



**POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR SCHOOLS**

**This policy has been adapted from the Leicestershire County Council Policy (October 2016) by the Academy Trust of King Edward VII Science and Sport College. In addition, college specific information has been included**

**(VERSION: October 2017)**

**Name of school:-**

**King Edward VII Science and Sport College**

**This policy is reviewed annually by the governing body, and was last reviewed on:-  
October 2017**

**Signature ..... Chair of Governors**

**Print Name ..... Chair of Governors**

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## Named staff and contacts

- Designated Safeguarding Lead: Ms Jenny Byrne PRINCIPAL
- Deputy Designated Safeguarding Lead/s Ms Emma Booth VICE PRINCIPAL
- Prevent Single Point of Contact Ms Emma Booth VICE PRINCIPAL
- Designated Teacher for Children in Care Mr Luke Marvell SENCO
- Nominated Safeguarding Governor: Mr John Kailofer GOVERNOR
- Safeguarding and Improvement Unit contacts:

**Safeguarding and Improvement Unit Service Manager (Acting):**

Judith Jones 0116 3057411

**LADO / Allegations:**

Mark Goddard, Karen Browne 0116 305 7597

**Safeguarding Development Officers:**

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

**First Response Children's Duty (Priority 1 referrals)**

Telephone 0116 3050005  
Email [childrensduty@leics.gov.uk](mailto:childrensduty@leics.gov.uk)  
Address First Response Children's Duty  
Room 100b  
County Hall  
Championship Way  
Glenfield  
LE3 8RF

**All other referrals**

<http://lrsb.org.uk/childreport>

**Early Help – Request for Services**

<http://lrsb.org.uk/childreport>

**Early Help queries and Consultation Line 0116 3059521**

# 1 Introduction

1.1 King Edward VII College fully recognises the contribution it can make to protect children and support pupils in school. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring, tolerant and supportive climate. The welfare and resilience of pupils is of paramount importance.

1.2 This policy is consistent with:

- the legal duty to safeguard and promote the welfare of children, as described in section 175 of the Education Act 2002 [or section 157 of the Education Act 2002 for independent schools and academies] and the Statutory guidance "*Keeping children safe in education – Statutory guidance for schools and colleges*", September 2016 and "*Working Together to Safeguard Children*", 2015.
- the Leicestershire and Rutland Local Safeguarding Children Board (LSCB) Procedures, which contain procedures and guidance for safeguarding children;

1.3 There are four main elements to our Child Protection Policy:

- **Prevention** (e.g. positive school atmosphere, teaching and pastoral support to pupils, safer recruitment procedures);
- **Protection** (by following agreed procedures which comply with LCSB locally agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to Child Protection concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken).

1.4 This policy applies to all staff, governors, volunteers, contractors and visitors to the school. We recognise that child protection is the responsibility of all staff. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectus, displaying appropriate information in our reception and on the school website and by raising awareness at meetings with parents. (Eg: Open evenings, option evenings and induction evenings for the new year 10/Years 10 and 12 settling-in and progress evenings/subject evenings for all year groups throughout the academic year.

From September 2016, in line with government changes to "Keeping children safe in education", all staff will be required to not only read at least part 1 of the document, but they should **understand** it. This has been the normal college procedure since August 2015. "*Children are best protected when professional are clear about what is required of them individually and how they work together*"

### 1.5 **Extended school activities**

Where the Governing Body provides services or activities directly under the supervision or management of school staff, the school's arrangements for child protection will apply. Where services or activities are provided separately by another body, the Governing Body will seek assurance in writing that the body concerned has appropriate policies and procedures in place to safeguard and protect children and there are arrangements to liaise with the school on these matters where appropriate.

## 2 **Safeguarding Commitment**

2.1 The school adopts an open and accepting attitude towards children as part of its responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to and have a child-centred and co-ordinated approach to safeguarding.
- Safeguarding leads, the Senior Management Team and the Pastoral and Progress Leader hold a safeguarding/sharing information briefing on four mornings a week as a minimum. A whole school staff safeguarding briefing/training takes place each week in the morning briefing.
- All new staff (including invigilators and cleaners) receive safeguarding training on starting at the college. All staff receive regular safeguarding updates and retraining on school training days/evenings.
- The number of DSL trained staff is increasing as and when training is made available
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty. Key personnel are identified with photos in the student planner and in the main corridor by the student entrance. Photos of key staff are available on the college website. New students will find information about key staff in the Student Induction booklet/in the corridor outside room 3 (Pastoral and Progress Office)
- The college maintains a "say something to someone" policy. There are posters posted around the school to remind students (and staff) to talk to someone if they have any personal concerns or concerns regarding an individual.

