

# Safeguarding Policy

(incorporating Child Protection)

This policy applies across all partner schools in the Stephen Sutton Multi-Academy Trust (SSMAT). It is available on the SSMAT website, accessible from our schools' websites and available, on request, from the school offices.

Parents and carers are informed about this policy when their children join the school and through other school communications. The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside the Staff Code of Conduct. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2020).

## **POLICY APPROVAL and REVIEW**

Review date: *Sep. '20*

Approval needed by: *Trust Board*

Adopted: *Sep. '20*

Next review date: *Sep. '21*



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## SAFEGUARDING CONTACTS

### Chase Terrace Academy

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of 'it could happen here', where safeguarding is concerned. All staff are encouraged to report any concerns that they have and not to consider these insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often, however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time and this is particularly true in cases of emotional abuse and neglect. It is crucial, therefore, that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity. **If you think that a matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, then you must talk to one of the people listed below immediately. If you are unable to contact them, you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter of a safeguarding nature.**

Safeguarding concerns must be referred on, using the school's 'Actions where there are concerns about a child' procedure (Safeguarding Policy – Appendix 1). The people you should talk to in this setting are as follows:



**Designated Safeguarding Lead**

Miss Julia Hayburn



**Designated Deputy Safeguarding Lead**

Mrs Davina Thombs



**Designated Deputy Safeguarding Lead**

Mrs Shelley Baird



**Designated Deputy Safeguarding Lead**

Mr Jason Cain

Allegations or disclosures regarding members of staff or volunteers who works with children in a paid, or voluntary, capacity must be reported directly to the Head of School (or, in their absence, the Deputy Headteacher). The exception to this is where the allegation concerns the Head of School, in which case it should be reported directly to the Executive Headteacher. Allegations against the Executive Headteacher should be reported to the Chair of the Trust Board.



The Safeguarding Children Team for Stephen Sutton Multi-Academy Trust (SSMAT) and Chase Terrace Academy (CTA) includes:

**Executive Headteacher:** Oversees safeguarding culture. Deals with allegations of abuse against the Head of School / SSMAT Core Team staff (in liaison with LA). Dr Stuart Jones (Tel: Ext. 301 / 01543-687311 / 07889-650665)

**Head of School:** Responsible for: implementing policies & procedures; allocating resources to the safeguarding team; and addressing staff safeguarding concerns. Ms Nicola Mason (Tel: Ext. 102)

**Designated Safeguarding Lead (DSL):** Member of SLT, responsible for: dealing with safeguarding issues; providing advice and support to staff; liaising with LA; and working with other agencies. Miss Julia Hayburn (Tel: Ext. 324)

**Designated Deputy Safeguarding Leads (DDSLs):** Members of the SLT, effectively deputising for the DSL role above. Mrs Shelley Baird (Tel: Ext. 109); Mrs Davina Thombs (Tel: Ext. 118); Mr Jason Cain (Tel: Ext 103)

**Special Educational Needs Coordinator (SENCo):** Member of SLT, providing advice and support for students with SEN, their parents/carers and staff and other agencies. Miss Julia Hayburn (Tel: Ext. 324)

**Heads of Year and Student Support Officers:** Address any difficulties that prevent students from reaching their full potential e.g. behaviour, attendance, achievement, timekeeping, homework, safeguarding issues.

**Looked After Children (LAC) Designated Teacher:** Promotes the educational achievement of 'Looked After' children on the school roll, helping staff to understand the issues that affect how they learn and achieve. Ensures that staff have the information they need. Miss Julia Hayburn (Tel: Ext. 324)

**Safeguarding/Child Protection Governor:** Ensures that there are appropriate safeguarding policies and procedures in place, monitors compliance and, with the rest of the GB, remedies deficiencies and weaknesses that are identified. Mrs Diane Evans (Contact through Clerk to Govs, Ext. 101)

**Chair of Governors:** With Executive Headteacher and Head of School, ensures safe recruitment practices. Mrs Diane Evans (Contact through Clerk to Governors, Ext. 101)

**Chair of Trust Board:** Deals with allegations of abuse made against Executive Headteacher (in liaison with the LA). Together with other Board members, oversees the safeguarding policy framework. Contact through Trust Business Manager (Tel: Ext. 302 / 01543-687312 / 07889-650653).

*Staff can make direct referrals, reporting child abuse to the Local Authority, calling First Response on **0800 1313126** or by email through using the web address:*

[www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)

## 1. Purpose, Aims and Governing Principles

1.1 The purpose of this policy is to ensure that the school:

- is committed to developing a robust **culture of vigilance**;
- **builds resilience**, raising awareness of safeguarding and child protection issues and equipping children with the language and skills needed to keep themselves safe;
- **establishes a safe environment**, in which children can learn and develop within an ethos of openness, treating each other with respect, feeling safe, having a voice and being listened to;
- **supports vulnerable students**, including those who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **prevents unsuitable people from working with children**, ensuring safe recruitment in checking the suitability of staff and volunteers to work with children and maintaining active vigilance thereafter.

1.2 Colleagues follow the procedures set out in [Working Together to Safeguard Children \(WTTSC\) \(2018\)](#) and [Keeping Children Safe in Education \(KCSIE\) \(2020\)](#) by:

- **knowing** that safeguarding and promoting the welfare of children is **everyone's responsibility**, and that **the voice of the child should be evident**;
- **protecting** children and young people from maltreatment;
- establishing a **safe environment**, in which children can learn and develop, within an **ethos of openness**;
- **preventing** the impairment of children and young people's mental and physical health and development;
- **ensuring** that that children and young people grow up in circumstances that are consistent with the provisions of safe and effective care;
- offering children and young people a **balanced curriculum**, including coverage of Personal, Health, Social and Citizenship Education (PSHCE), Sex and Relationships Education (SRE), online safety and sexting;
- enhancing children's **safeguarding** skills and knowledge, whilst **understanding the risks** involved;
- understanding that **no single professional** can have the full picture of a child's needs and circumstances and that **everyone** who comes into



contact with children and their families has **a role to play in identifying concerns, sharing information and taking prompt action**;

- undertaking their roles in such a way as to enable children and young people to have the **best outcomes** possible;
- ensuring that there is a clear understanding of safeguarding skills and knowledge across the staff team - embedding a safeguarding culture, through clear systems of communication and through continuous professional development (CPD), so that safeguarding is a robust aspect of provision.

1.3 **This policy provides guidance to all adults working in the school, whether paid or voluntary (including directors, members and governors) or directly employed by the school or a third party.** The policy is available on the SSMAT website, is accessible from Chase Terrace Academy (CTA) website and is available on request from the school office.

1.4 This policy is reviewed in full, by the Trust Board, on an annual basis, or sooner should legislation/guidance change. It sets out how the school discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children.

1.5 The policy is provided to all staff (including temporary staff and volunteers) at induction, together with the Trust's Code of Conduct. In addition, all staff are provided with Part One of [Keeping Children Safe in Education, \(2020\)](#)

1.6 Colleagues follow the [Stoke on Trent and Staffordshire Safeguarding Children's Board \(SSSCB\)](#) policies and procedures and take account of Department for Education (DfE) guidance.

## 2. Ethos

2.1 Each child's welfare is of paramount importance; a 'child centred' approach is adopted.

2.2 Colleagues have a statutory duty to safeguard and maintain a professional attitude of **'it could happen here'**, where safeguarding is concerned. The school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, directors and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children, by reporting anything that might suggest that a child is being abused or neglected. This commitment is demonstrated through a willingness to work safely and to challenge inappropriate behaviours. The school seeks to work in partnership



with families and other agencies to improve outcomes for children who are vulnerable, or in need.

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

*Keeping Children Safe in Education' (2020)*

- 2.3 Colleagues are encouraged to report any concerns that they have **and not to consider these insignificant**. On occasions, a referral is justified by a **single incident**, such as an injury or a disclosure of abuse. More often, however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm. This is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns, in accordance with this policy**, in order that the Designated Safeguarding Lead (DSL) can build up a picture and access support for the child at the earliest opportunity. (See also Appendices 1, 2 and 3)
- 2.4 This policy has been developed to reinforce, and reflect, a culture of prevention, protection and support and is linked to other policies, including those concerned with anti-bullying, e-safety and Health and Safety. An ethos is maintained, wherein students feel secure, are encouraged to talk, are listened to and feel safe. Children are encouraged to talk freely to any staff member if they are worried or concerned about something. Colleagues follow the DfE's ['What to do if a child is being abused'](#) guidance.

### 3. Key Principles, Knowledge and Actions

- 3.1 All children have a right to be protected from abuse and neglect and to have their welfare safeguarded.
- 3.2 Children should be **listened to** and their views and wishes should inform any assessment and provision made for them. Staff should always act in the **interests of the child** in order to protect them.
- 3.3 The school recognises that **scrutiny, challenge** and **supervision** are key to safeguarding children.
- 3.4 There is a robust safeguarding training schedule, monitored by the DSL. All staff receive Level 1 Safeguarding training, as required in KCSIE 2020 and also receive regular updates through staff meetings, briefings, emails etc. to



develop and support robust safeguarding practices across the whole staff team.

