

action to progress areas of weakness or development in the school's safeguarding arrangements.

The chair is nominated to liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head of centre, the head teacher of a college or proprietor or member of governing body of an independent school.

In the event of allegations of abuse being made against the Head of Centre and/or where the Head of Centre is also the sole proprietor of an independent school, allegations should be reported directly to the Local Authority Designated Officer (LADO) within one working day.

Under no circumstances should the establishment's governors or trustees be given details of individual cases. Governors or trustees may, however, be provided with a report at the end of the academic year, outlining the number of cases dealt with and other statistics which do not identify individual children.

Governors will ensure that appropriate internet filters and appropriate web-use monitoring systems are in place. Children should not be able to access harmful or inappropriate material from the school or colleges IT system.

The full responsibilities of the governing board are set out in Part Two of KCSIE – The management of safeguarding. The governing board will ensure that the school is fully compliant with their statutory safeguarding responsibilities.

The Head Teacher

The head teacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary and supply staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff (including supply staff) or volunteer, where appropriate.

In-school procedures for protecting children

All staff and visitors will:

All staff and Governors must ensure they have read and fully understood part 1 and Annex A of 'Keeping Children Safe in Education September 2020' and sign to say they have done so.

Be familiar with the school's child protection policy including issues of confidentiality. Remember that the child's welfare and best interests must be the paramount consideration at all times.

Never promise to keep a secret or confidentiality where a child discloses abuse.

Be alert to signs and indicators of possible abuse.

Record concerns on a "CPOMS" **Electronic Safeguarding system**. Please ensure the DSL Rachel Patchett has been alerted to the incident. Other Designated Staff for Safeguarding are: (Neil Swain, Phil Burns, Jo Indian, Kelly Spence, Theresa Matthews, Harriet Barber, Tina Tomlinson and Donna Kaye).

Deal with a disclosure of abuse from a child in line with the recommendations in the policy.

These must be recorded to one of the Designated Staff immediately. Staff should not take it upon themselves to investigate concerns or make judgements.

Be involved in on-going monitoring and recording to support the implementation of individual education programmes and interagency child protection and child support plans.

Be prepared to identify children who may benefit from Early Help.

Be subject to Safer Recruitment processes and checks whether they are new staff, supply staff, contractors, governors, volunteers etc.

Will be expected to behave in accordance with Guidance for Safer Working Practice for those Working with Children and Young People in Education settings (Safer Recruitment Consortium (May 2020)).

Where there is concern regarding the welfare of a child this should be recorded immediately on CPOMS. **Rachel Patchett - Designated Safeguarding Lead (DSL) needs alerting to every incident and action.** In the absence of Rachel Patchett the CPOMS should be alerted to one of the deputy Designated Safeguarding Leads: **Jo Indian, Harriet Barber, Tina Tomlinson, Donna Kaye, Theresa Matthews, Phil Burns or Kelly Spence** or in the absence of all of the above the CPOMS incident should be passed to **Executive Vice Principal - Neil Swain or Executive Principal - Phil Hutchinson.**

Raising Awareness

The DSL should ensure all are known policies are used appropriately:

Ensure the school's child protection policy is reviewed annually and the procedures and their implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.

Ensure the child protection policy is on the school's website, 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 in this.

Link with the local authority and LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Contextual Safeguarding

Phoenix Park & Sevenhills Academy recognise that safeguarding incidents and behaviours can be associated with factors outside the school and can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and behaviours occur. This is known as contextual

safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety or welfare. The school will provide as much information as possible to Children's Social Care as part of any referral undertaken.

Carrying Knives/ Offensive weapons and gang culture

Bringing and carrying a knife/offensive weapon onto school/college premises is a criminal offence and immediate action will be taken by calling the police. The guidance on Searching, Screening and Confiscation (2018) will be consulted and the school will consider and may apply the disciplinary procedure. If a member of staff suspects a pupil of being involved in gang culture, this is a safeguarding concern and will require a discussion with the DSL who will seek advice from agencies and professionals including reference to the safeguarding procedures as outlined by the local authority. The pupil may be an exploited child and victim to which the school will offer support.

Child Protection Records

The responsibility to maintain, process, share, transfer and store child protection and safeguarding records in accordance with the Data Protection Act 2018 and the GDPR principles is the responsibility of the designated safeguarding lead and any safeguarding deputies. Child protection information will be held securely, with access being restricted to the DSL and their deputies, head teacher and in cases of Early Help, the nominated lead professional, if this is not a designated safeguarding lead/officer. The following information must be kept securely with restricted access, whether paper or electronic:

- Chronology
- All completed child protection cause for concern (CPOMS)
- Any child protection information received from the child's previous educational establishment
- Records of discussions, telephone calls and meetings with colleagues and other agencies or services
- Professional consultations
- Letters sent and received relating to child protection matters
- Referral forms sent to CASS, other external agencies or education-based services.
- Minutes or notes of meetings, e.g. child protection conferences, core group meetings, etc., copied to the file of each child in the family, as appropriate

- Formal plans for or linked to the child, e.g. child protection plans, Early Help Assessments (previously known as Single Assessments), risk assessments etc.

Each child protection file on CPOMS should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave, the school/college will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known), within 15 school days. This is a legal requirement set out under regulation 9 (3) of 'The Education (Pupil

Information – England) Regulations 2005. A copy of the chronology must be retained for audit purposes. (CPOMS holds the Chronology)

There is no need to keep copies of the child protection file, apart from the chronology summary. The exception to this rule will be in any of the following instances:

Where a child transfers out of area, (the original file should be retained by the school and a copy sent)

Where a vulnerable young person is moving to a Further Education establishment, consideration should be given to the pupil's wishes and feelings about their child protection information being passed on, in order that the FE establishment can provide appropriate support. In cases where it is deemed appropriate to transfer child protection records to an FE education establishment, the original file should be retained by the school and a copy sent.

Where the destination school is not known (*the original file should be retained by the school*).

Where the child has not attended the nominated school (*the original file should be retained by the school*).

There is any on-going legal action (the original file should be retained by the school and a copy sent).

Children records should be transferred in a secure manner, for example, by hand. When hand-delivering pupil records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to must be made and a signature obtained from the receiving school as proof of receipt. CPOMS also has a file transfer service.

If a pupil moves from our school, child protection records will be forwarded onto the named DSL at the new school, with due regard to their confidential nature. Good practice suggests that this should always be done with a face to face handover and a signed receipt of file transfer obtained for audit purposes by the delivering school.

If sending by post, children records should be sent, "Special Delivery". A note of the special delivery number should also be made to enable the records to be tracked and traced via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format (CPOMS). This will include the child's name, date of birth, where and to whom the records have been sent, and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded and moves to an alternative or specialist provision, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information – England) Regulations 2005, following the above procedure for delivery of the records.

If a parent chooses to electively home educate (EHE) their child, the child protection record must be forwarded to Keith Nicholson following the above procedure for delivery of the records.

Keith Nicholson: Children's Services Adviser & Head teacher of the Virtual School for CLA 01472 – 326176

When a DSL member of staff 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, it is the responsibility of the head teacher to ensure that the new post holder is fully conversant with all procedures and case files.

All DSL's receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods. For further information refer to the archiving section.

Archiving

Responsibility for the pupil record once the pupil leaves the school

The school that the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 25 years from closure when there has been a referral to CSC. If no referral has been made to CCS, the child protection record should be retained until the child's 25th birthday. The decision of how and where to store these files must be made by the school via the governing body. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer or Head of Centre.

Children's and parents' access to child protection files

Under the Data Protection Act 1998, a pupil or their nominated representative has the legal right to request access to information relating to them. This is known as a subject access request. Therefore it is important to remember that all information should be accurately recorded, objective in nature and expressed in a professional manner.

Any child who has a child protection file has a right to request access to it. In addition, the Education (Pupil Information) (England) Regulations 2005 give parents the right see their child's school records. However, neither the child nor the parent has an automatic right to see all the information held in child protection records.

Information can be withheld if disclosure:

Could cause serious harm or is likely to cause serious harm to the physical or mental health or condition of the child or another person;

or could reveal that the child or another person has been a subject of or may be at risk of child abuse, and the disclosure is not in the best interests of the child;

or is likely to prejudice an on-going criminal investigation.

The information about the child also relates to another person who could be identified from it or the information has been given by another person who could be identified as the source, unless the person has consented to the disclosure or the person providing the information is an employee of the establishment or the Local Authority. It is best practice to make reports available to the child or their parents unless the exceptions described above apply. If an application is made to see the whole record, advice should be sought from the North East Lincolnshire's Multi Agency Safeguarding Hub (Front Door), Contact email: csc@nelincs.gov.uk or NELCChildrensFrontDoor@nelincs.gov.uk

Telephone: 01472 325555 or 326292

The establishment's report to the child protection conference should be shared with the child, if old enough and parent at least two days before the conference.

Safe Destruction of the pupil record

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the Data Protection Act 1998 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept securely in either paper or an electronic format.

Confidentiality and Information Sharing

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

School recognises that the only purpose of confidentiality in this respect is to benefit the child. Staff/volunteers and visitors to school should never promise a child that they will not tell anyone about an allegation/report of abuse, and must pass any cause for concerns immediately to a designated safeguarding lead.

When there is a concern that a child is at risk of significant harm, all information held by the establishment must be shared with Children's Social Care, police and health professionals. Section 47 of the Children Act 1989 and sections 10 and 11 of the Children Act 2004 empower all agencies to share information in these circumstances. If DSL's are in doubt, they should consult the Multi Agency Safeguarding Hub (The Front door (as of 7th Sept 2020) NELCChildrensFrontDoor@nelincs.gov.uk 01472 326292

On occasions when safeguarding concerns exist for a child in the context of a family situation and siblings attend other educational establishments or the children are known to other agencies, it may be appropriate for the designated safeguarding staff to consult with, on a confidential basis, their counterpart from other establishments or other agencies to share and jointly consider concerns. If in any doubt about the

appropriateness of this process, advice can be sought from CSC - The Front Door - 01472 326292

In accordance with section 29 of the Data Protection Act, the police are allowed access to school records in certain circumstances such as criminal investigations. If you have any queries regarding police access to any school records please contact Humberside Police on 101 and ask for the governance team for advice.