- Staff are encouraged to complete a “nagging doubt” form if they have concerns about a student but where there may not be an obvious or known reason for their concern. (eg, if a child is behaving in a more subdued than normal manner).
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help. (Eg, “staying safe assemblies and IT lessons on the appropriate use of the internet and intranet – Refer to section 2.3 for further details).
- Ensure appropriate filtering and monitoring of the college IT network. The college has recently purchased an upgraded filtering system called “Smoothwall”. The college IT users agreement has been undated. This policy along with the “Communication Policy” have been revised to meet statutory guidelines. These policies include new staff guidelines on the use of the college e-mail system and the usage/nonusage of social media in order to gain contact with current or ex students and parents.
- Regular monitoring and defragmentation of staff and school owned laptops
- Ensure that all staff read and understand the college “Communication Policy”
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128). This is undertaken by L Newton, Strategic College Manager and L Evans Business Manager. In addition L Evans Business Manager and [Mike Broad](#) Facilities and Premises Manager, ensure that all the relevant checks have been made for any contractors working onsite.
- An EVC form (Educational Visit Consent form), Annual Parental Permission Certificate, medical information and consent form are completed by all parents prior to the start of Year 10. In addition all parents are asked to provide up to date contact information for both themselves and the details of at least one other person as a point of contact in the case of an emergency/illness. All parents must ensure that this information is updated as and when necessary.
- Parents must provide the name of details of those people who have parental responsibility for the child. If you are unsure as to who is entitled to have parental responsibility for that child, please refer to the following government website : <https://www.gov.uk/parental-rights-responsibilities/who-has-parental-responsibility>  
It is the responsibility of all staff that they do not disclose any information to any individual other than the named person(s) who have parental responsibility for the

child or allow a child to be taken from the site without the prior permission of the person(s) who have parental responsibility.

- Seek written confirmation that adults who use our facilities and work with Early Years children are screened against disqualification under the Childcare Act 2006
- Monitor closely the attendance of all students and inform the County Council of those students who may be classed as PME (pupils missing education) – Refer to APPENDIX 1 for further information

## 2.3 Safeguarding in the Curriculum

### **Safeguarding in the Curriculum** *(please amend this section to reflect your school)*

Children are taught about safeguarding in school. The following areas are among those addressed in PSHE and in the wider curriculum:-

This is not an exhaustive list...

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Domestic violence / Relationships / Consent

so called Honour Based Violence issues (HBV) e.g. forced marriage, Female Genital Mutilation (FGM) (see Appendix 6),

Sexual exploitation of children (CSE), including online risks

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

Mental health and resilience

## 3 Roles and Responsibilities

### 3.1 General

All adults working with or on behalf of children have a responsibility to safeguard and promote their welfare. This includes a responsibility to be alert to possible abuse and to record and report concerns to staff identified with child protection responsibilities within the school.

The names of the Designated Safeguarding Leads for the current year are listed at the start of this document.

### 3.2 Governing Body

In accordance with the Statutory Guidance “Keeping children safe in education” September 2016, the Governing Body will ensure that:-

- The school has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.
- The school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers. (See Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective Local Authority training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the current LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities. (including this policy and Part 1 of Keeping Children Safe in Education). The Local Authority induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- Chair of Governors (or, in the absence of a Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO)
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings October 2015". Information is provided to the Local Authority (on behalf of the LSCB) through the Safeguarding Annual Return.