- 3.5 The school has **clear induction processes** for all staff, volunteers and governors, and all required documents and policies are provided both through induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2020; Code of Conduct; Behaviour Policy; response to children who go missing from education, the role of the DSL and this Safeguarding Policy. A summary sheet (Appendix 9) of essential information is also provided for all staff, including supply staff.
- 3.6 **All** staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition. In most cases, multiple issues overlap.
- 3.7 All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of this environment.
- 3.8 All staff, but especially the DSL/DDSLs will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- 3.9 The school is committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a 'child in need' statutory assessment.
- 3.10 Early Help means providing support **as soon as a problem emerges**, at any point in a child's life, from the foundation years through to the teenage years. (WTTSC, 2018)
- 3.11 All staff should be aware of the early help process, and **understand their role in it**. (KCSIE, 2020). This includes identifying emerging problems, liaising with the DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. (WTTSC, 2018)
- 3.12 All staff should be aware of the **process** for making referrals to children's social care and for statutory assessments under the Children Act 1989 that may follow a referral - along with the role they might be expected to play in such assessments. (KCSIE, 2020)





- 3.13 All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the DSL will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care (Staffordshire First Response: 0800 1313126)** directly in emergencies, or whenever they feel they need to do so.
- 3.14 Everyone has responsibility to **escalate their concerns** and 'press for reconsideration': where they believe that a child's needs remain unmet; or where the child is failing to thrive and in need; or if the child is at risk of harm.
- 3.15 The school understands its responsibility to **request a statutory assessment**, led by a social worker, for any child in need (as defined under the Children Act 1989), who is unlikely to achieve or maintain a satisfactory level of health or development, or where their health and development will be significantly impaired, without the provision of services.
- 3.16 The school will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.
- 3.17 The school will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- 3.18 The school will follow the Stoke-on-Trent and Staffordshire Safeguarding Children's Board's procedures and provide them with information as required.
- 3.19 Staff, children and families will need support following child protection processes being followed.
- 3.20 Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- 3.21 Safeguarding issues will be addressed through the PSHE curriculum. Themes will include: self-esteem, emotional literacy, assertiveness, power, sex and relationship education (SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying). Relevant issues will also be addressed in other areas of the curriculum.

#### 4. Legislation and Guidance

- 4.1 Colleagues must have regard for the DfE statutory guidance, [Keeping Children Safe in Education \(2020\)](#). This Safeguarding Policy must be read and

understood by all staff, together with KCSIE 2020 (Part 1). They must also ensure that their practice is consistent with this policy.

- 4.2 Under Section 47 of the [Children Act \(1989\)](#), local authorities have a duty to make enquiries if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**. This is done in order to enable them to decide whether, or not, they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection, whilst the assessment is carried out. (See also Appendices 1, 2 and 3)
- 4.3 A '**child in need**' is defined, under the [Children Act \(1989\)](#), as a child who is unlikely to achieve, or maintain, a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker leads and co-ordinates any assessment, under section 17 of the [Children Act \(1989\)](#). (See also Appendices 1 and 2)
- 4.4 Section 175 of the [Education Act \(2002\)](#) places a duty on local authorities (in relation to their education functions) and governing bodies of maintained schools and further education institutions (including sixth-form colleges) to safeguard and promote the welfare of children who are students at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include academies and free schools), by virtue of regulations made under section 157 of the same Act.

## 5. Roles and Responsibilities of the Trust Board and Governing Body

- 5.1 The Trust Board and the Governing Body are jointly accountable for ensuring the compliance and effectiveness of this policy.
- 5.2 The Governing Body / Executive Headteacher of Chase Terrace Academy have appointed **Miss Julia Hayburn** (a member of the Senior Leadership Team) as the **Designated Safeguarding Lead (DSL)**. The Governing Body is responsible for ensuring that the post-holder has the time and resources required to fulfil the duty.
- 5.3 The Governing Body / Headteacher of Chase Terrace Academy have identified **Mrs Shelley Baird, Mrs Davina Thombs and Mr Jason Cain** as **Deputy Designated Safeguarding Leads (DDSLs)**, and they are trained to the same safeguarding standard as the DSL. The DSL can delegate activities to DDSLs, but the ultimate responsibility remains with the DSL. In the absence of the DSL,

the DDSLs take the lead on safeguarding, with clear direction from the Senior Leadership Team.

- 5.4 The DSL and DDSL job descriptions (Appendix B in KCSIE 2020) have been added to the job descriptions of the relevant members of staff.
- 5.5 The Governing Body is confident that the individuals have the knowledge and understanding to carry out their roles appropriately. The DSL/DDSL training is compliant with the [SSCB training strategy](#).
- 5.6 The DSL/DDSLs receive appropriate and regular supervision and support from the Head of School, Executive Headteacher and external services.
- 5.7 The Governing Body ensures that the school is compliant with their **Section 175/157 Return** (to the Local Authority). Any areas of concern in safeguarding are identified and an action plan / risk assessment is developed. The Governing Body ensures that the school contributes to inter-agency working, in-line with '[Working Together to Safeguard Children \(WTTSC\) \(2018\)](#)'.
- 5.8 The Governing Body ensures that 'safer recruitment' procedures are in place, including the requirement for appropriate checks, in line with national guidance.
- 5.9 The Governing Body ensures that there is an overview of the school's training schedule for safeguarding and future training requirements, updated every term. All staff, volunteers and governors receive an induction, which includes basic safeguarding training, compliant with SSCB. Specifically, all staff, volunteers and governors read, and verify that they understand [KCSIE \(2020\)](#), Part 1 (including hyperlinks).
- 5.10 A system is in place, in line with national guidance, to ensure that regulated and non-regulated activities and staff supervision are understood across the school. Identity checks are carried out through the visitor access and recording system.
- 5.11 The school's Whistleblowing Policy is accessible from the [SSMAT website](#). Colleagues, and other members of the school community, are encouraged to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively, in accordance with agreed whistleblowing procedures. Further guidance on [whistleblowing](#) can be found at this link. The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns (regarding child protection failures) internally. Staff can call: 0800 028 0285 – the line is available from 8:00 am to 8:00 pm, Monday to Friday; or staff can email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## 6. Roles and Responsibilities of Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs)

- 6.1 The named 'champion' for safeguarding at Chase Terrace Academy is **Miss Julia Hayburn, the Designated Safeguarding Lead (DSL)**. The DSL has the complete safeguarding picture and is the most appropriate person to advise on the response to safeguarding concerns.
- 6.2 The DSL and DDSLs carry out their roles in accordance with [Keeping Children Safe in Education \(2020\)](#). They undergo appropriate safeguarding training to provide them with the knowledge and skills to carry out their role. This training is updated every two years, in line with SSSCB requirements. In addition to the formal training, their knowledge and skills are refreshed at regular intervals, at least annually through: Staffordshire County Council DSL briefings; meeting other DSLs; email contact; and through reading statutory guidance. The DSL continually develops an understanding of the community the school serves - the risks and degrees of resilience.
- 6.3 The DSL and DDSLs refer cases of suspected abuse to the Local Authority Children's Social Care Department, as required. They represent the school at child protection conferences and core group meetings. The DSL is the expert, within the school, to support staff in liaising with other agencies and making assessments and referrals. Any staff member may be required to be part of strategy discussions in inter-agency meetings and to contribute to the assessment of children's needs.
- 6.4 The DSL will support any member of staff who make a referral to First Response
- 6.5 The DSL/DDSLs should liaise with safeguarding partners and other agencies in line with [Working Together to Safeguard Children](#). [NPCC- 'When to call the police'](#) will help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.
- 6.6 Where there is a radicalisation concern, the DSL refers cases (and supports staff in making referrals) to the ['Channel'](#) programme.
- 6.7 Where a member of staff is dismissed, or leaves due to risk/harm to a child, the Executive Headteacher refers the case to the Disclosure and Barring Service. The Head of School ensures that the Executive Headteacher is fully apprised of any matters, involving members of staff, where there is risk/harm to a child.
- 6.8 The DSL refers to the police cases where a crime may have been committed.
- 6.9 The DSL maintains robust systems to monitor and record the training of all staff (including supply staff) and volunteers, on an annual basis, with 'refresher' time scales evident in the records. Training is delivered in line with the SSSCB training strategy and [KCSIE 2020](#) recommendations. This includes bulletins,

briefings and face-to-face Academy-based staff training, as well as attendance at external events. Regular updates are shared with staff and a system to record these communications is in place.

- 6.10 The DSL ensures that all staff and regular visitors have training on: how to recognise indicators of concern; how to respond to a disclosure from a child; and how to record and report this information accurately. Staff and volunteers must understand that they must not make promises to any child and must not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.
- 6.11 The DSL monitors the case management systems set up to record individual student-related causes for concern, in order to ensure that the information is accurate, proportionate, and timely, with assessments and referrals made appropriately. The recording and storing of information is kept in line with the [General Data Protection Regulations \(GDPR\) Act \(2018\)](#), with safeguarding and child protection records kept separate from academic records and with a clear, recorded process of transfer of records to all new education settings (e.g. nurseries, schools, colleges, pupil referral units). Chronological case management summaries are at the front of students' files to aid recognition of cumulative low level concerns.
- 6.12 The DSL has systems for case management that are detailed, accurate and secure, with records of concerns and referrals and a system through which quality can be monitored (e.g. through auditing case files regularly). Systems are compliant with [GDPR Act \(2018\)](#).
- 6.13 The DSL has a clear system through which child protection (Section 47) 'Child in Need' (Section 17) and Early Help Assessment (EHA) files can be removed from school and returned for other purposes, e.g. for a case review meeting, a serious case review (SCR) or a Domestic Homicide Review (DHR).
- 6.14 The DSL shares knowledge of the risks and degree of students' resilience proportionately with colleagues on the basis of 'need to know' and 'in the child's best interest' and these communications, and the information that is subsequently gained, are recorded and monitored, in order to enable further risks and progress to be evaluated. The DSL clarifies the reasons for sharing this information and explains that this is carried out in strict confidentiality.
- 6.15 The DSL ensures that the systems that are in place to induct new staff and governors are robust and monitored and that non-compliance is shared with the Head of School and, as appropriate, the Governing Body. The DSL ensures that the content of the induction programme is updated annually, in-line with KCSIE.