It is good practice to seek consent from the child or their parent before sharing information. Children over the age of 12 years are considered to have the capacity to give or withhold consent to share their information, unless there is evidence to the contrary; therefore it is good practice to seek their views. If the young person is over 16, they should be involved in decision-making about information sharing, unless they do not have the capacity to give consent.

However, consent is not always a condition for sharing and sometimes we do not inform the child or family that their information will be shared, if doing so would: Place a person (the child, family or another person) at risk of significant harm, if a child, or serious harm, if an adult; or prejudice the prevention, detection or prosecution of a crime; or lead to unjustified delay in making enquiries about allegations of significant harm to a child or serious harm to an adult.

Consent should not be sought if the establishment is required to share information through a statutory duty, eg section 47 of the Children Act 1989 as discussed above, or court order.

Timely information sharing is essential for effective safeguarding. This school/college will share safeguarding information as appropriate in keeping with the principles outlined in the government guidance document, Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE 2018). This guidance has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

All staff must have due regard for the relevant data protection principles which allow them to share (in the context of their role) and withhold personal information, as provided for in the Data Protection Act 2018 and GDPR.

Information sharing

It is acknowledged in 'Keeping Children Safe in Education' that relevant and timely information sharing between agencies is vital to good safeguarding. The School works with a range of agencies with whom it regularly shares information where relevant. Parent, carer or young person (where 16 and above) consent to share information will be sought except where the school is duty-bound to share this information, for example in the event of safeguarding risk. The school is mindful of the duties placed upon it by the General Data Protection Regulations (GDPR).

Procedures in the event of an allegation against a member of staff or person in school

These procedures must be followed in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:-

- Behaved in a way that has harmed a child or may have harmed a child
- Possibly committed a criminal offence against or related to a child
- Behaved in a way that indicates s/he is unsuitable to work with children

Inappropriate behaviour by staff/volunteers could take the following forms:

- Physical includes, for example, intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
- Emotional includes, for example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes which discriminate on the grounds of race, gender, disability or sexuality.
- Sexual includes, for example, sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
- Neglect: may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.

A safeguarding complaint that meets the above criteria must be reported to the head teacher immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the Chair of Governors. The head teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The head teacher should not carry out the investigation itself or interview pupils. As part of this initial consideration, the head teacher should consult with their schools HR Advisor/provider/contact who will then contact the Local Authority Designated Officer (LADO), within one working day.

A multi-agency strategy meeting may be arranged to look at the complaint in its widest context. The Head teacher /a senior member of school staff / Chair of Governors (where appropriate) must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations are so serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by

the school had they been employed at the time of the conclusion of investigations will be referred to the DBS. The school will keep written records of all of the above.

LADO Contacts: 01472 326118 (ask for a Designated Officer)

Dave Palmer
Jill Alderson

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk.

Professional Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of safeguarding.

The school recognises that the only purpose of confidentiality in this respect is to benefit the child.

Working with parents and other agencies to protect children

Parents/carers will be made aware of our in-school procedures in respect to taking any reasonable action to safeguard the welfare of its pupils. In cases where the school has reason to be concerned that a child may be suffering significant harm, ill treatment or neglect or other forms of harm, staff will follow the procedures for responding to suspected cases of child abuse or neglect outlined in this policy document and contact CSC duty team/ Front Door to discuss their concerns.

In keeping with KCSIE, we will endeavour wherever possible to obtain at least two emergency contacts for every child in the school in case of emergencies, and in case there are welfare concerns at the home.

In general, we will discuss concerns with parents/carers before approaching other agencies and will seek to inform parents/carers and receive their consent when making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL. The exception to this rule will be in situations where a member of staff has reasonable cause to believe that informing parents/carers of a referral to another agency may increase the risk of significant harm to the child.

Parents/carers are informed about our Safeguarding & Child Protection policy through: school prospectus, website, newsletters etc. A safeguarding & child protection statement is prominent in the school foyer/reception area.

Multi-agency work

We work in partnership with other agencies in the best interests of the children. Therefore, the school will, where necessary, liaise with the school nurse and doctor, and make referrals to Children's Social Work Service. Referrals (contact) should be made, by the Safeguarding Designated Staff, to Children's Assessment and Safeguarding Service (CSC)/ Front Door - Where a child already has a child protection social worker, the school will immediately contact the social worker involved, or in their absence the head teacher social worker of the child's allocated social worker.

We will co-operate with CSC in accordance with the requirements of the Children Act and allow access to child and child protection records for them to conduct section 17 or section 47 assessments.

The school will ensure representation at appropriate inter-agency meetings such as Initial and Review Child Protection Conferences, and Planning and Core Group meetings, as well as Family Network Meetings.

We will provide reports as required for these meetings. If 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 child in school is subject to an inter-agency child protection plan or any multi-agency risk management plan school will contribute to the preparation, implementation and review of the plan as appropriate.

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

Opportunities to teach safeguarding – RSE

As part of providing a broad and balanced curriculum relevant issues will be addressed through the PSHE curriculum, including self-esteem, emotional literacy, assertiveness, power, relationship and sex education, online safety, online bullying, sexting, child exploitation (CSE/CCE), youth generated images, female genital mutilation (FGM), preventing radicalisation, peer on peer abuse, consent, online safety, anti-bullying, unhealthy and abusive family relationships. The curriculum will reflect the statutory Relationship Education, Relationship and Sex Education and Health Education (DfE 2020). Further support can be obtained from the NELC Health & Wellbeing Service.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, English, PSHE, Art and assemblies.

Other areas of work

All our policies that address issues of power and potential harm, e.g. Anti- Bullying, Equalities, Positive Handling, Behaviour, and On-line Safety will be linked to ensure a whole school approach.

Our Safeguarding and Child Protection policy cannot be separated from the general ethos of the school which is to ensure that children are treated with respect and dignity, feel safe, and are listened to.

The school's online safety policy is reflective of the requirements set out in Keeping Children Safe in Education and reflects our approach to issues of online safety that empowers us to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in, and escalate any incident where appropriate.

Our role in supporting children

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

In cases where children have experienced abuse/abused others, the DSL will ensure that appropriate support is offered. An individual support plan will be devised, implemented and reviewed regularly should the pupil (victim, perpetrator, or other child affected) require additional pastoral support/intervention. This plan will detail areas of support, who will be involved (i.e. a key worker) and the child's wishes and feelings. A copy of the individual safety/ support plan will be kept in the pupil's child protection record.

Female Genital Mutilation: The Mandatory Reporting Duty

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Any teacher who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately (in consultation with the DSL) report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff must not examine pupils.

Any other member of staff who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

Any member of staff who suspects a pupil is *at risk* of FGM], Phoenix Park & Sevenhills Academy must speak to the DSL and follow our LSCB guidelines @ SaferNEL.
<https://www.safernel.co.uk/nelsafeguarding-children-partnership/>

Radicalisation and Terrorism

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

If staff are concerned about a change in the behaviour of an individual or see something that concerns them (**this could be a colleague too**) they must seek advice appropriately with the DSL who must contact the **Counter Terrorism Case Officer Lee Ross – 01482 220750** lee.ross@humberside.pnn.police.uk

Schools and colleges are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. The Prevent team can advise and identify local referral pathways.

Effective early help relies on all staff to be vigilant and aware of the nature of the risk for children and young people, and what support may be available. Our school will ensure that as far as possible all front line staff will undertake Prevent awareness training (e.g. Workshop to Raise Awareness of Prevent [WRAP]).

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Youth Produced Sexual Imagery

Where the school becomes aware that a child may have been involved in sending or receiving 'youth produced sexual imagery', sometimes referred to as 'sexting' it will refer to the guidance in the document 'Sexting in Schools and Colleges, Responding to incidents and Safeguarding young people' published by the UK Council for Child Internet Safety (2016). Staff understand that when an incident involving youth produced sexual imagery comes to their attention:

- The incident must be referred to the DSL as soon as possible.
- The DSL will hold an initial review meeting with appropriate school staff.
- There may be subsequent interviews with the young people involved (if appropriate).
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.
- At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral will be made to children's social care and/or the police immediately.

Domestic Abuse

Phoenix Park & Sevenhills Academy understands that the cross-government definition of domestic violence and abuse is 'any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality'. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, emotional harm. Controlling behaviour is a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape and regulating their everyday behaviour.

Coercive behaviour is an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten their victim. If staff do identify children for whom Domestic Abuse may be a concern they must apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Children's Social Care. Where Domestic Violence notifications are received from children's Social Care, this information will be added to a child's chronology and child protection record to ensure that appropriate support can be provided where necessary.

Mental health

Phoenix Park & Sevenhills Academy are also aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well

placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are aware of how its pupils' experiences, and their high prevalence of special educational needs and mental health needs, can impact on their behaviour and education.

Peer on peer abuse/ child on child

We recognise that children are capable of abusing their peers and that peer on peer abuse/ Child on Child can manifest in many different ways, including bullying, cyber Bullying, criminal and sexual exploitation, sexual harassment and violence, Initiation/hazing, inappropriate/harmful sexualised behaviours, upskirting and youth produced imagery (sexting) and abuse within intimate partner relationships.

It is very clear that this type of abuse should always be treated seriously, and never just as banter or part of growing up. Any concerns around peer on peer /child on child abuse must be reported and recorded in line with the child protection procedures outlined in this policy. The DSL is responsible on responding to such concerns in keeping with LSCB protocols. The DSL is responsible for providing support to any victims, and the perpetrators.

Staff are reminded that peer on peer abuse/ child on child abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up." Staff becoming aware of peer on peer / Child on Child abuse will take appropriate action and adhering to the guidance- sexual violence and sexual harassment in schools to identify, report and respond to any issues/incidents raised

Where children and young people have exhibited inappropriate/harmful sexualised behaviour and/or exhibited inappropriate/harmful sexualised behaviours towards others, an AIM (Assessment, Intervention, Moving On) checklist must be completed and contact made with Children's Social Care if appropriate. There must be a co-ordinated multi-agency approach through a risk assessment to respond to their needs which will include parent/carers, youth justice (where appropriate), children's social care and health. Further support and advice on AIM Checklists can be gained on SaferNELC website.