- There is an individual member of the Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Governing Body.
- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” 2015 including providing a co-ordinated offer of Early Help for children who require this. [Early Help / intervention can be delivered directly through school programmes and / or a ‘request for service’ application is submitted to social care for a panel to assign the most appropriate agency to the child / family. This panel meets every two weeks in North West Leicestershire.](#) Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

### 3.3 The College Principal

The college Principal will ensure that:

- The policies and procedures adopted by the Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children. A small non-exhaustive example of these are as follows:
  - JAG (Joint Action Group)
  - Behaviour Partnership
  - CAMHS Level 2
  - CSE team (Child Sexual Exploitation)
  - Safer Recruitment Training
  - [CARE level 2 award \(PREVENT strategy for the SPOC\)](#)
  - [WRAP training all staff](#)
  - DSL training
  - Worth-it training
  - Social Services – Child Protection hearings
  - PEPs (Personal Educational Plans) for children in the care of the local authority
  - Bereavement training from the Laura Centre
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Allegations Manager
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. All staff have the telephone number of the DSL (including out of school hours contact information), the contact details for the LADO (Local Authority

Designated Officer)/Allegations Manager at Leicestershire County Council) plus the details of the First Response Children's duty team. This is on the rear side of the staff identification card. The NSPCC whistle blowing helpline number is also available (0800 028 0285)

- All staff are required to wear/display their identity card at all times, this is normally on a blue "staff" lanyard. Note: staff who hold a first aid certificated can be identified via the wearing of a green lanyard carrying the logo "first aider".
- All visitors/contractors must sign in and out at the main reception and are required to wear/display a visitor badge at all times during their stay on site
- All external doors to the college are locked 5 minutes before and after the start of every lesson. This lock can be released in the case of emergency via a button on the internal side of every door. For added security, from the exterior doors may only be opened via the use of the "chip" inside the staff identification card, the use of a key fob or via using the intercom outside of the main doors requesting permission to enter the premises.
- **All staff are made aware that they have an individual responsibility to pass on safeguarding concerns** and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

### 3.4 Designated Safeguarding Lead

The responsibilities of the Designated Safeguarding Lead are found in Annex B of "Keeping children safe in education" and include:

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Governing Body and the Local Authority on any deficiencies brought to the attention of the Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the school
- To attend and contribute to child protection conferences when required
- **Be alert to the specific needs of children in need, those with educational needs and young carers.**
- Ensure each member of staff has access to and understands the school's child protection policy especially new or part-time staff who may work with different educational establishments;

- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of “Keeping children safe in education” to all staff. A paper copy of this document was given to all staff on the training day on [Friday 25th August 2017](#) with updates provided as and when required. Staff confirm in writing that they have read and understood this document.
- [Keep detailed, accurate and secure written records of concerns and referrals;](#)
- [Obtain access to resources and effective training for all staff and attend refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.](#)
- Where children leave the school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

#### **4 Records, Monitoring and Transfer**

- 4.1 Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within the school. The Designated Safeguarding Lead is responsible for such records and for deciding at what point these records should be passed over to other agencies.
- 4.2 Records relating to actual or alleged abuse or neglect are stored apart from normal pupil or staff records. Normal records sometimes have markers to show that there is sensitive material stored elsewhere. This is to protect individuals from accidental access to sensitive material by those who do not need to know.
- 4.3 Child protection records are stored securely, with access confined to specific staff, eg Designated Safeguarding Leads and the Headteacher.
- 4.4 Child protection records are reviewed regularly to check whether any action or updating is needed. This includes monitoring patterns of complaints or concerns about any individuals and ensuring these are acted upon.
- 4.5 When children transfer school their safeguarding records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a Designated Safeguarding Lead in the receiving school [*or 6<sup>th</sup> form / FE college*], with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. In the event of a child moving out of area and a physical handover not being possible then the most secure method should be found to

send the confidential records to a named Designated Safeguarding Lead and a photocopy kept. Files requested by other agencies e.g. Police should be copied.