- 6.16 The DSL ensures that each member of staff (and especially new and part-time staff) has access to, and understands, this policy and related procedures.
- 6.17 The DSL understands and supports the school community with regards to the requirements of the [‘Prevent’ Duty](#) and provides advice and support to staff on protecting children from the risk of radicalisation. See also the school’s ‘E-Safety Policy’ and ‘Promoting British Values and Preventing Extremism and Radicalisation Policy’ (available from the [SSMAT website](#)).
- 6.18 The DSL/DDSLs, Headteacher and Governing Body encourage a culture, amongst staff, of listening to children and taking account of their wishes and feelings, when consideration is given of any measures that may be put in place to protect them. The DSL has developed systems to record these and to ensure, through case reviews, that the child’s voice has been heard and recorded.
- 6.19 The DSL liaises with the Head of School and/or, as appropriate, the Executive Headteacher, to inform them of issues of concern, especially where there are ongoing enquiries under Section 47 of the [Children Act \(1989\)](#) and police investigations.
- 6.20 The DSL notifies the [Children’s Social Care](#) Department, where a child with a Child Protection Plan is absent for more than two days, without explanation.
- 6.21 The DSL liaises with the ‘case manager’ and the Local Authority Designated Officer (LADO) for child protection over concerns involving a member of staff, governor or volunteer.
- 6.22 The DSL liaises with staff on matters of safety and safeguarding and when deciding whether, or not, to make a referral (through liaison with relevant agencies). The DSL also acts as a source of support, advice and expertise for staff. Risk assessments are completed, as required, and, where appropriate, involve other agencies.
- 6.23 Where a parent chooses to remove their child from school for [Elective Home Education \(EHE\)](#), the DSL passes on any safeguarding concerns to the [LA EHE Team](#) and informs any other professionals who may be involved with that child.
- 6.24 The DSL ensures that this policy is available publicly and parents are aware of the school’s role in referring any suspected abuse or neglect.
- 6.25 The DSL has strong links with the SSSCB and has contact names of all school representatives on the Board and its sub groups and can therefore influence the work of the Board.



6.26 During term time, the DSL (or DDSL(s)) is/are available (during school hours) for colleagues to discuss any safeguarding concerns. Out-of-hours cover arrangements are in place and this information is shared with the Local Authority.

6.27 At times, further assistance may be required from interpreters to support a child and their family. These services are also accessed with support of the DSL.

## **7. Role and Responsibilities of the Designated Lead Teacher for 'Looked After' and 'Previously Looked After' Children**

7.1 The Governing Body is required to appoint a Designated Lead Teacher to work with the Local Authority to promote the educational achievement of registered pupils who are 'looked after'. The Designated Lead Teacher is responsible for promoting the educational achievement of children, who have left care through adoption, special guardianship or child arrangement orders, or who were adopted from state care outside England and Wales. The Designated Lead Teacher must have appropriate training and the relevant qualifications and experience.

For Chase Terrace Technology College, the Designated Lead Teacher is:  
**Miss Julia Hayburn.**

7.2 The Designated Lead Teacher works with the Local Authority's 'Virtual School' to provide the most appropriate support for each child, utilising 'Pupil Premium Plus' funding to meet the needs identified in the child's Personal Education Plan (PEP).

7.3 The Designated Lead Teacher also work with the Head of the Virtual School to promote the educational achievement of 'previously looked after' children.

## **8. Working with Parents and Carers**

8.1 The school is committed to working in partnership with parents and carers, in order to safeguard and promote the welfare of children and to help parents and carers to understand each school's statutory responsibilities in this area.

8.2 From the outset, parents and carers are informed of the Safeguarding Policy, which is available from the school website. Parents and carers are also informed of the school's legal duty to assist colleagues in other agencies with child protection enquiries. Furthermore, the school explains what happens



should there be cause to make a referral to the 'Families First' service, or other agencies.

- 8.3 The school works with parents positively, openly and honestly, ensuring that all parents are treated with respect, dignity and courtesy. Furthermore, we respect parents' rights to privacy and confidentiality and will not share sensitive information, unless we have permission, or where it is necessary to do so in order to safeguard a child from harm.
- 8.4 The school seeks to share with parents any concerns there may be about their child, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement, regarding the concerns the school has about a child, will not prevent the DSL from making a referral to 'Families First', in those circumstances where it is appropriate to do so.
- 8.5 In order to keep children safe and provide appropriate care for them, parents are asked to provide accurate and up-to-date information, including:
- full names and contact details of all adults with whom the child normally lives;
  - full names and contact details of all persons with parental responsibility (if different from above);
  - emergency contact details (if different from above);
  - full details of any other adult authorised by the parent to collect the child from school (if different from the above); and
  - any legal or criminal changes that affect parental responsibility e.g. bail conditions, court orders, Multi-Agency Risk Assessment Conferences.
- 8.6 This information is retained on the student's file and is only shared with: adults who have parental responsibility for that young person, where a parent has given permission and the school has been supplied with the adult's full details in writing; or to the police (as authorised by the Head of School), where there is convincing evidence that a crime has been committed and the young person may be able to help the police with their enquiries.

## **9. Early Help**

- 9.1 Any child may benefit from Early Help, but all school and college staff should be particularly alert to the potential need for early help for a child who: -



- Is disabled and has specific additional needs;
- has Special Educational Needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing / goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstances presenting challenges for the child, such as drug or alcohol issues, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; or
- is a privately fostered child

9.2 The DSL ensures that staff are aware of the 'Early Help' process, and that they understand their role in it. This includes: identifying emerging problems; liaising with the DSL; sharing information with other professionals to support early identification and assessment; and (in some cases) acting as the lead professional in undertaking an Early Help Assessment (EHA).

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

9.4 Early intervention is a key part of a wider continuum of services and works alongside universal services. Each stage of the process must be followed through by every person who works with children, young people and families.

9.5 Practitioners should complete the Staffordshire EHA when:

- 'age appropriate' progress is not being made and the causes are unclear;
- the support of more than one additional agency is needed to meet the needs of the young person; or
- (despite the above thresholds not being met) concerns are emerging / significant changes are being noted, e.g. with attendance, behaviour and academic progress.

9.6 Guidance documents can be accessed from the following links:

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

9.7 The DSL may need to make a referral directly to other agencies, or request the support of [Staffordshire County Council's Local Support Team \(LST\)](#). Such a referral is made through '[Families First' Responsive Services](#) (0800 1313126) or via [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern).

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

9.9 **Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure that a referral is accepted, or else may need to work with other agencies, in order to ensure that an EHA is completed.**

## 10. Referrals beyond Early Help and the Escalation of Concerns

10.1 Child in Need (Section 17, [Children Act \(1989\)](#)):

*Where the DSL considers that the welfare concerns indicate that a 'Child in Need' referral is appropriate, they speak with parents/child and obtain their consent for referral to the [First Response Team](#) (FRT), or, where a different authority is involved, the appropriate social care team, to request an assessment. Where the parents refuse to give consent, and the child's needs are not being met, the DSL discusses the issues with the First Response Team. Appropriate school staff should be invited to participate in 'Child in Need' meetings convened by [Children's Social Care](#), in circumstances where children are deemed to require Section 17 services.*



10.2 Child Protection (Section 47, [Children Act \(1989\)](#)):

*Where the Local Authority has reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, it has a duty to make enquires, under Section 47, to enable them to decide whether, or not, they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an Emergency Protection Order, under Section 44 of the [Children Act \(1989\)](#), or in police protective custody, under Section 46 of the [Children Act \(1989\)](#).*

10.3 Children's Services convene a Child Protection Conference, once a child protection enquiry, under Section 47 of the [Children's Act \(1989\)](#), has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference takes place once a child has been made the subject of a Child Protection Plan, in order to monitor the safety of the child and the required reduction in risk. Between conferences, regular meetings of a core group take place to monitor the progress of the Child Protection Plan.

10.4 The DSL (and, sometimes, other staff members) may be asked to attend a child protection conference on behalf of the school in respect of individual children. In any event, the person attending will require to have as much relevant up-to-date information/case files about the child as possible. Any member of staff may be required to contribute to this process. The person attending contributes a recommendation on the risks/protective factors for the family (from their factual information) and a view on a need for a Child Protection Plan.

10.5 Child protection conferences can, of course, be upsetting for parents. Colleagues in schools are likely to have more contact with parents than other professionals involved and work in an open and honest way with any parent whose child has been referred to First Response, or whose child is subject to a child protection plan. The key responsibility is to promote the protection and welfare of all children and the aim is to achieve this in partnership with parents.

10.6 [Stoke on Trent and Staffordshire Safeguarding Children's Board](#) expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes constructive challenge amongst colleagues, both within agencies and between agencies.

10.7 Where a member of staff from any agency feel that concerns regarding a child are not being addressed, the escalation process should be used until a satisfactory conclusion is reached. Guidance on the [escalation procedure](#) can be found at this link. The process of resolution should be kept as simple

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

## 11. Safer School Culture - Recruitment and Selection

- 11.1 The school pays full regard to [Keeping Children Safe in Education \(2020\)](#). Safer recruitment practice includes: scrutinising applications; verifying identity; checking qualifications; obtaining professional and character references; checking previous employment history; and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks, including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks are recorded on the school's Single Central Record (SCR).
- 11.2 All recruitment materials include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.
- 11.3 Appropriately positioned staff, governors and directors undertake training in safer recruitment. A trained colleague is always involved in **all** staff/volunteer recruitment processes, including sitting on the recruitment panel.

## 12. Induction of Staff

- 12.1 All staff need to be aware of systems within the school that support safeguarding and these are explained to them as part of staff induction. This includes:
- the Safeguarding Policy;
  - the Behaviour Policy;
  - the Staff Code of Conduct;
  - the safeguarding response to children who go missing from education; and
  - the role of the DSL (including the identity of the DSL and any deputies).
- 12.2 A copy of Part 1 of the [KSCIE \(2020\)](#) document is also provided to staff as part of the induction process.



- 12.3 In order to ensure full compliance, a Staff Induction Checklist (Appendix 10) is completed for all staff to ensure full compliance.
- 12.4 Where staff, visitors, volunteers or parent helpers are working with children alone, they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children, or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure that this is the case.
- 12.5 Guidance about acceptable conduct and safe practice is given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and are made aware that failure to do so could lead to disciplinary action.