<https://www.safernel.co.uk/nelsafeguarding-children-partnership/>

We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

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.

Where child exploitation (ie; criminal, sexual, trafficking, modern day slavery etc..), or the risk of it, is suspected, frontline practitioners must notify the designated member of staff for child protection, in line with the child protection policy reporting systems.

The DSL must complete the child exploitation risk management tool for partners and refer to the LSCB guidelines for reporting any exploitation to help decide how to proceed. A copy of the completed tool must be kept in the child's child protection records (CPOMS) for future reference. The DSL can also refer a pupil to the monthly Multi-agency Child Exploitation (MACE) meeting if it is felt that the criteria for referral is met and a discussion is warranted, information should be emailed to the DSL to forward on to the appropriate person. Information provided should include: name; date of birth; what the risks are; what has been put in place to lessen the risk; and the plan that the child is subject to. Referrals will be triaged and if selected, the social worker, team manager or other relevant practitioner involved will be invited to attend the MACE or OVM (Operational Vulnerability Meeting) for a discussion.

If the child /young person already has an allocated social worker, the DSL must contact them (or their team manager) to discuss any concerns about child exploitation.

A copy of the child exploitation risk Management tool for partners for partners can be obtained from the Safer NELC Website and attached to this policy below.

<https://www.safernel.co.uk/nelsafeguarding-children-partnership>

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating missing debriefs with the Young and Safe team/ GRAFT Team.

School staff can access government guidance as required on the issues listed below at a number of .GOV.UK website addresses:

These include:

Bullying including cyberbullying www.gov.uk/government/publications/preventing-and-tackling-bullying

Children missing from Education www.gov.uk/government/publications/children-missing-education

Child missing from home or care www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care

Domestic violence www.gov.uk/domestic-violence-and-abuse

Drugs www.gov.uk/government/publications/drugs-advice-for-schools

Fabricated or induced illness www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced

Faith abuse www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief

Forced marriage www.gov.uk/forced-marriage

Gangs and youth violence www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence

Gender based violence www.gov.uk/government/policies/violence-against-women-and-girls

Hate www.educateagainsthate.com/

Mental health www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Missing children and adults strategy www.gov.uk/government/publications/missing-children-and-adults-strategy

Private fostering www.gov.uk/government/publications/children-act-1989-private-fostering

Sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

Teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Safer School Culture

The governing board will ensure that the following appropriate policies, and procedures are in place and shared with staff at the point of induction, in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare:

- Whistle Blowing/Confidential reporting policies (guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken when staff have concerns about any adult's behaviour)
- School's procedures for managing children who are missing education
- Guidance on Safer Working Practices
- Safeguarding and Child Protection policy (including online safety).
- School behaviour policy
- The names, roles and responsibilities of the designated safeguarding lead and any deputies.

Safer Recruitment, selection and pre-employment vetting

The school pays full regard and commitment to following the safer recruitment, selection and pre-employment vetting procedures as outlined in part three of KCSiE (2020). The school will maintain a single central record which demonstrates the relevant vetting checks required including: a barred list check, DBS check at the correct level, identity, qualifications, prohibition order and right to work in the UK. (See Part 3 of KCSiE 2020).

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

The school will ensure that all recruitment panels include at least one person that has undertaken the safer recruitment consortium, safer recruitment training as recommended by the Local Authority.

The school/college will ensure that written risk assessments are undertaken in situations where information provided on DBS certificates necessitates so. Written risk assessments must be undertaken for all volunteers **not** engaging in regulated activity. Advice and support for carrying out risk assessments can be accessed through the school's HR Advisor/Provider/Contact or Senior Leadership team.

Managing allegations or safeguarding concerns against a member of staff or person in school procedures.

These procedures must be followed in any case in which it is alleged that a member of staff (including supply staff), governor, visiting professional or volunteer has:

- a) behaved in a way that has harmed a child or may have harmed a child
- b) possibly committed a criminal offence against or related to a child
- c) behaved towards a child or children in a way that indicates s/he may pose a risk of harm to children
- d) Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Inappropriate behaviour by staff or person in school could take the following forms:

- Physical, for example 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 which discriminate on the grounds of race, gender, sex, disability or sexuality.
- Sexual, for example sexualised behaviour towards pupils, grooming, sexual harassment, sexual assault and rape.
- Neglect which may include failing to act to protect a child or children, failing to seek medical attention or failure to carry out appropriate/proper risk assessment etc.
- Staff have duty to disclose to the head teacher where their relationships and associations both within and outside of the workplace (including online) may have implications for safeguarding children in school.

A safeguarding complaint that meets the above criteria must be reported to the head teacher (Case Manager) immediately. If the complaint involves the head teacher then the next most senior member of staff must be informed and the chair of governors/chair of the management committee or proprietor of an independent school.

The Case Manager with the complaint should gather as much information about the alleged incident as necessary in order to establish whether there is substance to the allegation. They must use the local authority designated officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the case manager should consult with their school's HR Advisor/provider/contact or in the case of a supply member of staff the supply agency safeguarding lead/senior manager. The completed LADO notification form must be sent to Jill Alderson or David Palmer (@nelincs.gov.uk) within one working day of the allegation being made. This will assist the case manager and HR/supply agency senior manager in consultation with the LADO to decide on the most appropriate course of action. This includes when to inform the member of staff of the concerns raised. Parents or carers of the child or children involved should be told about the allegation as soon as possible if they do not already know of it.

The case manager must not carry out an investigation or directly interview an individual about whom there is a concern until the above process has been duly completed and relevant partners have been consulted.

A multi-agency allegations management meeting may be arranged to look at the complaint in its widest context. The case manager must attend this meeting, which will be arranged by the LADO. All issues must be recorded and the outcome reached must be noted to ensure closure.

In many cases it may be appropriate to provide further training and support to staff/volunteers and ensure that they are clear about the expectations for their conduct.

In more serious cases, allegations may be investigated under the formal disciplinary procedures and, where allegations are upheld, formal warnings issued as well as specific training and support. In cases where children/young people may be at further risk and/or evidence/witnesses may be compromised and/or the allegations and so

serious that they may, if upheld, constitute gross misconduct, suspension of the member of staff/volunteer may be appropriate and should be considered in line with the school's Disciplinary Policy.

Any staff/volunteers who are dismissed by the school for gross misconduct or cumulative misconduct relating to safeguarding of children/young people will be referred to the DBS for consideration of barring. Similarly, where the school has a reasonable belief that the member of staff/volunteer would have been dismissed by the school had they been employed at the time of the conclusion of investigations, they will be referred to the DBS. The school will keep written records of all of the above.

LADO Contacts: Jill Alderson or David Palmer

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, staff can contact any of the professionals named in the above paragraph, in addition to other whistleblowing channels which may be open to them.

All staff members will be made aware of systems within our school that support safeguarding and these will be explained to them as part of our staff induction. This includes: the school's/college's safeguarding/child protection policy; the school's safer working practice document and the school's whistleblowing procedures.

We recognise the stressful and traumatic nature of child protection work. Support is available for any member of staff. Access to regular and timely supervision is an essential form of support for all designated safeguarding staff. Children's Services Education Safeguarding team are also potentially available for advice and support (Front Door - 01472 326292)

Designated Safeguarding staff must have attended the Level 3 LSCB Child Protection and Neglect training course, and they will attend refresher training at least every two years. The DSL will undertake Prevent Awareness Training (e.g. Workshop to Raise Awareness of Prevent [WRAP]) to enable them to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

The school will ensure all staff including temporary and volunteers receive induction and updated INSET appropriate to their roles and responsibilities, especially staff new to the school. All staff will access basic child protection training (including online safety) and refresher training at least every three years and regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. Access to training can be via the Safer NELC website which links to all the LSCB training.

The head teacher will attend appropriate 1 day safeguarding training at least every three years.

Governors, including the nominated governor will attend specific training for their role, updated at least every three years.

Any training accessed through third party/independent providers must reflect the LSCB protocols and the LSCB minimum standards checklist. This training will be recorded by the school on a separate database.

The head teacher and at least one member of the governing body that is not a staff governor must complete the National Safer Recruitment Training and refresh this training every five years.

Safeguarding responsibilities for pupils in transition

In the event that a pupil transitions full-time from a primary setting into a high school setting before the end of their academic school year 6, the high school must place a pupil on their admissions register on the first day that the pupil attends and submit a new starter form to the local authority admissions team.

Once the pupil is registered at the new school, the previous school can remove the pupil from their register. All safeguarding responsibilities, including attendance management, for the pupil will transfer to the head teacher and/or the senior designated safeguarding lead of the secondary setting. All child protection files and risk assessments will be transferred in keeping with the guidance outlined in this policy – Child Protection Records.

Home Tuition

Wellspring are commissioned to coordinate NE Lincs home tuition service where students cannot attend mainstream education due to a medical need. Tutors are self-employed but vetted through Wellspring and all hold an enhanced DBS. The tuition is often delivered in the family home and there are a number of safeguards in place:

- a) An adult family member must be present for tuition to take place
- b) Tutors keep a daily record of tuition
- c) Quality assurance checks

If a tutor has any safeguarding concerns about the child then they need to inform the home school immediately.

If there are any concerns about tuition then they need to contact Phil Hutchinson at the earliest convenience.

Our role in the prevention of abuse

We will identify and provide opportunities for children to develop skills, concepts, attitudes and knowledge to promote their safety and well-being.

The Curriculum

Relevant issues will be addressed through the PSHCE / RSE curriculum, including self-esteem, emotional literacy, assertiveness, power, sex and relationship education, online safety, online bullying, sexting, child sexual exploitation(CSE), Child Criminal Exploitation (CCE), female genital mutilation (FGM), preventing radicalisation, peer on peer abuse and anti- bullying.

Relevant issues will be addressed through other areas of the curriculum. For example, circle time, tutor time English, Drama, PSCHE, Art and assemblies.