- 4.6 The college will in the future make a digital copy of all child protection records to support any future concerns and future investigation.
- 4.7 Prior to transfer a number of stages take place:
- Panel updates monthly ensure that King Edward VII are aware of all referrals made by high schools

Autumn Term:

- Open Evening at KEVII
- Parents Evening at High Schools for year 9 (Senior leaders from KEVII to attend)
- Senior Management from KEVII to visit high schools for assemblies re: option choices

Spring Term:

- Year 9 year heads oversee option form completion
- Pastoral and Progress Leader from KEVII to meet with high school heads to discuss students who need extra support for transition and after
- Year heads at high schools to organise appointments for vulnerable/behaviourally challenging students to meet pastoral and progress leader from KEVII
- SENCO meets with high school SENCO to discuss SEN students.
- SENCO meets with all SEN students individually to assess any additional needs at KEVII
- SENCO supplies information to student manager/year head re: individual students on SEN list

Summer Term:

- Year 9 heads complete pastoral database including any student involvement with agencies, comments on behaviour, attendance, medical issues, SEN, FSM, LAC, PP, G&T and a general update on individual student progress
- Pastoral and Progress Leader at KEVII meet with the Attendance Improvement Officer to discuss attendance concerns. Letters are sent as appropriate at the end of term outlining KEVII's expectations
- Pastoral and Progress Leader at KEVII categorise students as ABC. A-high profile, lots of problems for various reasons. B- Generally ok but need careful monitoring due to something specific (i.e attendance problem only) C- No problems identified
- Pastoral and Progress Leader will take in to account any issues identified by high schools or student themselves. We will aim to keep certain students separated where possible
- New Parents Evening - June

Induction:

- Pastoral and Progress Leader to supply form tutors and co-tutors with brief history of all students in their form, also their identified category
- TA's and Pastoral staff at KEVII check regularly on students during induction who have been highlighted as needed extra support
- Although all students are given a full timetable, we realise some may require a more personalised alternative provision. We aim to put this into place as early as possible when required. KEVII is a fresh start for all students
- Art of Brilliance Conference is held annually during induction to raise the aspiration of year 9 and get them off to a flying start
- PHSE program designed to support students by including activities such as "getting to know you." Students write personal statements at high school which are given to their new tutor. When students return in autumn term, task sheets to ask students how well they have settled are used. This is then used by tutors for the students' first mentoring sessions.
- Pastoral and Progress Leader tracking folder for new intake (a way to record any incidents/information relating to students over the first few weeks of term)

## **5 Support to pupils and school staff**

### **5.1 Support to pupils**

Our school recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and view the world in a positive way. For such children school may be one of the few stable, secure and predictable components of their lives. Other children may be vulnerable because, for instance, they have a disability, are in care, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognise abuse or neglect in students experiencing Special Educational Needs or Disability. We will seek to provide such children with the necessary support and to build their self-esteem and confidence.

### **5.2 Peer on peer abuse**

This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as "banter" or "part of growing up". This abuse could for example include sexual assaults, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence. There are separate school and local authority/LSCB guidances and/or policies to address this including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, "Guidance for schools working with children who display sexually abusive behaviour" (Leicestershire LA Guidance). Where specific risks are identified, a risk assessment will be undertaken in order to ensure the safety of all staff and pupils.

### 5.3 Sexting

School will always respond if informed that children have been involved in 'sexting' (youth produced sexual imagery). The UK Council for Child Internet Safety (UKCCIS) guidance, "Sexting in schools and colleges: responding to incidents and safeguarding young people" will be used to guide the school's response on a case by case basis.

The key points being:-

- Inform the Headteacher/DSL as soon as possible
- Support the victim as appropriate and in accordance with their best interests
- Inform all parents of involved children unless by doing so you put a child at risk
- Images will not be viewed by school staff
- If school is to deal with the matter, involve parents in ensuring the images are deleted
- If there is evidence of exploitation or the targeting of a vulnerable student, inform the police

### 5.4 Children Missing from Education

Our school recognises the entitlement that all children have to education and will work closely with the local authority to share information about pupils who may be missing out on full time education or who go missing from education. The local authority will also be informed where children are to be removed from the school register a) to be educated outside the school system; b) for medical reasons; c) because they have ceased to attend; d) because they are in custody; d) because they have been permanently excluded.

### 5.5 Child sexual exploitation

(CSE) is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Staff training includes raising awareness of this issue and any concerns are passed to the Designated Safeguarding Lead who will make a risk assessment and refer to Local Authority First Response Children's Duty if appropriate.

5.6 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.7 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, when the school has knowledge of private fostering arrangements, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling staff were briefed on this 25<sup>th</sup> August 2017).