### **13. Staff Support**

- 13.1 Safeguarding matters and child protection work can be stressful and traumatic. Staff are supported by providing opportunities for them to talk through their anxieties with the DSL and to seek further support, as required.
- 13.2 The DSL role is especially challenging and regular supervision and support is offered to the DSL, extended to DDSs and other members of staff, as appropriate.

### **14. Use of Reasonable Force**

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

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

14.3 For more vulnerable children, positive and proactive behaviour support is planned proactively, e.g. through drawing up Individual Behaviour Plans and agreeing them with parents and carers. These measures reduce the occurrence of challenging behaviour and the need to use reasonable force.

## **15. 'Keeping Children Safe in Education (2020)' - Specific Safeguarding Issues**

15.1 All staff have an awareness of safeguarding issues, through regular training and briefings on a variety of safeguarding issues. Staff are made aware of how certain behaviours put children in danger. All staff know the identity of the Designated Safeguarding Lead (DSL), who is the expert within the school and is there to support staff, volunteers and governors. Safeguarding issues include behaviours linked to such issues:

- abuse
- bullying, including cyberbullying
- children and the courts
- children with family members in prison
- children missing from education
- child missing from home or care
- Child Sexual Exploitation (CSE)
- 'County Lines'
- domestic abuse
- drugs
- fabricated, or induced, illness
- faith-based abuse
- Female Genital Mutilation (FGM)



- forced marriage
- gangs and youth violence
- gender-based violence / Violence Against Women and Girls (VAWG)
- homelessness
- mental health
- Missing Children and Adults Strategy
- online safety
- 'peer on peer' abuse
- private fostering
- preventing radicalisation
- 'Prevent' Duty and 'Channel'
- sexual violence and sexual harassment
- sexting
- trafficking
- upskirting

#### 15.2: 'Peer on peer' abuse

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

Staff must challenge any form of derogatory and sexualised language or behaviour. They should also be vigilant in relation to any sexualised/aggressive touching/grabbing, particularly involving girls.

**Behaviour should never be passed off as 'banter' or 'part of growing up'.** The DFE considers that peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals should not dismiss abusive behaviour as normal between young people and should not develop high thresholds before taking action. Concerns should be referred to senior staff, who may need to consult the DSL. Victims of 'peer on peer' harm are supported by the school's pastoral system and referred to specialist agencies for further support, where appropriate

Chase Terrace Academy has an Anti-bullying Policy and a Behaviour Policy to guide children, staff and parents. These can be accessed from the [CTA website](#).

### 15.3: Bullying, including Cyberbullying

Bullying may be defined as: 'deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves'.

It can take many forms, but the main types are:

- physical (e.g. hitting, kicking, theft);
- verbal (e.g. racist or homophobic remarks, threats, name-calling);
- emotional (e.g. isolating an individual from the activities and social acceptance of their peer group); and
- cyberbullying (including sexting).

DfE guidance on bullying can be found [here](#) and CTA's Anti-Bullying Policy can be accessed from the [CTA website](#).

### 15.4: Children Missing in Education (CME)

All professionals working with children can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and there is a better chance of ensuring a child's safety if it is known where and how they are receiving this. The [Education and Inspections Act \(2006\)](#) places a duty on local authorities in England and Wales to make arrangements to identify children and young people, in their area, of compulsory school age, who are missing education. Schools must work closely with local authorities and other agencies to ensure that appropriate safeguarding responses are put in place for children who go missing from education. Further detail regarding Chase Terrace Academy's approach to CME can be found in its Attendance Policy, which can be accessed from the [CTA website](#).



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

Schools hold two or more emergency contact numbers for each student. It is good practice to request additional options to make contact with a responsible adult, when a child missing in education is also identified as a welfare and/or safeguarding concern.

Schools must notify the LA of any student who fails to attend school regularly (after making reasonable enquiries), or has been absent without the school's permission for a continuous period of five days or more. The school (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because s/he:

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

The school will make reasonable enquiries to ascertain the whereabouts of any children, who would be considered '[missing](#)'.

### 15.5: Children Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours, such as: running away from home or care; bullying; self-harm; teenage pregnancy; truancy; and substance misuse. In addition, some children are particularly vulnerable, including: children with Special Educational Needs; those in residential or foster care; those leaving care; migrant children (especially those who are unaccompanied); those forced into marriage; those involved in gangs; and unaccompanied asylum-seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are 'Looked After' are much more likely to run away than those who live at home, and over a half of young people in care have run away at some point.

See [Children who run away or go missing from home or care](#) for more information.

### 15.6: Child Sexual Exploitation (CSE)

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

(Child Sexual Exploitation:- Definition and Guidance, Feb 2017)

Child Sexual Exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person, or via technology, or a combination of both;



- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence, or threats of violence;
- may occur without the child or young person's immediate knowledge, e.g. through others copying videos or images they have created and posted on social media;
- can be perpetrated by individuals or groups, males or females, and children or adults;
- can be a one-off occurrence, or a series of incidents over time, and can range from opportunistic to complex, organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious factor, this power imbalance can also be due to a range of other issues, including: gender; sexual identity; cognitive ability; physical strength; status; and access to economic, or other, resources.

Some of the following signs may be indicators of CSE:

- unexplained gifts, or new possessions;
- association with other young people involved in exploitation;
- older boyfriends or girlfriends;
- suffering from sexually transmitted infections, or becoming pregnant;
- changes in emotional well-being;
- misuse of drugs and alcohol;
- going missing for periods of time, or regularly come home late; and
- regularly missing school, or not taking part in education.

Guidance Documents:

- [CSE definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#)
- [Know about CSE](#)

15.7 Child Criminal Exploitation: 'County Lines':

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of '[County Lines](#)' criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas and 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. In these circumstances, a referral through the [National Referral Mechanism \(NRM\) \(1998\)](#) should be considered.

Like other forms of abuse and exploitation, '[County Lines](#)' exploitation:

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

#### 15.8 Domestic Violence:

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

- psychological
- physical
- sexual
- financial
- emotional

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children. In some cases, children may blame themselves for the abuse, or may have had to leave the family home as a result. Domestic abuse affecting young people can occur within their personal relationships, as well as in the context of their home life.

For more detail see: [Domestic Violence and Abuse](#)

#### 15.9 Drugs:

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

Guidance notes:

- [Drugs: Advice for Schools](#)
- [NSPCC-Parental Substance Misuse](#)
- [SSSCB-Working with parents who misuse substances](#)



#### 15.10 Fabricated, or induced, illness:

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

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional, who is involved with the child. For more detail see [Safeguarding children in whom illness is fabricated or induced](#)

#### 15.11 Female Genital Mutilation (FGM):

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

FGM is known by a number of names including 'cutting', 'female circumcision' and 'initiation'. The term female 'circumcision' may suggest that the practice is similar to male circumcision, but the procedure bears no resemblance to male circumcision, has serious health consequences and has no medical benefits. FGM is also linked to domestic abuse, particularly in relation to 'honour based violence'.

All schools are subject to a mandatory reporting requirement in respect of FGM. When a colleague discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl, aged under 18, that member of staff has a statutory duty to report it to the police. Failure to report such a case is likely to result in disciplinary sanctions.

Colleagues **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has good reason not to, they should still consider and discuss any such case with the DSL (or DDSL) and involve [Children's Social Care](#), as appropriate. The duty does not apply in relation to 'at risk' or 'suspected' cases, or in cases where the woman is 18 or over. In these cases, staff should follow local safeguarding procedures.

Guidance Documents:

- [Multi Agency statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

#### 15.12 Forced Marriage:

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one, or both, party/ies and where violence, threats or any other form of coercion, is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent, or where they cannot consent, e.g. if they have a learning disability. Some communities use religion, and culture, to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

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

For more information see [Forced Marriage](#)

#### 15.13 Homelessness

Being homeless, or being at risk of becoming homeless, presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

Our staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living independently from their parents or guardians, for example through their

exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

#### 15.14 Honour-based Abuse (HBA)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

#### 15.15 Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their students.

All staff should also be 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. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

For more information see [Mental Health and Behaviour in Schools](#)

#### 15.16 Online Safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective approach to online safety empowers a school or college 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.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content**; being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
- **contact**; being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
- **conduct**; personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

For more information see [Children's Commissioner Publications](#)

The school has systems in place to limit children's exposure to safeguarding issues through IT. There are filters and monitoring systems in place, and these are regulated, and risk assessed as part of the 'Prevent' duty. We have an online safety policy, which identifies the usage and expected behaviour of students. As a school, we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Where children are being asked to learn online at home, the school's practice is informed by the resources provided by the DfE publications: [Safeguarding in schools, colleges and other providers](#) and [Safeguarding and remote education](#)

#### 15.17 Peer-on-peer /child-on-child abuse

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

- abuse within intimate partner relationships;
- bullying (including cyber bullying); sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm;
- sexting; upskirting and initiation rites / hazing-type violence and rituals.

Staff **must challenge** any form of derogatory and sexualised language or behaviour and **should be vigilant** to sexualised/aggressive touching/grabbing, particularly towards girls. Behaviours by children should **never be passed off as 'banter' or 'part of growing up'**. The DfE states that 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff, who may need to consult with the DSL. Victims of peer-on-peer harm will be supported by the school's pastoral system and referred to specialist agencies, where appropriate

The school has an Anti-bullying Policy and a Behaviour Policy to guide students, staff and parents

#### 15.18 Bullying, including Cyberbullying

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

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

Guidance on bullying can be [found here](#)

#### 15.19 Private Fostering

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

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

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

- where children need alternative care because of parental illness;
- where children's parents cannot care for them because their work, or study, involves long or anti-social hours;
- where children are sent from abroad to stay with another family, usually to improve their educational opportunities;
- unaccompanied asylum-seeking and refugee children;
- where teenagers stay with friends (or other non-relatives) because they have fallen out with their parents; and
- where children stay with families, while attending a school away from their home area.