Children with additional needs

We recognise that while all children have a right to be safe, some children *may* be more vulnerable to abuse e.g. those with a disability, special educational need, mental health issues or those living with domestic violence or drug/alcohol abusing parents, parents mental health issues, learning disabilities etc.

When the school is considering excluding, either for a fixed term period or permanently, a vulnerable pupil and/or a pupil who has social care involvement is either subject to a S47 Child Protection plan/child in need plan or there are/have previously been child protection concerns, we will undertake an informed (multi-agency) risk-assessment prior to making the decision to exclude. Schools would be advised to speak to the named social worker for the child where the exclusion will be to the home to ensure that any risk is assessed and speak to LA Inclusion Partnership for support if required. Schools should note advice in the DFE Exclusions Guidance September 2017 Section 3. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment must be completed prior to convening a meeting of the governing board

Children in Specific Circumstances

This school follows the North East Lincolnshire's LSCB guidelines (SaferNELC) & multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined in Part 1 and Annex A of KCSIE.

This school follows the N E Lincs LSCB online multi-agency procedures and will, where necessary, have due regard to the government guidance for children in specific circumstances as outlined below.

Child sexual exploitation (CSE)

Child Protection Policy September 2020

Child Criminal exploitation (CCE)
Bullying including cyberbullying
Domestic violence
Drugs
Fabricated or induced illness
Faith abuse
Female genital mutilation (FGM)
Forced marriage
Gangs and youth violence
Gender-based violence/violence against women and girls (VAWG)
Mental health
Private fostering
Preventing radicalisation
Sexting
Teenage relationship abuse
Trafficking

For further information see: <https://www.gov.uk/government/collections/statutory-guidance-schools#safeguarding-children-and-young-people>

Sexting

Relevant issues around sexting are addressed through the delivery of our PSHCE/ RSE curriculum and the dangers are clearly highlighted.

Sexual Violence and Sexual Harassment between Children

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

Sexual violence refers to sexual offences under the Sexual Offences Act 2003 including; Rape, Assault by Penetration and sexual assault. Further clarity around these definitions can be found in the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges- May 2018.'

Sexual harassment refers to unwanted conduct of a sexual nature that can occur online or offline. This could include; sexual comments such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names. It may also include sexual 'jokes' or taunting, physical behaviour such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature.

Sexual harassment can also occur online and may include non-consensual sharing of sexual images and videos (often referred to as sexting), inappropriate sexual comments on social media, exploitation, coercion and threats. Online harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

Upskirting

'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal

offence and may constitute sexual harassment. Despite the name, both males and females can be victims of 'upskirting.'

Child Criminal Exploitation: County Lines

Child Criminal Exploitation (CCE): County Lines and serious violent crime.

Our schools recognises that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. School will consider whether a referral to the National Referral Mechanism (NRM) should be undertaken in order to safeguard that child and/or other children. School recognises when children may be at risk from or involved with serious violent crime. The indicator that may signal children are at risk from, or are involved with, serious violent crime include:

- Increased absence from school.
- A change in friendships or relationships with older individuals or groups.
- A significant decline in performance.
- Signs of self-harm or a significant change in well-being.
- Signs of assault or unexplained injuries.
- Unexplained gifts or new possessions – these could also indicate children have been approached by or involved with individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

Child Sexual Exploitation

Phoenix Park & Sevenhills Academy is aware that child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology. Through training, staff are aware that the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possessions.
- Children who associate with other young people involved in exploitation.
- Children who have older boyfriends or girlfriends.
- Children who suffer from sexually transmitted infections or become pregnant.
- Children who suffer from changes in emotional well-being.
- Children who misuse drugs and alcohol.
- Children who go missing for periods of time or regularly come home late; and Children who regularly miss school or education or do not take part in education.
- Phoenix Park & Sevenhills Academy appreciates that it has a role to play in the prevention of CSE within its engrained support of SEMH learning, the ethos of the school and PSHE curriculum.

If staff do identify children for whom CSE may be a concern they will apply the usual referral process and Child Protection procedures and pass this information to the DSL. The DSL can then refer cases where relevant to Children's Social Care. Staff also appreciate that they have a role to play in sharing intelligence relevant to perpetrators of CSE, and therefore if such information should come to light within school the DSL will share this appropriately with the police and the NELC Exploitation team.

Children with Family Members in Prison

Phoenix Park & Sevenhills Academy understands that children who have members of their family in prison are more likely to underachieve and fail to reach their potential than their peers and may require specific services and support. Families and children of people in prison will be seen as families first and school will work to ensure their needs are appropriately met. This will include providing support to ensure the voice of the child is considered when seeking contact with a family member in prison.

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. Those seeking to safeguard young people therefore need to assess and intervene in these places.

Research shows us that teenagers are influenced more by their peers and wider relationships than their parents and the pervading attitudes and social norms of their social group may be positive or negative. A safe, supportive, and effective peer group will engender positive relationships, whilst negative experiences may lead to violent, coercive, and harmful behaviours.

Contextual Safeguarding extends the capacity to safeguard from the home to the neighbourhood, and other places where teenagers spend their time, including schools and colleges. Contextual Safeguarding theory considers the dynamic 'interplay' between the child, family, peers, school, and neighbourhood; and the 'weight of influence' presented by the attitude of their peers.

Missing children and adults strategy www.gov.uk/government/publications/missing-children-and-adults-strategy

Private fostering www.gov.uk/government/publications/children-act-1989-private-fostering

Sexting www.ceop.police.uk/Media-Centre/Press-releases/2009/What-does-sexting-mean/

Teenage relationship abuse www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/

Trafficking www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance

Children missing from education

A child going missing from education is a potential indicator of abuse or neglect. Where a child is reported to be missing education we will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in the statutory guidance.

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

Contact Humberside Police on 101 or our designated Missing Person's Police officer. Aimee Scott

Children who are absent, abscond or go missing during the school day are vulnerable and at potential risk of abuse or neglect. School and college staff members should follow the school's or college's procedures for dealing with children who are absent/ go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.

We will comply with our statutory duty to inform the local authority of any pupil who falls within the reporting notification requirements outlined in Children Missing Education – Statutory guidance for local authorities (DfE September 2019).

Where child sexual exploitation, or the risk of it, is suspected, frontline practitioners should complete a cause for concern form and pass onto the designated member of staff for child protection.

The DSL should complete the CSE/CCE Exploitation Risk Assessment and Management tool for partners a copy of the completed tool must be kept in the child's child protection records for future reference.

If the child /young person already has an allocated social worker, the DSL must contact them (or their Case Supervisor) to discuss any concerns about sexual exploitation.

A copy of the strategy can be obtained from: North East Lincolnshire's LSCB website. <http://nelsafeguardingchildrenboard.co.uk/data/uploads/documents-and-reports/info-for-practitioners/cse-practice-guidance-and-procedure.pdf>

In regards to children who have missed three consecutive days of schooling with no contact or failed home visits, we would follow our attendance procedures and if by the end of the third day, there has still been no contact made by school Admin or

our Pastoral team the Police and Children's Services will be contacted to complete a welfare check and a child missing in education form will be completed further action will also be sought.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate. This includes facilitating return to home interviews as requested.

E-Safety Concerns including Sexting

Sexting is the act of sending sexually explicit messages or images, primarily between mobile phones, although it could be equally done through social networking sites or other online media.

Cyber-bullying is when a child, pre-teen or teen is tormented, threatened, harassed, humiliated, embarrassed or otherwise targeted by another child, preteen or teen using the internet, interactive and digital technologies or mobile phones.

E-Safety Protocols at Phoenix Park and Sevenhills Academies (to be read in conjunction with the academies E-Safety Policy)

Our schools are committed to maintaining the safety and welfare of pupils with regards to the safe use of the internet both at school and at home. Our academies offers a wealth of information to pupils, staff and parents around keeping safe on the internet through the curriculum, parent support groups and distribution of useful materials. **The school works in line with DfE guidance 'Teaching Online Safety in Schools- June 2019'**

The school recognises that, whilst this system provides a significant layer of e-safety protection to pupils, no automated system can be 100% successful in blocking all potential risks. Therefore the Designated Safeguarding Lead regularly reviews reports generated by the system to gain a deeper understanding of the types of unsafe behaviours pupils may be displaying whilst using the internet. This include attempts of unsafe internet search criteria or attempting to view inappropriate material linked to abuse, adult content, bullying, criminal activity, radicalisation, substance abuse or suicide.

By gaining this level of information the school is able to offer targeted support and earlier intervention to ensure pupils are as safe as possible whilst using the internet in school and are receiving sufficient support.

The school recognises that children and young people are able to access internet and social media via 3G and 4G from personal devices. In an effort to prepare pupils for everyday life, the school will not enforce a blanket ban on this type of technology but instead will assess the age appropriate nature of this type of access and consider supervision needs on an individual basis. The school will continue to educate all pupils in terms of their roles and responsibilities in keeping themselves safe online as well as where to seek help, advice and support.

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. (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.)

There is no duty for schools to be given information about a child who is privately fostered by the family, carer or the local authority. There is however a duty on schools to inform children's services where they become aware of such an arrangement. To this end, any employee of the school who becomes aware of such an arrangement should refer this via the school's cause for concern process directly to the Designated Safeguarding Lead or a deputy DSL.

Looked After Children and previously Looked After Children

Phoenix Park and Sevenhills academies and Keeping Children Safe in Education recognise that pupils who are or have ever been Looked After are known to be particularly vulnerable and agencies will continue to work closely to adequately safeguard them. The Designated Lead for Looked After Children (David Mills) work in collaboration to ensure the ongoing needs of these individuals are thoroughly met.

School's procedures with regards to sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made often quickly and under pressure. In line with the DfE publication 'Sexual violence and sexual harassment between children in schools and colleges- May 2018' The DSL will take a lead role and use their professional judgement, supported by other agencies such as social care and the police in the decision-making process.

As with any other form of safeguarding concern all school staff have a duty to report any concern relating to sexual violence or sexual harassment to the DSL or deputy DSL via the school's 'Cause for Concern' procedure – CPOMS.

If information received indicates a child has suffered, is suffering or likely to suffer significant harm a safeguarding referral will be made to children's social care immediately.