5.8 Complaints or concerns raised by parents or pupils will be taken seriously and followed up in accordance with the school's complaints process.

5.9 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support. Staff may be offered to self-refer to the Employee Welfare Services or other specialist services with whom the school works in partnership. The school is committed to providing supervision and support to staff who deal directly and regularly with the most needy students. Staff who deal regularly with difficult or emotional situations may need supervision to help them resolve their own issues and to avoid burnout in what is an emotionally draining occupation. As well as providing a sounding board for the employee's concerns, a supervisor is in a good position to spot the onset of any symptoms of burnout and to assist the counsellor in dealing with them. The supervisor has a mentoring role, providing emotional support as well as information and guidance

## 6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus. All policies relating to child protection and safeguarding are open to scrutiny by all as they are posted on the school website
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

## 7 Other Relevant Policies

7.1 The Governing Body's statutory responsibility for safeguarding the welfare of children goes beyond simply child protection. The duty is to ensure that safeguarding permeates all activity and functions. This policy therefore complements and supports a range of other policies, for instance:

- Behaviour Management

- Staff Code of Conduct (within the staff handbook)
- Communications Policy
- Attendance (includes forced marriage, female genital mutilation and CME children missing education)
- Punctuality
- British Values (includes prevention, anti racist and homophobic incidents)
- Preventing Extremism and Radicalisation
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances “Use of Reasonable Force” and “Screening, searching and confiscation”)
- Special Educational Needs.
- Medical and Health needs/medical conditions
- First aid and the administration of medicines
- Trips and visits
- Work experience and extended work placements
- Health and Safety
- Sex and Relationships Education
- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety including acceptable staff usage policy
- Extended school activities
- National Professional Standards for Teachers
- The government launch of the national strategy ‘Operation Encompass’ means that school will be notified if the police have attended an incident of domestic violence or abuse. **See Appendix 7 for further details**

The above list is not exhaustive but when undertaking development or planning of any kind the school will consider the implications for safeguarding and promoting the welfare of children.

## **8 Recruitment and Selection of Staff**

- 8.1 The school’s safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2016 Part Three: Safer recruitment.*
- 8.2 The school will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which an allegation has been proven to be unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The school has an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All

new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. (This happens regardless of any other safeguarding training undertaken previously by the individual provided by their previous employer). The Leicestershire County Council An Induction leaflet is given to all staff and is the basis for the safeguarding induction, (found in the staff handbook)

- 8.4 In line with statutory requirements, every interview panel for school staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training either online or by attending the local authority one day Safer Recruitment training course.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015). Professionals working with our students on an individual basis from outside agencies are asked to provide evidence/declare that they have received safeguarding training as an essential element of their employment/profession.

## **APPENDIX 1**

### **PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD**

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#### **A. General**

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website [www.lrsb.org.uk](http://www.lrsb.org.uk): The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.

- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents' knowledge and consent to the referral are expected, unless there is reason for this not being in the child's interest. However, there will be circumstances when informing the parent/carer of a referral that might put the child at risk, and in individual cases advice from Children's Social Care will need to be taken.
- 6) In the event of a child/young person who runs away or goes missing from home/care the school will following the 2014 Joint Protocol as outlined by the Leicestershire Police, Leicestershire County Council the local Safeguarding Board as outlined below;

### **Initial response to a missing young person**

#### **Decision-making guide**

The following check list is to be completed in all cases to assist in identifying the level of risk posed by the young person being missing and the appropriate risk assessment.

<b>Decision Making Guide</b>		
Consider all of the questions below in order to structure enquiries and to assist in determining the level of risk		
<b>Investigative Consideration</b>	<b>Details &amp; Circumstances</b>	<b>Person giving information</b>
Is the person vulnerable due to age or infirmity or any other similar factor?		
Behaviour that is out of character is often a strong indicator of risk: Are the circumstances of going missing different from normal behaviour?		
Is the person suspected to be subject of a significant crime in progress e.g. abduction?		
Is there any indication the person is likely to commit suicide?		
Is there a reason for the person going missing?		
Are there any indications that preparations have been made for the absence?		
What was the person intending to do when last seen e.g. Going to the shops, and did they fail to complete their intentions?		
Are there family or relationship problems or recent history of family conflict and/or abuse?		
Are they the victim or perpetrator of domestic violence?		
Does the missing person have any physical illness or mental health problems?		