There is a mandatory duty on schools to inform [Staffordshire Children's Social Care](#) of any private fostering arrangement that comes to their attention, by contacting [First Response](#) (0800 1313126), who then have a duty to check that appropriate, caring arrangements are in place for the young person.

For more information see [Children Act 1989 – Private Fostering](#)

#### 15.20 Preventing Radicalisation

Since 2010, when the Government published the first version of the '[Prevent](#)' strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions, both locally and nationally, when extremist groups have attempted to radicalise vulnerable children and young people to hold

extreme views, including views that justify political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

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

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation, are included in Appendix 5. See also the Trust's 'Promoting British Values and Preventing Extremism and Radicalisation Policy, which is accessible from the [SSMAT website](#).

We seek to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to: Islamist ideology; far right/Neo-Nazi/white supremacist ideology; domestic terrorism; Irish nationalist and loyalist para-military groups; and extremist animal rights movements.

The Trust Board, governors, headteacher and DSL assess the level of risk in the school and put actions in place to reduce that risk. Risk assessment may include consideration of: the RE and PSHE curriculum; the SEND Policy; the use of school premises by external agencies, the integration of students by gender and SEN; the Anti-Bullying Policy; and other issues specific to the school's profile, community and philosophy. To this end, due diligence checks are undertaken on all external speakers invited to the school.

This risk assessment is reviewed as part of the annual Section 175 ([Education Act 2002](#)) return that is monitored by SSCB.



Under the [‘Prevent’ Duty](#), all schools are subject to a duty to have ‘due regard to the need to prevent people being drawn into terrorism’ (Section 26, [Counter Terrorism and Security Act \(2015\)](#)).

There is no single way to identify an individual, who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is included in Appendix 5.

Schools are required to identify a ‘Prevent’ Single Point of Contact (SPOC), who will take the lead, in the organisation, for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The SPOC for CTA is the DSL, Miss Julia Hayburn. The SPOC for the local area (Lichfield) is Susan Bamford ([Susan.Bamford@lichfielddc.gov.uk](mailto:Susan.Bamford@lichfielddc.gov.uk)). [See also Appendix 6]

School-based staff are expected to be alert to changes in a child’s behaviour, or attitude that could indicate that they are in need of help or protection.

Online activity in Trust schools is monitored to ensure that inappropriate sites are not accessed by students or staff. In CTA, this is done through the use of specialist online monitoring software.

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

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

[‘Channel’](#) is a multi-agency approach that provides support to individuals, who are at risk of being drawn into terrorist-related activity. It is led by the [Staffordshire Police Counter-Terrorism Unit](#) and aims to:

- establish an effective multi-agency referral and intervention process to identify vulnerable individuals;

- safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- provide early intervention to protect and divert people away from the risks they face and to reduce vulnerability.

The '[Channel](#)' programme focuses on providing support, at an early stage, to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism through which schools make referrals, where they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

Schools have a duty to cooperate with the '[Channel](#)' programme and with the police - in providing information about any individual who is referred (Section 38, [Counter Terrorism and Security Act \(2015\)](#)).

Guidance Documents:

- [The 'Prevent' Duty](#).
- ['Educate Against Hate'](#)

#### 15.21 Sexual Violence and Sexual Harassment:

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

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

Staff should be aware of the importance of:



- making clear that sexual violence and sexual harassment are not acceptable, will never be tolerated and are not an inevitable part of growing up;
- not tolerating, or dismissing, sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boys being boys';
- confronting and challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. [Dismissing, or tolerating, such behaviours risks normalising them]; and
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitalia or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm.

Staff should be aware of the fact children can, and sometimes do, abuse their peers sexually. 'Sexual violence' includes all offences listed under the [Sexual Offences Act \(2003\)](#), as described below:

**Rape:** Person (A) commits an offence of rape if he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, where B does not consent to the penetration and A does not reasonably believe that B consents.

**Assault by Penetration:** Person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or with anything else, where the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

**Sexual Assault:** Person (A) commits an offence of sexual assault if s/he intentionally touches another person (B), where the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

**Consent** is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity, but not another, e.g. to vaginal, but not anal, sex or penetration, with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

When referring to '**sexual harassment**', we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we also do so in the context of 'child on child' sexual harassment. Sexual harassment is likely to violate a child's dignity and/or make them feel intimidated, degraded or humiliated, and/or create a hostile, offensive or sexualised environment. Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, e.g. telling sexual stories or making lewd comments; making sexual remarks about clothes and appearance; calling someone sexualised names;
- sexual 'jokes', or taunting;
- physical behaviour, e.g. deliberately brushing against someone; interfering with someone's clothes [Schools should consider when any of this crosses a line into sexual violence and it is important to talk to and consider the experience of the victim];
- displaying pictures, photos or drawings of a sexual nature;
- online sexual harassment [This may be stand-alone, or part of a wider pattern of sexual harassment];
- sexual violence;
- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages (including on social media); and
- sexual exploitation; coercion and threats; and
- upskirting.

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



Where a colleague has a concern about a child, or a child makes a report/disclosure to them, they should follow the safeguarding referral process, as outlined in this policy. As is always the case, where a member of staff is in any doubt as to what to do, they should speak to the DSL (or a deputy). Sanctions are consistent with the school's Behaviour Policy.

Guidance Document: [Sexual violence and sexual harassment between children in schools and colleges](#)

**Sexting** refers to a situation whereby a young person takes an indecent image of themselves and sends this to their friend(s) or boy/girlfriend(s), via their mobile phone. Once taken, and sent, the sender has lost control of this image, which could end up anywhere and could, potentially, be seen by the child's future employers, their friends or even by paedophiles.

Young people may not even aware that they could be breaking the law by having in their possession, or distributing on to someone else, indecent images of a person under 18. These are offences under the [Sexual Offences Act \(2003\)](#).

Guidance Documents:

- ['Disrespect Nobody'](#)
- [CEOP](#)

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

Response to a report of Sexual Violence or Sexual Harassment:

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

If staff have a concern about a child or a child makes a report to them, they should follow the school's **"Think Pink"** safeguarding referral process. As is always the case, if staff are in any doubt as to what to do, they should speak

to the DSL (or a deputy). The school's Behaviour Policy will be the basis for any sanctions.

For more information see [Sexual Violence and Sexual Harassment between children in schools and colleges](#)

#### 15.22 Trafficking

Human trafficking is defined, by the [United Nations High Commissioner for Refugees \(UNHCR\) Guidelines \(2006\)](#), as a process that is a combination of three basic components:

- movement (including within the UK);
- control, through harm, or threat of harm, or fraud; and
- for the purpose of exploitation.

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

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

For more information see [Safeguarding children who may have been trafficked](#)

#### 15.23 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may 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 wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also

indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs. 30.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the links below:

[Home Office Preventing Youth Violence and Gang Involvement](#)

[Criminal Exploitation of Children and Vulnerable Adults; County Lines](#)

## **16. Educational Visitors to School**

16.1 For any volunteer not engaged in regulated activity, a risk assessment is undertaken, using professional judgement and experience to decide whether, or not, to seek an Enhanced DBS clearance check. In doing so, the following factors are considered:

- what is known about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers;
- whether, or not, the individual/company has other employment, or undertakes voluntary activities where references can be requested and recorded;
- whether, or not, the role is eligible for an Enhanced DBS check; and
- whether, or not, the supervision would be 'reasonable in all the circumstances, to ensure the protection of children'

16.2 There is a visitor's procedure, in order to ensure that checks and measures are in place that allow the school to offer students experiences of meeting a range of professionals, extending their knowledge and enriching the curriculum. Through this procedure, supervisory requirements and arrangements are clarified and implemented.

## **17. Managing Allegations in Relation to Staff and Volunteers**

17.1 The school aims to provide a safe and supportive environment, securing the wellbeing and very best outcomes for all children and young people in its schools.





- 17.2 Occasionally, the behaviour of adults may lead to an allegation of abuse being made. Procedures are in place, through which allegations of abuse in relation to colleagues (including the Executive Headteacher and Head of School) are managed. All possible steps are taken to safeguard children and to ensure that the adults in school are safe to work with children. The procedures outlined in [Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of Abuse Against Persons who work with Children and the Role of LADO](#) (and Part 4 of [Keeping Children Safe in Education, DfE \(2020\)](#)) are adhered to and advice is sought, as required, from the Local Authority Designated Officer (LADO). **The LADO can be contacted on 0800 1313126**
- 17.3 Where an allegation is made, or information is received, about an adult who works in the school, and this indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head of School immediately. In the event that contact cannot be made with the Head of School on that day, the information must be passed to and dealt with by the Executive Headteacher.
- 17.4 Should an allegation be made against the Head of School, this should be reported to the Executive Headteacher. Where contact with the Executive Headteacher cannot be made, the Chair of Governors should be contacted (via the Clerk to Governors).
- 17.5 Where an allegation is made in relation to a member of the Trust core team, this should be referred to the Executive Headteacher (or, in their absence the Chair of the Trust Board). Where the allegation concerns the Executive Headteacher, the Chair of the Trust Board should be contacted (or, in their absence, the Chair of Governors).
- 17.6 Where there is reasonable cause for concern, the Head of School (or Executive Headteacher / Chair of Governors / Chair of the Trust Board, as appropriate) will seek advice from the LADO, within one working day. No member of staff, or the Trust Board / Governing Body, will undertake an investigation before receiving advice from the LADO.
- 17.7 Any member of staff, or volunteer, who does not feel confident to raise their concerns with the Head of School, Executive Headteacher, Chair of Governors or Chair of the Trust Board, should contact the LADO directly on 0800 1313126. General guidance on [whistle-blowing](#) can be found at this link.
- 17.8 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 8:00 AM to 8:00 PM, Monday to Friday and Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk). The Trust's Whistleblowing Policy can be accessed from the [SSMAT website](#).