In the event of disclosure, observation or knowledge arising of an incident of sexual violence or sexual harassment the DSL or deputy DSL will immediately refer to the police where a criminal offence is felt to have been committed. Where a criminal offence has not been committed the DSL will work in liaison with children's social care to ascertain the pathway of support to victim and alleged perpetrator. This may include Early Help Assessment.

Parent/carers will be kept informed at all times where it is judged that this will not put the child at further risk of harm.

The victim will never be given the impression that they are creating a problem by reporting sexual violence or harassment.

Confidentiality will not be promised as it will be very likely the concern will have to be shared further.

A Safer School Culture

Governors have agreed and ratified the following policies which must be read in conjunction with this policy.

The schools Whistle Blowing/Confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

Definitions and indicators of abuse

Reference: Working Together to Safeguard Children (DfE 2018). See also KCSiE Part one and Annex A.

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 maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

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

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

Examples which may indicate neglect (it is not designed to be used as a checklist):

- Hunger
- Tiredness or listlessness
- Child dirty or unkempt
- Poorly or inappropriately clad for the weather
- Poor school attendance or often late for school
- Poor concentration
- Affection or attention seeking behaviour
- Untreated illnesses/injuries
- Pallid complexion
- Stealing or scavenging compulsively
- Failure to achieve developmental milestones, for example growth, weight
- Failure to develop intellectually or socially
- Neurotic behaviour

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.

Examples which may indicate physical abuse (not to be used as a checklist):

- Patterns of bruising; inconsistent account of how bruising or injuries occurred

- Finger, hand or nail marks, black eyes
- Bite marks
- Round burn marks, burns and scalds
- Lacerations, wealds
- Fractures
- Bald patches
- Symptoms of drug or alcohol intoxication or poisoning
- Unaccountable covering of limbs, even in hot weather
- Fear of going home or parents being contacted
- Fear of medical help
- Fear of changing for PE
- Inexplicable fear of adults or over-compliance
- Violence or aggression towards others including bullying
- Isolation from peers

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

Examples which may indicate sexual abuse (it is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge
- Anal or vaginal discharge, soreness or scratching
- Reluctance to go home
- Inability to concentrate, tiredness
- Refusal to communicate.
- Thrush, Persistent complaints of stomach disorders or pains
- Eating disorders, for example anorexia nervosa and bulimia
- Attention seeking behaviour, self mutilation, substance abuse
- Aggressive behaviour including sexual harassment or molestation
- Unusually compliant
- Regressive behaviour, Enuresis, soiling
- Frequent or open masturbation, touching others inappropriately
- Depression, withdrawal, isolation from peer group
- Reluctance to undress for PE or swimming
- Bruises, scratches in genital area

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

Examples which may indicate emotional abuse (it is not designed to be used as a checklist):

- Over-reaction to mistakes, continual self-deprecation
- Delayed physical, mental, emotional development
- Sudden speech or sensory disorders
- Inappropriate emotional responses, fantasies
- Neurotic behaviour: rocking, banging head, regression, tics and twitches
- Self-harming, drug or solvent abuse
- Fear of parents being contacted
- Running away / Going missing
- Compulsive stealing
- Masturbation, Appetite disorders - anorexia nervosa, bulimia
- Soiling, smearing faeces, enuresis

N.B.: Some situations where children stop communication suddenly (known as "traumatic mutism") may indicate maltreatment.

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

Reference: Child Sexual Exploitation. *Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation* (DfE 2017)

Responses from parents

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

- An unexpected delay in seeking treatment that is obviously needed
- An 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
- Unrealistic expectations or constant complaints about the child
- Alcohol misuse or other drug/substance misuse
- Parents request removal of the child from home
- Violence between adults in the household

Children with special educational needs and disabilities

When working with children with special educational needs and 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. The LSCB have a multi-agency protocol to support professionals in making informed judgements for bruising in non-independently mobile children.

- 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 e.g. deprivation of liquid medication, food or clothing, disabling wheelchair batteries
- Unwillingness to try to learn a child's means of communication
- Ill-fitting equipment e.g. callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances
- Invasive procedures
-

Responding to children who report abuse.

When a child tells me about abuse s/he has suffered, what must I remember?

- Stay calm
- Do not transmit shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.

- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- Do not take photographs or make videos of any injuries reported by a child.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record all you have heard.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.

NB It is not education staff's role to investigate reports of abuse. Their role is to observe that something may be wrong, ask about it, listen, be available and respond appropriately.

Immediately afterwards

You must not deal with this yourself. All reports of abuse must be recorded and responded to in keeping with the professional roles and responsibilities outlined below

About us

A warm welcome to all visitors



Please can you ensure you sign in at reception as a security measure.

In the event of an emergency please leave the building by the nearest fire exit, which will be identified by a green exit sign and assemble on the main playground to the rear of the school.

We pride ourselves on being a well-organised school with high expectations of behaviour.

If you need to access our Behaviour Policy, and how it impacts on the day-to-day management of pupils, it can be located in the Head of centre's office.

If you have any concerns around behaviour then please refer them to the Executive Head teacher - Phil Hutchinson.

If you have any concerns regarding Child Protection then please refer them to Rachel Patchett the designated lead for child protection or the Head of Centre.

We hope you have an enjoyable visit to the academy school.

The School Day

Breakfast Club at 0845-0900

KS2 Break 1030-1050

KS3 Break 1100-1120

KS4 Break 1045-1100

KS2 Lunch 1200-1240

KS3 Lunch 1210-1250

KS4 Lunch 1230-1300

Academy closes:

KS2 and KS3 14:30

KS4 14:45

Monday - Thursday

1300 Friday

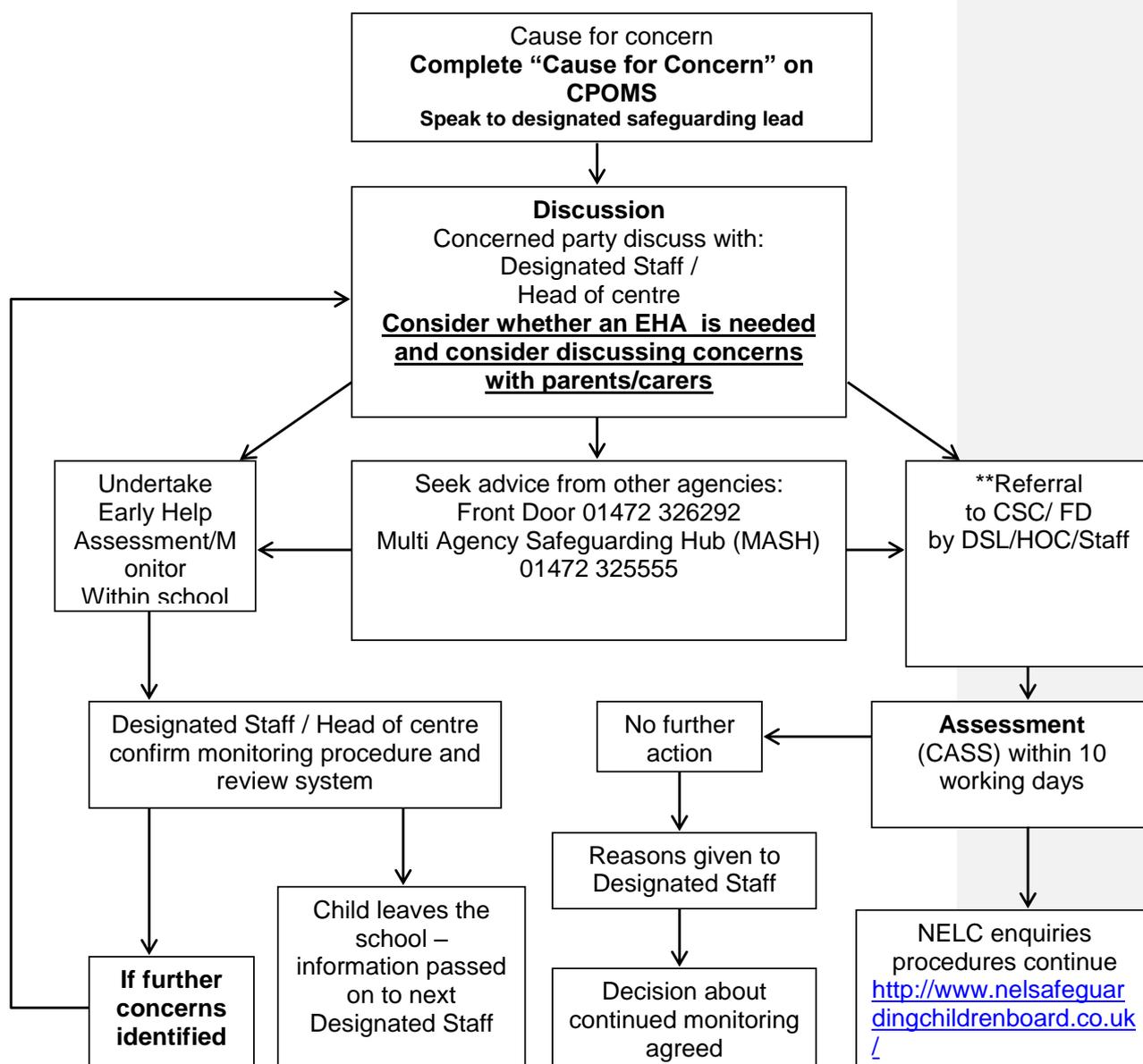
Times of lessons vary across key stages, for information about specific classes, please ask at reception.