17.9 The school (through the agency of the Executive Headteacher, in consultation with the LADO/DSL, as appropriate) has a legal duty to refer to the DBS, anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe that the member of staff has committed one of a number of listed offences, and has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether, or not, to bar the person. If these circumstances arise in relation to a member of staff, a referral will be made as soon as possible after the resignation, or removal, of the individual, in accordance with advice from the LADO and/or the school's HR provider.

## 18. Vulnerable Children

18.1 Safeguarding responsibilities include ensuring that appropriate responses are in place when children are absent from school or go 'missing from education'. The school informs the LA of any student who fails to attend school regularly, or who is absent, without school permission, for a continuous period of 10 school days or more. See also CTA's Attendance Policy (available from the [CTA website](#)).

18.2 Safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. Colleagues need to be alert to signs to look out for, and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns, such as travelling to conflict zones, FGM and forced marriage.

18.3 Children with SEND often have additional vulnerabilities in relation to safeguarding, as they can be more vulnerable to abuse and neglect. Disabled children may be especially vulnerable to abuse, as they may have an impaired capacity to resist or avoid abuse, or may have speech, language and communication needs, which may make it difficult to tell others what is happening.

18.4 In general, heightened vulnerability is linked to:

- communications skills;
- maturity (lower cognitive ability);
- perceptions of others' intent;
- lower self-esteem/confidence;

- the potential to trust unreservedly;
- a need to have 'friends', or to find a partner;
- differing boundaries; or
- online safety, including understanding of the dangers inherent in the use of digital technology.

A combination of these factors makes young people even more susceptible to risk.

18.5 Children develop and mature at different rates, so what appears to be worrying for a younger child to do might be considered normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so colleagues should also be alert to parent/child interactions that cause concern and other parental behaviours, e.g. parents who seem to be under the influence of drugs, or alcohol. Staff should be alert to sudden changes in a child's (or their parents') mental health and any signs of domestic abuse. By understanding the warning signs, colleagues can make an early response to problems and provide the right support and services for the child and their family. Children say that they need:

- **vigilance:** to have adults notice when things are troubling them;
- **understanding and action:** to be heard and understood and to have that understanding acted upon;
- **stability:** to be able to develop an on-going, stable relationship of trust with those helping them;
- **respect:** to be treated with the expectation that they are competent, rather than not;
- **information and engagement:** to be informed about, and involved in, procedures, decisions, concerns and plans;
- **explanation:** to be informed of the outcome of assessments and decisions (and how they have been reached), both positive and negative;
- **support:** in their own right, as well as as a member of their family; and

- **advocacy:** to assist them in putting forward their views.

#### 18.6 Looked After Children (LAC):

Local Authorities support the educational attainment and achievement of their LAC, through the overarching support of a 'Virtual School'. Nevertheless, the responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

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

**The LAC Designated Teacher for Chase Terrace Technology College is: Miss Julia Hayburn**

The Governing Body ensures that the LAC Designated Teacher undertakes appropriate training (Section 20(2) of the [Education and Skills Act \(2008\)](#)).

The LAC Designated Teacher plays a crucial role, leading the responsibility for helping school staff to understand the factors that affect how LAC learn and achieve. The LAC Designated Teacher:

- promotes a culture of high expectations and aspirations for the learning and achievement of LAC;
- makes sure that LAC have a voice in setting targets for their own learning and achievement;
- advises staff on differentiated teaching strategies that are appropriate for individual children;
- ensures that LAC are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home; and
- has the lead responsibility for the development and implementation of the child's Personal Education Plan (PEP) in the school.

Guidance Document:

- [Designated Teacher for Looked After Children](#)



## 19. Communication – Confidentiality/Information Sharing

19.1 At all times, colleagues work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies, in line with [Working Together to Safeguard Children \(2018\)](#). The schools work closely with [Staffordshire Children’s Social Care](#) and, where appropriate, from a placing local authority. ‘Best practice’ guidance is followed in information sharing between professionals and local agencies.

19.2 The General Data Protection Act (GDPR) (2018) places a duty on organisations and individuals with regards to the fair and lawful processing of personal information. The school makes every sensible effort to adhere to data protection principles and procedures, but do not allow this to compromise the need to promote and protect the welfare and safety of children and young people. The Data Protection (GDPR) Policy can be accessed from the [SSMAT website](#).

## 20. Managing Complaints

20.1 The Trust’s Complaints Policy states clearly: the stages of complaints; to whom a complaint should be addressed; and how concerns are escalated. The Trust’s Complaints Policy can be accessed from the [SSMAT website](#).

20.2 **Safeguarding concerns should be raised immediately, with the DSL / DDSL, or another member of the SLT. If there is a concern that a child is at immediate risk, then [First Response](#) (0800 1313126) should be contacted without delay.** All visitors are given a safeguarding leaflet, which outlines how to share concerns and also the Code of Conduct expected of visitors/contractors.

## 21. Site Security

21.1 A site is only as secure as the people who use it. Therefore, all people on the site have to adhere to the rules which govern it. In particular, the following measures are in place:

- gates and student entrances are kept closed during the school day, with visitors gaining access through the main entrance (Reception), which is clearly signposted;
- CCTV is in place to monitor activity around the site;

- visitors/volunteers enter through the main entrance and, after signing in at the office, are issued with a visitor's pass;
- students arriving during the school day (other than at the beginning of the session) also report to Reception;
- there is a clear system for ensuring that visitors are accompanied/supervised by colleagues, for non-regulated activity (and cleared for any regulated activity);
- any visitor on site, who is not identifiable by a visitor's pass, is challenged (by any staff member) and a member of the Senior Leadership Team is alerted immediately;
- parents, carers and other family members attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events;
- students are only allowed home with adults who have parental responsibility (and for a valid reason), or where permission has been confirmed from adults with parental responsibility. [They should report to the office to do this];
- where possible, empty classrooms have closed windows and doors;
- staff are on duty at the beginning and end of the day and at lunch and break times;
- A Health and Safety audit is completed annually (together with termly checks), including an assessment of fire evacuation and 'lockdown' 'Prevent' measures; and
- Risk management of site security is managed by the Executive Headteacher, the Business Manager and the Governing Body, with a clear system of risk assessments and review timescales.

## 22. Early Years Foundation Stage (EYFS)

22.1 There is a separate framework ([Statutory framework for the Early Years Foundation Stage; revised Feb. '18](#)) that is mandatory for all early years' providers

22.2 Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation that children need in order to make the most of their abilities and talents, as they grow up. The Early Years Foundation Stage (EYFS) sets the standards that all early years' providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

22.3 Colleagues are aware that there is an expectation to disclose any convictions, cautions, court orders, reprimands and warnings that may affect their suitability to work with children (whether received before or during their employment at the setting). Providers must not allow people whose suitability has not been checked, including through a criminal records check, to have unsupervised contact with children being cared for (Disqualification under the Childcare Act 2006).

22.4 At least one person who has a current paediatric first aid certificate must be on the premises and available at all times when children are present, and must accompany children on outings. There are also clear protocols for the reporting and storing of medication.

22.5 There is a clear policy on the use of mobile phones on school premises and for the reporting and storing of medication.

### **23. Key Legislation / Documentation**

23.1 This policy has been devised in accordance with the following legislation and guidance:

- [Keeping Children Safe in Education April \(DfE, 2020\)](#)
- [Working Together to Safeguard Children \(DfE, 2018\)](#)
- [Staffordshire Safeguarding Children Board Procedures](#)
- [Staffordshire Safeguarding Children Board Training Catalogue](#)
- [Disqualification under the Child Care Act \(DfE, 2006\)](#)





- [Information sharing advice for practitioners providing safeguarding services](#) (DfE, 2015)
- [Use of reasonable force in schools](#) (DfE, 2013)
- [Restrictive Physical Interventions including restraint in mainstream schools](#)
- [Children Act 2004](#)
- [Children Act 1989](#)
- [Education Act 2002](#)
- [What to do if you're worried a child is being abused](#) (DfE, 2015) - advice for practitioners)
- [Online safety toolkit](#)
- [Children Missing from Education Policy](#) (Staffs, 2016)
- [Early Years Statutory Framework](#) (DfE, 2017)
- [NSPCC/TES safeguarding self-assessment tool](#)
- [Asylum](#) – DfE advice (Visa –Immigration/Asylum)
- [Children's Commissioner](#)

## 24. Linked Trust and School Policies

24.1 The following policies are relevant and linked to safeguarding concerns:

- Staff Code of Conduct
- SSMAT Handbook
- Promoting British Values and Preventing Extremism and Radicalisation Policy
- Equal Opportunities Policy
- Equalities Duty – Objectives and Action Plan

- Staff Recruitment Policy
- Staff Bullying and Harassment Policy
- Staff Discipline Policy
- Staff Capability Policy
- Whistle-blowing Policy
- Educational Trips and Visits Policy
- Health and Safety Policy
- E-Safety Policy
- Data Protection (GDPR) Policy
- Records Management (GDPR) Policy
- CCTV Policy
- Scheme of Delegation

All of the above can be accessed from the [SSMAT website](#).

24.2 The following school policies are relevant and linked to safeguarding concerns:

- Anti-Bullying Policy
- Behaviour Policy
- Attendance Policy
- Curriculum Policy
- Teaching and Learning Policy
- PSHCE Policy
- Acceptable User Agreement (IT code of conduct)
- Medical Needs Policy

The above can be accessed from the school website: [CTA website](#)



## Appendix 1

# Actions where there are concerns about a child



## Appendix 2

### Definitions and Indicators of Abuse

#### 1. Categories of Abuse

##### a) Neglect

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

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

Neglect may also include neglect of, or unresponsiveness to, a child's basic emotional needs. The following may be indicators of neglect (although this is not designed to be used as a checklist):

- constant hunger;
- stealing, scavenging and/or hoarding food;
- frequent tiredness or listlessness;
- frequently dirty or unkempt appearance / poor hygiene;
- often poorly or inappropriately clad for the weather;
- poor school attendance, or often late for school;
- poor concentration;
- affection-seeking or attention-seeking behaviour;
- illnesses or injuries that are left untreated;



- failure to achieve developmental milestones, e.g. in relation to growth and/or weight;
- failure to develop intellectually or socially;
- responsibility for activity that is not 'age appropriate' e.g. cooking, ironing, caring for siblings;
- regularly not collected or received from school; or
- left at home alone, or with inappropriate carers.
- adolescent neglect
- affluent neglect

#### **b) Physical Abuse**

Physical abuse involves hitting, shaking, throwing, poisoning, burning, 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. The following may be indicators of physical abuse (although this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape;
- bruises that carry an imprint, such as a hand or a belt;
- bite marks;
- round burn marks;
- multiple burn marks and burns on unusual areas of the body, such as the back, shoulders or buttocks;
- an injury that is not consistent with the account given;
- changing, or different, accounts of how an injury occurred;
- bald patches;
- symptoms of drug or alcohol intoxication, or poisoning;
- unaccountable covering of limbs, even in hot weather;
- fear of going home, or of parents being contacted;

- fear of medical help;
- fear of changing for PE;
- inexplicable fear of adults, or over-compliance;
- violence or aggression towards others, including bullying; or
- isolation from peers.

### **c) Sexual Abuse**

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

- sexually explicit play, or behaviour, or age-inappropriate knowledge;
- anal or vaginal discharge, soreness or scratching;
- reluctance to go home;
- inability to concentrate and tiredness;
- refusal to communicate;
- thrush and/or persistent complaints of stomach disorders or pains;
- eating disorders, e.g. anorexia nervosa or bulimia;
- attention seeking behaviour, self-mutilation or substance abuse;
- aggressive behaviour, including sexual harassment or molestation;
- unusual compliance;



- regressive behaviour, enuresis or soiling;
- frequent or open masturbation or touching others inappropriately;
- depression, withdrawal or isolation from peer group;
- reluctance to undress for PE, or swimming; or
- bruises or scratches in the genital area.

#### **d) Exploitation**

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

The presence of any significant indicator for sexual exploitation should trigger a referral to [Staffordshire Children's Social Care](#). The significant indicators are:

- having a relationship of concern with a controlling adult or young person (which may involve physical and/or emotional abuse and/or gang activity);
- entering and/or leaving vehicles driven by unknown adults;
- possessing unexplained amounts of money, expensive clothes or other items;
- frequenting areas known for risky activities;
- being groomed or abused via the Internet and mobile technology;
- having unexplained contact with hotels, taxi companies or fast food outlets; or
- missing for periods of time (CSE and 'County Lines')

#### **e) Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child, so 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 also include not giving the child opportunities to express their

views, deliberately silencing them or 'making fun' of what they say or how they communicate. This type of abuse may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. Furthermore, it may involve serious bullying (including cyber-bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment. The following may be indicators of emotional abuse (although this is not designed to be used as a checklist):

- the child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- over-reaction to mistakes;
- delayed physical, mental or emotional development;
- sudden speech, or sensory, disorders;
- inappropriate emotional responses or fantasies;
- neurotic behaviour: rocking, banging head, regression, tics and twitches;
- self-harming, drug or solvent abuse;
- fear of parents being contacted;
- running away;
- compulsive stealing;
- appetite disorders - anorexia nervosa, bulimia;
- soiling, smearing faeces, enuresis; or
- 'traumatic mutism' (stopping communication suddenly).

## **2. Responses from Parents/Carers**

Research and experience indicate that the following responses from parents may suggest a cause for concern across all five categories (listed above):

- delay in seeking treatment that is obviously needed;

- unawareness, or denial, of any injury, pain or loss of function (e.g. a fractured limb);
- explanations offered that are incompatible with the evidence, several different explanations given, or claims that the child has acted in a way that would be inappropriate to her/his age and development;
- reluctance to give information, or failure to mention other known relevant injuries;
- frequent presentation of minor injuries;
- a persistently negative attitude towards the child;
- unrealistic expectations, or constant complaints, about the child;
- alcohol misuse or other drug/substance misuse;
- a request to remove the child from home;
- violence between adults in the household; and/or
- evidence of coercion and control.

### **3. Disabled Children**

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

- (for a non-mobile child) a bruise in a site that may not be of concern on an ambulant child;
- not getting enough help with feeding, leading to malnourishment;
- poor toileting arrangements;
- a lack of stimulation;
- unjustified, and/or excessive, use of restraint;
- rough handling, or extreme behaviour modification, such as deprivation of medication, food or clothing, or disabling wheelchair batteries;

- unwillingness to try to learn a child's means of communication;
- ill-fitting equipment, e.g. callipers, sleep boards, or inappropriate splinting;
- misappropriation of a child's finances; or
- inappropriate invasive procedures.

## Appendix 3

### Dealing with a Disclosure of Abuse

When a student tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child, telling her/him that you are pleased that s/he is speaking to you.
- Never agree, or promise, to keep it a secret. Assure her/him that you will try to help but let them 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. Remember **TED**: **T**ell me. **E**xplain. **D**escribe.
- Listen carefully.
- Check that you have understood correctly what the child is trying to tell you.
- Communicate that s/he has a right to be safe and protected.
- Do not make any comments about the alleged offender.
- At the end of the conversation, tell the child again who you are going to tell and why that person, or those people, need(s) to know.
- As soon as you can afterwards, make a detailed record of the conversation, using (as much as possible) the child's own language. Include any questions you may have asked. Do not add any opinions, or interpretations. Dates, times, places, and names mentioned need to be clearly recorded.

- Use the school's written/electronic recording forms.
- Where the disclosure relates to a physical injury, do not photograph the injury, but record, in writing, as much detail as possible

You should then pass the information, without delay, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered, or may be at risk of suffering.

If DSL/DDSL is not available, it is the staff member's responsibility to make a referral to [First Response](#), and then inform the DSL at the earliest opportunity.

**[First Response](#)**: 0800 1313126 or email [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)

## Appendix 4

### Allegations about a Member of Staff, Governor or Volunteer

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

- **physical abuse** – e.g. the intentional use of force as a punishment, slapping, hitting with objects, throwing objects, or rough physical handling.
- **emotional abuse** – e.g. intimidation, belittling, scapegoating, sarcasm, lack of respect for children’s rights, or attitudes that discriminate on the grounds of race, gender, disability or sexuality.
- **sexual abuse** – e.g. sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault or rape.
- **neglect** – e.g. failing to act to protect a child, failing to seek medical attention or failure to carry out an appropriate risk assessment; and/or
- **spiritual abuse** – e.g. using undue influence, or pressure, to control individuals, ensure obedience, or following religious practices that are harmful, such as beatings or starvation.

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

The Head of School should exercise (and be accountable for) professional judgement on the action to be taken and so consultation with the Executive Headteacher will often be appropriate.

Where the actions of the colleague, and the consequences of these actions, raise credible child protection concerns, the Head of School notifies Staffordshire’s Local Authority Designated Officer (LADO) (on 0800 1313126). The LADO advises the Head of School on the course of action to be taken (liaising also with the Executive Headteacher and Chair of Governors, as appropriate), and may initiate internal referrals within [Staffordshire Children’s Social Care](#) to address the needs of children likely to have been affected.



Where the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff, or the student, these are addressed through the school's own internal procedures.

Where the Head of School decides that the allegation is without foundation, and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded in the child's safeguarding file.

Where an allegation is made against the Head of School, then the Executive Headteacher takes on the role of liaising with the LADO in determining the appropriate way forward. Where an allegation is made against the Executive Headteacher, then the Chair of the Trust Board takes on the role of liaising with the LADO in determining the appropriate way forward.

## Appendix 5

### Indicators of Vulnerability to Radicalisation

Radicalisation refers to the process through which a person comes to support terrorism and forms of extremism that lead to terrorism.

Extremism is defined by the Government, in its '[Prevent](#)' Strategy, as: 'Vocal, or active, opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Also included in [SSCB](#)'s definition of extremism is: calls for the death of members of British armed forces, whether in this country or overseas.

Extremism is defined by the [Crown Prosecution Service](#) as the demonstration of unacceptable behaviour, using any means, or medium, to express views which:

- encourage, justify or glorify terrorist violence, in furtherance of particular beliefs;
- seek to provoke others to terrorist acts;
- encourage other serious criminal activity, or seek to provoke others to serious criminal acts; or
- foster hatred, which might lead to inter-community violence in the UK.

There is no such thing as a 'typical' extremist. Those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

Students may become susceptible to radicalisation through a range of social, personal and environmental factors. Violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

Indicators of vulnerability include:

- **identity crisis** – the student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;



- **personal crisis** – the student may be experiencing family tensions, a sense of isolation and/or low self-esteem. They may have become disassociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- **personal circumstances** – migration, local community tensions and events affecting the student's country, or region, of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination, or by aspects of Government policy;
- **unmet aspirations** – the student may have perceptions of injustice or a feeling of failure and, consequently, a compulsion to reject civic life;
- **experiences of criminality** – which may include involvement with criminal groups, imprisonment, and/or poor resettlement/reintegration;
- **Special Educational Needs** – students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

This list is not exhaustive, and nor does it mean that all young people experiencing the above are at risk of radicalisation, for the purposes of violent extremism. More critical risk factors could include:

- being in contact with extremist recruiters;
- family members convicted of a terrorism act, or subject to a '[Channel](#)' intervention;
- accessing violent extremist websites, especially those with a social networking element;
- possessing, or accessing, violent extremist literature;
- using extremist narratives, and a global ideology, to explain personal disadvantage;
- justifying the use of violence to solve societal issues;
- joining, or seeking to join, extremist organisations;

- significant changes to appearance and/or behaviour; and/or
- experiencing a high level of social isolation, resulting in issues of identity crisis and/or personal crisis.