SAFER RECRUITMENT CHECKLIST

	Initials	Date
Vacancy advertised. Advertisement includes reference to safeguarding policy, that is, statement of commitment to safeguarding and promoting welfare of children and need for successful applicant to be DBS checked		
Application form on receipt - Scrutinised – any discrepancies/anomalies/gaps in employment and signed to confirm that the applicant accepts the content is true.		
Two References. Sought directly from referee on short-listed candidates. This should be the head teacher (or most senior manager) within the organisation; ask recommended specific questions around suitability to work with children.		
Interview arrangements - Supporting evidence to verify that at least one member of the interview panel for recruitment has completed safer recruitment training.		
Copy of Interview notes - Explores applicants' suitability for work with children as well as for the post		
Note: identity and qualifications of successful applicant verified on day of interview by scrutiny of appropriate original documents; copies of documents taken and placed on file; where appropriate applicant completed application for DBS disclosure		
Conditional offer of appointment: pre appointment checks. Offer of appointment is made conditional on satisfactory completion of the following pre- appointment checks and, for non-teaching posts, a probationary period		
Identity - copies of relevant documents kept in file		
Qualifications - copied of relevant documents kept in file		
Evidence of permission to work in UK, if required		
DBS certificate - satisfactory DBS certificate checked		
DBS Barred list – person is not prohibited from taking up the post		
Childcare(Disqualification) Regulations 2009 Letter- For any staff who work in childcare provision or who are directly concerned with the management of such provision as defined in the statutory guidance.		
Health – the candidate is medically fit		
Prohibition – (for anybody undertaking teaching work in any type of school) the member of staff has not been included in the prohibition list or interim prohibition list		
Qualified Teacher Status (QTS) – (for teaching posts in maintained schools) the teacher has obtained QTS or is exempt from the requirement to hold QTS (for teaching posts in FE		

colleges) the teacher has obtained a Post Graduate Certificate of Education (PGCE) or Certificate of Education (Cert. Ed) awarded by a higher education institution, or the FE Teaching Certificate conferred by an awarding body		
Statutory induction (for teachers who obtained QTS after 7 May 1999)		
Each member of staff must have been given a copy of the following documents, with signed verification of receipt and that they have read and understood them		
Copy of organisation's safeguarding and child protection policy		
Copy of the school's behaviour policy		
Copy of Guidance for safer working practice		
Copy of organisation's whistleblowing procedures		
Copy of Keeping Children Safe in Education (most updated version) including a copy of Annex A		
Copy of the school's ICT Acceptable use policy		
Copy of the organisations online safety policy		
Child Protection training and induction		
Information of the school's CME processes		

Summary of in-school procedures to follow where there are concerns about a child



If unhappy about the outcome of the referral to Children’s Services Social Care, please refer to:
NE Lincs LSCB Local Protocol “Resolution of Professional Disagreements” via
<http://www.nelsafeguardingchildrenboard.co.uk>

Multi-Agency Referral Form

Date & time of referral:

Referrer Details

Name:	Agency:
Job Title:	Telephone/mobile numbers
Work Address, including postcode:	Email:

Details of Child/Young Person

Family Surname(s) (<i>or alias</i>)						
Child's Name	Age & DOB	Gender	Ethnicity/ Language	Religion	Disability	Education provider
					Yes/No	
Address, Postcode & Telephone Number						
Legal status / immigration status:	First language:					Interpreter required?

Details of any other children

Family Surname(s) (<i>or alias</i>)						
Child's Name	Age & DOB	Gender	Ethnicity/ Language	Religion	Disability	Education provider
					Yes/No	
					Yes/No	
					Yes/No	
Legal status / immigration status:	First language:					Interpreter required?

Household Details

Details of all adults in the household where the child is living)					
Name	Age & DOB	Gender	Ethnicity/ Language	Disability	Relationship to child

Details of head teacher carers, other significant adults and those with Parental Responsibility with telephone numbers					
Name	Age & DOB	Gender	Ethnicity/ Language	Disability	Relationship to child

Assessment of Need

Level of need identified in accordance with North East Lincolnshire Council’s Threshold of Need and Guidance document

- 1 **Universal:** Children, young people and families whose needs and risks are/can be met by universal services or simple, specific agency response.
- 2 **Early Intervention & Targeted Help:** The child or young person requires support to meet developmental milestones and/or achieve expected outcomes. He/she has specific additional needs which can be addressed by one or more agency working in partnership.
- 3 **Complex:** Children, young people and families who have complex needs. He or she has a high level of complex needs which require co-ordinated, multi-agency support with an Early Help Assessment and Action Plan. Or it may be a child with safeguarding concerns but no other needs. He or she may meet the threshold for assessment under child in need under Section 17 1989 Children Act.
- 4 **Acute: High Risk.** These children have significant unmet needs and are being subjected to high risk factors. Without a statutory, co-ordinated response they will continue to suffer or be at risk of suffering significant harm. They will be supported through

Reason for Referral and Level of Risk Indicated above with evidence, including the Voice of the Child (important)

Significant Events: (Include any significant events that add to evidence of Harm of Child/ren being in Need)

Is this form a follow up to a telephone referral? Yes No

Are there any issues for worker safety that need to be considered when planning a response?

Please provide details:

Consent

Professionals should seek to discuss concerns with the family and, where possible seek the family's agreement to making a referral unless this may place the child at increased risk of Significant Harm	
Have parents/carer(s) been informed of this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	Has the child given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> N/A
Have parents/carer(s) given consent for this referral? <input type="checkbox"/> Yes <input type="checkbox"/> No	
If the answer to either of the above is No please provide an explanation as it is essential that professionals work in partnership with families, unless to do so would place a child at immediate risk of harm.	

Early Help Locality Based

Has an Early Help Assessment been completed?

No

If No, please say why not:

Yes , please attach with TAC plan and minutes of last meeting

Please note: Unless the referral is about an **immediate risk of harm**, the expectation is that the Early Help Assessment has been completed, Team Around the Family meetings have been held and there have been discussions with locality panels prior to referral to the Integrated Front Door.

Please briefly describe any services that have already been offered by your agency and/or other agencies and the outcome of these interventions.

Details of other Agencies involved with the Family/Child(ren)

Agency	Names	Address & Tel. No.	Current Involvement

PLEASE RETURN COMPLETED FORM TO:

The completed multi agency referral form can be sent to **the Complex Early Help and Safeguarding Hub** via email: NELCChildrensFrontDoor@Nelincs.Gov.uk

Telephone

01472 326292 Option 2 (8.30am - 4.30pm)

Signed: _____ Date: _____

Multi Agency Referral Form

Good Practice Guidance for Professionals

What is the Multi Agency Referral Form (MARF)

The Multi Agency Referral Form is designed to assist the referrer in sharing all the information that is important in order to make a decision on appropriate action.

The quality and depth of information provided within the MARF is crucial **as it is the information provided on this form that will inform the Integrated Front Door's decision on how best to proceed and will form the foundation of any further assessments.** It is also important to note that the earlier the MARF is completed on a working day, the fuller the information that can be gathered that day, enabling appropriate decisions to be made in a timely manner.

Before completing the MARF

Consider the following:

Assessment

- Have I assessed the child and family and documented my findings? If not what is the source of my information?

Evidence

- What is happening, or not, which is causing concern/or impacting on the wellbeing and safety of the child?
- Is there any evidence of mental illness, substance abuse, domestic abuse, a chaotic lifestyle or missed appointments?

Actions

- Have I updated myself on the child and family's recent history?
- Have I consulted North East Lincolnshire Council's on-line Safeguarding Procedures?
- At what level are the child's needs within the Threshold of Need and Guidance Document?
- Is an Early Help Assessment in existence for this child/ren?
- What are the existing risk factors or issues?
- Has the situation/referral been discussed with the child's parent(s)/carers, or would this put the child at greater risk?
- Have I spoken with the child or young person about what has happened or happening? Are they aware of my concerns?
- Who else lives in/regularly visits the household? Do I have their personal details and know their relationship to the child/children?
- Have I updated myself on the child and family's recent history?
- Do I have knowledge of any siblings? May they be at risk of harm too?
- Is there a social worker already allocated?
- Have I discussed the situation with my safeguarding lead/ manager from within my agency?
- Have I discussed the escalating concerns with my locality lead?
- Am I asking the Complex Early Help and Safeguarding Hub for support with the current plan or am I referring to Children's Social Care?

Completing the MARF

What to consider when completing the MARF

- Child/young person's details
- Address, postcode, telephone number: State clearly the full home address of the child including the postcode and phone number. If the child is residing at more than one address or is residing away from their home address, please clearly state that address too.
- Education Provider: Nursery/ children's centre/school/college address and contact: Please state, if known.
- Family name/first name: State clearly the correct spelling of the child full name and any other name that the child is known by, or has been known by.
- DOB / Estimated Due Date: State the full date of birth of the child at the time of the referral. State whether the child has not yet been born and the estimated due date.
- Gender: either Male, Female or Unborn
- Age: State the age of the child at the time of the referral (or where the child is unborn, the estimated due date).
- Ethnicity: To the best of your knowledge, identify the ethnicity of the child. This information may assist to identify services that meet the child's ethnic background
- Religion: To the best of your knowledge, identify the religion of the child.
- First Language: It is essential to identify the child's first language. This information will ensure that the Children's Social Care is aware of any language needs when engaging and communicating with the child and family.
- Is an interpreter required? If the child's first language is not English and an interpreter is not needed, please state clearly the reason why and who for (e.g. interpreter needed for parent but not child).
- Child's voice: Please indicate whether the child/young person is aware of the referral and whether their wishes are included. This will ensure that Children's Social Care staff are aware/not aware that the child has been communicated with about the referral.
- All referrals must be legible and therefore we encourage referrers to type directly onto the MARF, but if this not possible please print clearly.

Quality Referrals will:

In the referral you should outline:

- **what** your concerns are and what needs to be improved
- **why** you think the child/young person is at **risk of significant harm**
- **how** you think the child/young person and family's needs could be met and what outcomes are to be achieved

After completing the referral

Possible outcomes from a referral

NELC's Children's Front Door will undertake an initial consideration of the referral that will proceed to one of the following outcomes:

- **Progress to Assessment**
If the information they gather from the MARF shows clearly that a child is in need or in Need of Protection they will allocate the matter for an Assessment to a qualified statutory Social Worker.
- **Support**
The Front Door will look at what support can be offered to the lead and the Team Around the Child to de-escalate the concerns through additional support
- **Progress to Locality Early Help Offer**
If the matter does not meet threshold 4 however a service will be beneficial to meet the needs of the child or family and complex early help is advised, we will pass the referral to the Early Help team to progress and contact the referrer to advise of the next steps.
- **Provision or Information or Advice**
On some cases that are not allocated, information will be sent to the family with advice for early help services via a single agency.

What if I don't agree with the decision?

An initial discussion can be had with the **Integrated Front Door Team Manager** regarding the decision. If this does not satisfy the referrer, the matter can be escalated. It is important to discuss the matter prior to escalation.

Exploitation process and referral links -



N E Lincs



N E Lincs



Guidance on



Example of a Risk

Exploitation Risk As: exploitation process completing N E Linc: Reduction Plan (to t

N E Lincolnshire's Child Exploitation Process

An exploitation Risk Assessment should be completed if;

- A professional or group of professionals is concerned that a child is at risk of becoming, or is currently being exploited;
- A parent/caregiver is expressing concern to professionals that their child is at risk of becoming, or is currently being, criminally and/or sexually exploited;
- A child is indicating that they are at risk of becoming, or are currently being, criminally or sexually exploited



HSB – Initial Response

Sexual incident occurs within the school setting



Designated staff to record the incident on CPOMS:

- Nature of sexual behaviour observed/disclosed
- Relationship between the children/young people involved
- What was the reaction of the aggrieved?
- What was the reaction of the child when challenged on their behaviour?
- What was the context within which the behaviour occurred?



Complete the AIM Checklist; AIM Education Guidelines;

- Two members of staff to complete the Traffic light Tool; designated CP lead to be one member
- Use the cause for concern sheet to inform the checklist
- Contact NELC HSB Team, MASH or NSPCC for advice and guidance
- Update CPOMS with the outcome/action



Checklist outcome and response

Concern Route (HSB)

Concern Route Criteria

These behaviours tend to go beyond normal exploration and experimentation generating a concern that indicates a problematic or harmful sexualised behaviour. The examples given are not exhaustive and any sexual behaviour that is considered inappropriate, after discussion with the line manager should be considered for referral to the HSB Panel. Professionals should use the Harmful Sexualised Behaviour Traffic Light Tool to aid identification of need.

Where concerns are around a child or young person who is below the age of criminal responsibility (under 10 years) the question of prosecution will not arise. Nevertheless, when an allegation is made, it is still important that the behaviour is reported and decisions made as to whether it is appropriate for an AIM assessment to be undertaken and/or the most appropriate course of intervention for the child and any alleged victim.

Where a child or young person displays sexually inappropriate behaviour but where there is no actual complaint or specific incident, HSB referral route should be followed. . A multi-agency decision will be taken as to whether an AIM assessment (Concern Route) should be completed.

Where a decision has been made through the Criminal Justice Route that No Further Action should be taken, the Concern Route should be followed.

Concern Route Process

If any worker from any agency considers that the behaviour of any young person (of any age) is a cause for concern (in terms of sexually harmful behaviour) the Harmful Sexualised Behaviour Traffic Light Tool to aid assessment will be completed by the agency concerned. Whilst this tool supports assessment, it is not exhaustive and there needs to be a level of professional judgement when undertaking the Traffic Light Tool. Practitioners are advised to discuss assessment outcomes with line managers in supporting professional decision making.

If the traffic light tool indicates a Red concern professionals should speak to their line manager, record the incident and seek advice and guidance from HSB panel or follow safeguarding procedures and refer through to MASH for further advice and guidance. .

MASH or HSB Panel will determine if the child or young person is (a) **not** currently receiving a service and (b) meets the criteria for consideration for an assessment or intervention. .

MASH or HSB referral route will ensure that the referrer is made aware of the AIM process and will, using the "Criteria for Referral" agree whether the case is appropriate to be taken to HSB Panel for consideration for assessment or intervention. . HSB panel meets monthly and considers referrals and pathways. If professionals have safeguarding concerns in relation to a case they should seek advice and guidance through MASH in relation to immediate safeguarding concerns.

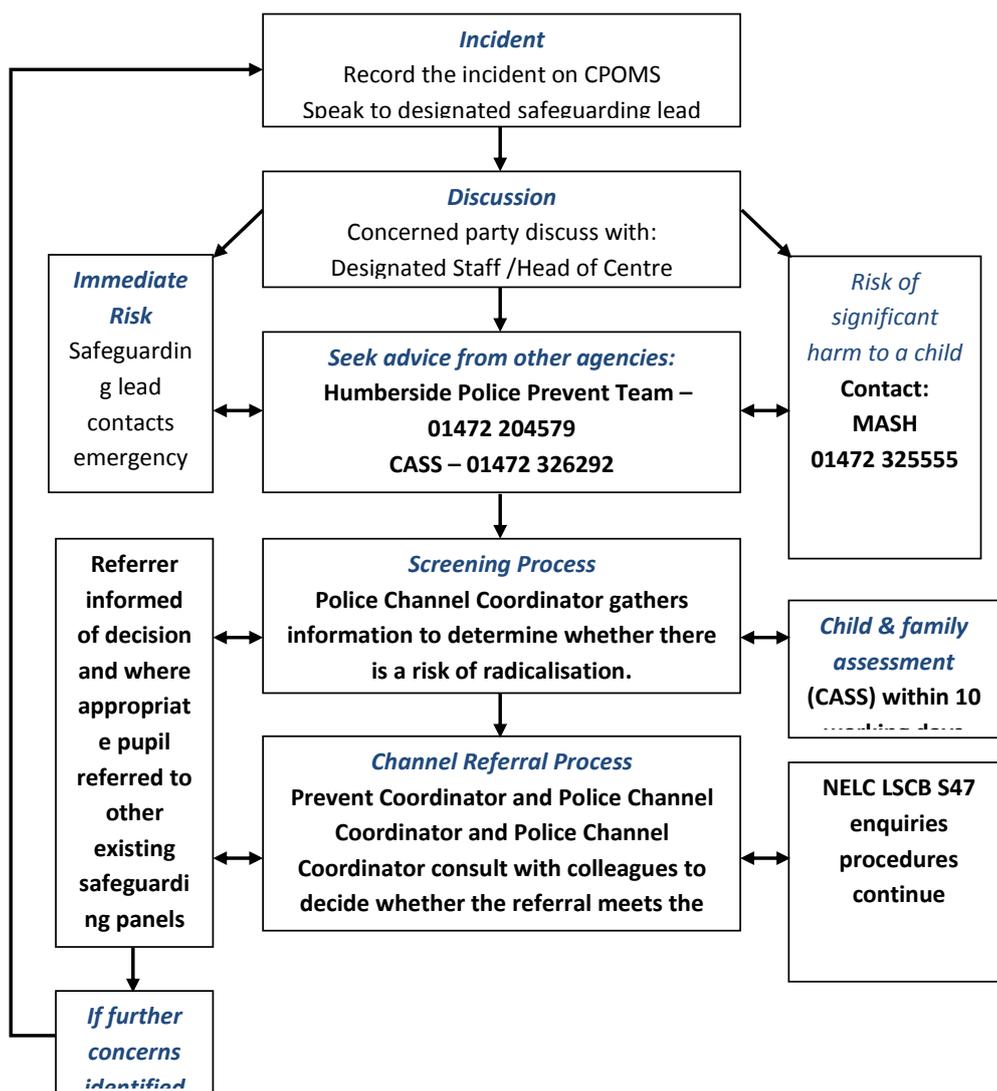
The purpose of the HSB panel meeting will be for all agencies to share relevant information and to develop an interim risk management plan / care plan. In addition, the meeting will decide whether a full AIM assessment is considered appropriate or appropriate level of support offered through intervention services and review cases to ensure outcomes are achieved and risk is reduced

Where the AIM assessment criteria, has not been met, the child / young person and family will be supported through universal / multi-agency The Single Assessment and Plan.

Should an AIM assessment be considered appropriate then the lead agency for completion of the assessment will be determined at the HSB panel and workers allocated to complete the assessment. The assessment will be completed within agreed timescales and will report back to HSB panel for multi-agency decision to be made regarding next steps. .