## Appendix 6

### Local 'Prevent' Contacts

<i>Staffordshire CC District</i>	<i>'Prevent' Lead</i>	<i>Email Address</i>
Cannock	Kerry Wright	KerryWright@cannockchasedc.gov.uk
	Karla Vowles	KarlaVowles@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
	Sal Khan	sal.khan@eaststaffsbc.gov.uk
<b>Lichfield</b>	<b>Susan Bamford</b>	<b>Susan.Bamford@lichfielddc.gov.uk</b>
Newcastle	Sarah Moore	Sarah.moore@newcastle-staffs.gov.uk
South Staffs	Helen Marshall	H.Marshall@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
SCC (Safer Communities)	Becky Murphy	Becky.murphy@staffordshire.gov.uk
Staffs. Police 'Prevent' Team	Sgt. Calum Forsyth	prevent@staffordshire.pnn.police.uk

## Appendix 7

### **The Role of the Staffordshire Local Authority Designated Officer (LADO)**

The Staffordshire LADO promotes a safer children's workforce.

The LADO may also be able to offer advice, and assist with communications, in situations that sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service provides advice on how concerns, or allegations, should be investigated, including whether, or not, a referral needs to be raised with the police and/or Children's Social Care. The LADO is not directly responsible for investigatory activities, but will actively support any investigation, and give advice in relation to a range of options and parameters, including suspension, possible media interest, when to tell the adult, and how to ensure that there is effective coordination between all interested parties, as appropriate.

The LADO will retain oversight of individual cases to ensure that concerns, or allegations, are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS.

The SSSCB's set of inter-agency procedures [Stoke and Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of Abuse Against Persons who work with Children and the Role of LADO](#) is based on the framework detailed in [Working Together to Safeguard Children \(2018\)](#) and should be followed by all organisations providing services for children and young people. Compliance with these procedures helps to ensure that: allegations are dealt with consistently and in a timely manner; a thorough, proportionate and fair process is followed; and processes are appropriately open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. [Guidance for Safer Working Practice for Adults who work with Children](#) is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Reports of concern, or allegations, in relation to an adult working / volunteering with children must be directed (via the Head of School, through the Trust's/school's procedures, as outlined in this policy) to the LADO. The relevant criteria are that the person concerned:

- has, or may have, harmed a child; and/or
- may have committed a criminal offence related to a child; and/or
- has, or may have, behaved towards a child, or children, in a way that indicates that they may pose a risk of harm to children.

**KCSIE 2020 Guidance:**

**Step 1:** Contact the Head of School without delay. They must contact the LADO or the First Response Team (on **0800 1313 126**), within 24 hours of any situation arising. [If the concern is in relation to the Head of School, contact the Executive Headteacher without delay. Where there are any difficulties contacting the appropriate person, contact the First Response Team directly within 24 hours of any situation arising]

**Step 2:** Where the First Response Team has been contacted first, they will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional activities.

Where the concern, or allegation, is urgent and outside of office hours, telephone the Emergency Duty Team on 0845 6042 886.

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.



## Appendix 8

### Useful Contacts and Sources of Information on Safeguarding

Further advice on safeguarding can also be obtained from:

#### Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service: 01785 895836; [esas@staffordshire.gov.uk](mailto:esas@staffordshire.gov.uk)
- Staffordshire LADO: 0800 1313126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (MASH): 0800 1313 126; [www.staffordshire.gov.uk/reportconcern](http://www.staffordshire.gov.uk/reportconcern)
- Emergency Duty Services (out of hours safeguarding concerns): 0845 604 2886; [eds.team.manager@staffordshire.gov.uk](mailto:eds.team.manager@staffordshire.gov.uk)
- Staffordshire Police (MASH) can be contacted on 101. In the event of an emergency, dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART): 01782 235100
- Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays); Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team): 01785 854906
- Staffordshire Police Force Coordinator : Mark Hardern: 07539 3636299; [mark.hardern@staffordshire.pnn.police.uk](mailto:mark.hardern@staffordshire.pnn.police.uk)
- Staffordshire Police Prevent Team: 01785 232054; 01785 233109; [prevent@staffordshire.pnn.police.uk](mailto:prevent@staffordshire.pnn.police.uk)
- NSPCC Harmful Sexual Behaviour project: 0844 892 0273  
<https://www.nspcc.org.uk/keeping-children-safe/online-safety/sexting-sending-nudes/>



### Local Advice

- Stoke and Staffordshire Safeguarding Children Board: 01785 277151  
[ssscb.admin@staffordshire.gov.uk](mailto:ssscb.admin@staffordshire.gov.uk)
- Entrust Learning Technologies (ICT/E-Safety Teacher Consultants):  
0300 111 8030
- 'Families First' Local Support Team (Staffordshire):  
[families.first@staffordshire.gov.uk](mailto:families.first@staffordshire.gov.uk)
- Fostering Service (Staffordshire): 0800 1692061;  
[fostering&adoptionbus@staffordshire.gov.uk](mailto:fostering&adoptionbus@staffordshire.gov.uk);  
Out of Hours Emergency Duty Service: 01785 354030
- Entrust HR Services: 01785 278961
- Fostering Service (Stoke-on-Trent): 01782 234555;  
[fostering@stoke.gov.uk](mailto:fostering@stoke.gov.uk)
- Stoke-on-Trent Family Information Service Hub (FISH): 01782 232200;  
[fish@stoke.gov.uk](mailto:fish@stoke.gov.uk)

### National Contacts

- Police (non-emergency): 101
- Child Exploitation and Online Protection(CEOP):  
<http://ceop.police.uk/>; [www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)
- Professionals' Online Safety Helpline: 0844 381 4772;  
[www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)
- Internet Watch Foundation (IWF): <http://www.iwf.org.uk>
- Safer Internet Centre: [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk)
- Childline: 0800 1111 [www.childline.org.uk](http://www.childline.org.uk)
- Ofsted: General enquiries: 0300 123 1231; About Schools: 0300 123 4234; Concerns : 0300 123 4666; [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)
- HM Government (advice on protecting children from radicalisation - for parents, teachers and leaders): [www.educateagainsthate.com](http://www.educateagainsthate.com)
- NSPCC 24 hour Child Protection Helpline: 0808 800 5000; **or**

- NSPCC Harmful Sexual Behaviour Project: 0844 892 0273  
<https://www.nspcc.org.uk/>

#### Useful Websites

- Stoke and Staffordshire Safeguarding Children Board:  
<https://www.ssscb.org.uk/>
- Child Exploitation and Online Protection Centre (CEOP) –  
[www.ceop.police.uk](http://www.ceop.police.uk) / [www.knowaboutcse.co.uk](http://www.knowaboutcse.co.uk)
- NSPCC: <https://www.nspcc.org.uk/>
- WOMENS AID: <https://www.staffordshirewomensaid.org/>
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm)  
[www.unicef.org.uk](http://www.unicef.org.uk)

## Appendix 9

### **Safeguarding Induction Sheet** (for new or supply staff and for regular visitors or volunteers).

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

If you have any concerns about a student, you must share this information immediately with the Designated Safeguarding Lead, **Miss Julia Hayburn**, or one of the Deputy Safeguarding Leads - **Mrs Davina Thombs, Mrs Shelley Baird or Mr Jason Cain**.

You should not worry that your concern may be insignificant, e.g. if it is about hygiene, appearance or behaviour. We would rather you told us, as we would rather know about something that appears small, rather than miss what could be a worrying situation.

**Where a matter may be very serious, and may be related to child protection, including physical, emotional, sexual abuse or neglect, colleagues must find the DSL (or a DDSL) and provide them with a record of the concern – the completed 'Think Pink' form. A copy of the form can be obtained from department offices, the library or main reception. All sections should be completed, as described.** If there is any difficulty locating a form, a colleague should ask a member of the school office staff to provide a form.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Head of School. Where an allegation is made about the Head of School, the report should be made to the Executive Headteacher. An allegation against the Executive Headteacher should be reported to the Chair of the Trust Board. Alternatively, you can contact the Local Authority Designated Officer on 0800 1313126.

The people you should talk to in school are:

Designated Safeguarding Lead: Julia Hayburn  
Location of office: Near Medical  
Contact Number: Ext 324

Deputy Designated Safeguarding Lead: Davina Thombs  
Location of office: Student Support  
Contact Number: Ext 118



Deputy Designated Safeguarding Lead: Shelley Baird  
Location of office: Humanities Corridor opposite C22  
Contact Number: 109

Deputy Designated Safeguarding Lead: Jason Cain  
Location of office: Main Reception  
Contact Number: Ext 103

Head of School: Ms Nicola Mason  
Contact Number: Ext 102

Executive Headteacher: Dr Stuart Jones  
Contact Number: Ext 301

Chair of Trust Board: Mr. Richard Williams  
Via Sharon Thorp (Trust Business Manager) - Contact Number: Ext 302



## Appendix 10

### Safeguarding Induction Checklist

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
DAY 1	Welcome		
	Employment checks complete		
	School background information		
	School structure and governance arrangements		
	Keeping Children Safe In Education, Part 1 issued and explained		
	School ethos		
	Roles and responsibilities, reporting structure, safeguarding roles in school		
	Name and contact details of DSL and DDSLs		
	Staff Conduct of Code		
	Behaviour Policy		
	Children Missing from Education – process		
	Confidentiality and breaches		
	General Data Protection Regulations		
Health & Safety: Fire procedures and fire officers			
WEEK 1	Meet with Head of School and DSL		
	Lead staff for: CSE / Prevent / LAC / SENCO / IT / Physical intervention		
	Named Governor - Safeguarding		



	Student Support Officer role		
	Alternatives to reporting in school in an emergency		
	Signs and types of abuse		
	Where to find Safeguarding Policy		
	What to do regarding disclosure – reporting systems		
	<b>Policies to read:</b> Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 / 2) Online safety Prevent Site security Behaviour		
<b>WEEK 2</b>	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

**Date induction carried out on:**

**By:**

**Signed by employee:**

**Date of completion:**

**Areas for follow up:**

**Training needs identified:**