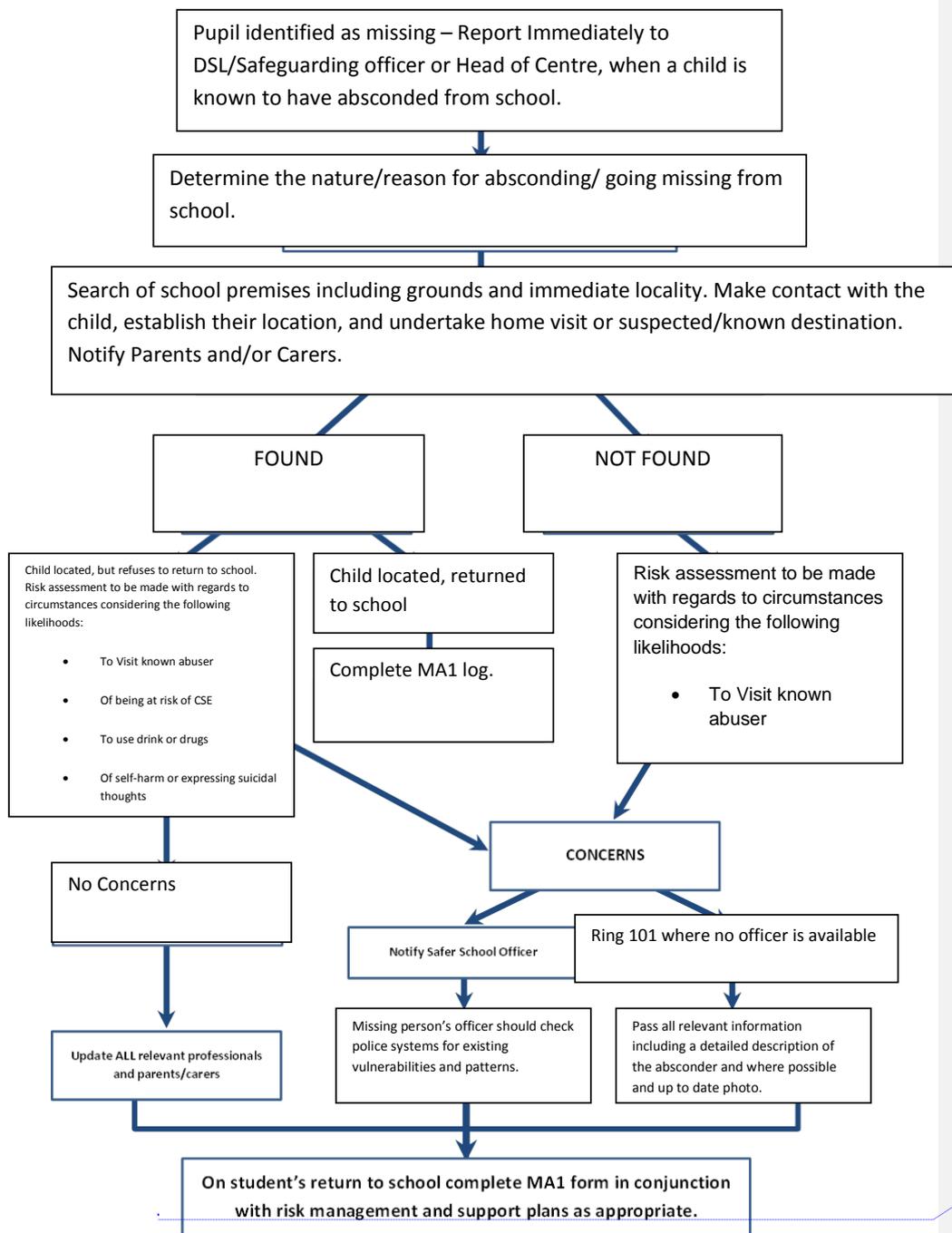
Radicalisation Response Checklist

Summary of in-school procedures to follow where there are potential radicalisation concerns about a child/member of staff



Missing from School Response Checklist

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf



Concerns

Comment [RT(1): Is it worth putting key out of hours numbers too? Mobile numbers. Happy for my mobile number to be included on this – 07880462414 Similar grid for key contacts for services e.g. MASH, LADO? Just for ease of reference?

Key Persons and Contact information

Name	Role	Academy	Contact Number
Phil Hutchinson	Executive Head teacher	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412
Neil Swain	Executive Vice Head teacher	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412
David Mills			
Rachel Patchett	Designated Safeguarding Lead (DSL)	Phoenix Park and Sevenhills	TEL: 322079 TEL:323597 TEL:351412
Kelly Spence	Deputy DSL	Phoenix Park Academy	TEL:232597
Phil Burns		Park House and SEMH Unit	
Donna Kaye	Deputy DSL	Sevenhills Academy	TEL: 322079
Theresa Matthews			
Jo Indian	Deputy DSL	Phoenix Park Academy	TEL:351412
Harriet Barber (KS2)		Phoenix House	
Tina Tomlinson (KS3)			
Rebecca Taylor	Safeguarding Governor	Phoenix Park Academy	Ask Reception
NSPCC Whistleblowing Advice Line	The Whistleblowing Advice Line offers free advice and support to professionals with concerns about how child protection issues are being handled in their own or another organisation.	www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/	0800 028 0285 or email help@nspcc.org.uk

. Phoenix Park and Sevenhills Academy

SAFEGUARDING & CHILD PROTECTION POLICY

Addendum

COVID-19 school closure arrangements for Safeguarding and Child Protection

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend and children who are vulnerable and cannot be safely cared for at home.

It is the responsibility of the host school for safeguarding and child protection for all pupils who are attending regardless of whether they are on roll at that school.

All staff working in schools should understand their specific roles in the safeguarding of children.

This addendum of the Phoenix Park and Sevenhills Academy Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

2. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Rachel Patchett	07775900286/ 07908404087	patchettr@phoenixpark.academy
Deputy Designated Safeguarding Leads	As per CP Policy	As per CP Policy	As per CP Policy
Executive Principal	Phil Hutchinson	As per CP policy	hutchinsonp@sevenhills.org.uk

Chair of Governors	John Cottingham	As per CP Policy	cottinghamj@phoenixpark.academy
Safeguarding Governor / Trustee	Rebecca Taylor	Ask Reception	Rebecca.taylor@nelincs.gov.uk

3. Other Key Contacts:

Children's Services Education Safeguarding Team - 01472 325555

Email: From 7th sept - NELCChildrensFrontDoor@nelincs.gov.uk

Consultation Line (advice and support) (former FFAP) - 01472 323145

4. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHCP) plans and children and families with early help plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHCP plan will be risk-assessed in consultation with the SENCO and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHCP plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are.

Phoenix Park and Sevenhills Academy will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

Where parents are concerned about the risk of the child contracting COVID19, Phoenix Park and Sevenhills Academy or the social worker will talk through these

anxieties with the parent/carer following the advice set out by Public Health England.

Phoenix Park and Sevenhills Academy will encourage our vulnerable children and young people to attend a school remotely in the Google classroom and partake in daily welfare calls to support the entire family.

5. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

Phoenix Park and Sevenhills Academy and social workers will agree with parents/carers whether children in need should be attending school – Phoenix Park and Sevenhills Academy will then follow up on any pupil that they were expecting to attend remotely and who does not.

Phoenix Park and Sevenhills Academy – how this will look

To support the above, Phoenix Park and Sevenhills Academy, will when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school remotely or discontinues, Phoenix Park and Sevenhills Academy will notify their social worker.

Daily welfare checks to parents & Carers - this will be recorded on CPOMS and monitored and actioned as appropriate by the DSL & Pastoral Team.

Home schools will receive a daily welfare and safeguarding update from the Pastoral Team.

6. Designated Safeguarding Lead

Phoenix Park and Sevenhills Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Rachel Patchett

The Deputy Designated Safeguarding Lead is: Neil Swain & 8 CP officers (refer to CP Policy)

The optimal scenario is to have a trained DSL (or deputy) available at all times. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not available, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding matters.

This might include updating and managing access to child protection records (CPOMS) both offline or online management system (CPOMS), and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Phoenix Park and Sevenhills Academy staff and volunteers have access to a trained DSL (or deputy). On each day, the staff will be made aware of who that person is and how to contact them. All staff should be made aware of the children's services safeguarding team (MASH) consultation line number (01472 325555) should a DSL be unavailable and they require safeguarding advice.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

The senior DSL will ensure that operational staff with designated safeguarding responsibilities, access regular supervision, which can be undertaken remotely through electronic communications (e.g. TEAMS, mobile communications etc...)

7. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. This includes making a report and formally recording concerns via the school's electronic safeguarding systems, (e.g. CPOMS) which can be done remotely.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should contact their Executive Head teacher – Phil Hutchinson (hutchinsonp@sevenhills.org.uk). If there is a requirement to make a notification to the Executive Head teacher whilst away from school, this should be done verbally and followed up with an email to the Executive Head teacher.

Concerns around the Headteacher should be directed to the Chair of Governors: John Cottingham.

All staff must follow Part 4 of Keeping Children Safe in Education (2019) and the child protection policy guidance for managing allegations against staff. The DSL must use the local authority designated officer (LADO) notification form in order to assess the level of concern. As part of this initial consideration, the DSL should consult with their school's Head teacher. The completed LADO notification form must be sent to the LADO team at North East Lincs Council.

8. Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Phoenix Park and Sevenhills Academy, they will continue to be provided with a safeguarding induction.

Upon arrival, they will be given a copy of the receiving setting's safeguarding and child protection policy, guidance for safer working practice for staff working in educational settings, online safety policy including acceptable use and confirmation of local processes and confirmation of DSL arrangements.

9. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Phoenix Park and Sevenhills Academy will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Phoenix Park and Sevenhills Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Phoenix Park and Sevenhills Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Phoenix Park and Sevenhills Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Phoenix Park and Sevenhills Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

10. Online safety in schools and colleges

Phoenix Park and Sevenhills Academy will continue to provide a safe environment online.

11. Children and online safety away from school and college

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Guidance for safer working practice for those working with children and young people in education settings (National Safer Recruitment Consortium May 2019).

Phoenix Park and Sevenhills Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only. In cases where 1:1 tuition is essential, staff must seek formal written agreement from SLT and the pupil's parent.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by SLT and approved by our IT network manager / provider to communicate with pupils
- staff should record, the length, time, date and attendance of any sessions held as follow

12. Supporting children not in school

Phoenix Park and Sevenhills Academy is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded, as should a record of contact have made.

The communication plans can include: remote contact and phone contact. Other individualised contact methods should be considered and recorded.

Phoenix Park and Sevenhills Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website.

Phoenix Park and Sevenhills Academy recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental

health of pupils and their parents/carers. Teachers at Phoenix Park and Sevenhills Academy need to be aware of this in setting expectations of pupils' work where they are at home.

13. Peer on Peer Abuse / Child on child

Phoenix Park and Sevenhills Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded in keeping with school reporting and recording systems (e.g. CPOMS) and appropriate referrals made.

14. Mental health and Well-Being

Phoenix Park and Sevenhills Academy recognises that the current exceptional circumstances may affect the mental health and well-being of pupils, parents and staff in many different ways. School will ensure that they have details of appropriate support available and this will be accessible for pupils, parents and staff.

These are unusual and difficult times for many people and for some families they may become traumatic times and involve loss and grief. We have provided appropriate home learning for our pupils to complete during this period of time whilst the vast majority of pupils are at home. Although learning is very important, and we want to make the best use of this time, we recognise that the expectations of this may be challenging on some students and families. School will provide reassurance and support to pupils, parents and staff in order to manage these expectations without putting additional stresses and pressure on individuals.

Schools may also wish to ensure that there is a plan in place for how any bereavements may be handled, including obtaining support services as appropriate.

Useful contacts/web links:

Child line: 0800 1111

www.childline.org.uk

Child Protection Policy September 2020

www.nhs.uk

Mind.org.uk

www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing

www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips

www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak

www.nhs.uk/conditions/stress-anxiety-depression/talking-to-children-about-feelings/

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

www.mindmate.org.uk/

School nursing team NELC - KOOTH



Children and Young People's Self



Threshold-of-Need-2020-COMplete-A11

Useful contacts -

Locality Leads

Natasha Atkinson Locality 1 TEL 01472 326175 07920265178

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