Are they on the child protection register?		
Previously disappeared and suffered or was exposed to harm?		
Belief that the person may not have the ability to interact safely with others or an unknown environment		
Do they need essential medication that is not likely to be available to them?		
Ongoing bullying or harassment e.g., racial, sexual, homophobic or local community concerns or cultural issues?		
Were they involved in a violent and/or hate incident immediately prior to the disappearance?		
School/College/University/ Employment or financial problems?		
Drug or alcohol dependency?		
Other unlisted factors which the carer / officer / supervisor consider should influence the risk assessment?		
Are there any concerns regarding the young person being sexually exploited?		
Completed by .....		

8) Guide taken from "The management, recording and investigation of missing persons 2005"

**Police Risk Level Chart**

<b>HIGH RISK</b>	
<b>Degree of risk</b>	<b>Police response</b>
The risk posed is immediate and there are substantial grounds for believing that the subject is in danger through their own vulnerability; or may have been the victim of a serious crime; or the risk posed is immediate and there are substantial grounds for believing that the public is in danger.	This category requires the immediate deployment of police resources and a member of the BCU senior management team or similar command level must be involved in the examination of initial enquiry lines and approval of appropriate staffing levels. Such cases should lead to the appointment of an Investigatory Officer and possibly a Senior Investigating Officer (police). There should be a press/media strategy and/or close contact with outside agencies. Family support should be put in place. The NPIA Missing Persons Bureau should be notified of the case without undue delay.

<b>MEDIUM RISK</b>	
<b>Degree of risk</b>	<b>Police response</b>
The risk posed is likely to place the subject in danger or they are a threat to themselves or others.	This category requires an active and measured response by police and other agencies in order to trace the missing person and support the person reporting

<b>LOW RISK</b>	
<b>Degree of risk</b>	<b>Police response</b>
There is no apparent threat of danger to either the subject or the public  <b>No young person who is under the age of 17 and who is missing is ever classed as 'low risk'.</b>	In addition to recording the information on the Police National Computer, the police will advise the person reporting the disappearance that following basic enquiries and unless circumstances change, police will not carry out further active enquiries. The missing person's details will be passed to National Missing Persons Helpline (NMPH) in line with the national protocol. Low risk missing persons, however, must be kept under review as risk can increase with the passage of time.
There is no apparent threat of danger to either the subject or the public  <b>No young person who is under the age of 17 and who is missing is ever classed as 'low risk'.</b>	In addition to recording the information on the Police National Computer, the police will advise the person reporting the disappearance that following basic enquiries and unless circumstances change, police will not carry out further active enquiries. The missing person's details will be passed to National Missing Persons Helpline (NMPH) in line with the national protocol. Low risk missing persons, however, must be kept under review as risk can increase with the passage of time.

- 9) Pupils Missing Education (PME) will be monitored and reported to Leicestershire County Council as per their attendance guidelines. For the protection of the individual no student will be removed from the college roll prior to the end of compulsory education unless a confirmation is received from the new receiving school confirming that the child has commenced education at that establishment. A CTF (Common Transfer Form) will be completed and forwarded to the new school. Under extenuating circumstance and if appropriate, a referral will be made to Leicestershire Social Services and the Social Services from the area where the child is believed to be residing. The college may also the report the child to the police as "missing". In these circumstances the child will remain on the college roll for at least one month or until confirmation is received from the local authority that we may do so

## **B. Individual Staff/Volunteers/Other Adults – main procedural steps**

- 1) When a child makes a disclosure, or when concerns are received from other sources, do not investigate, ask leading questions, examine children, or promise confidentiality. Children making disclosures should be reassured and if possible at this stage should be informed what action will be taken next.
- 2) As soon as possible write a dated, timed and signed note of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.
- 3) If the concern involves the conduct of a member of staff or volunteer, a visitor, a governor, a trainee or another young person or child, the Headteacher must be informed.
- 4) If the allegation is about the Headteacher, the information should normally be passed to the Chair of Governors or the Local Authority Allegations Manager (LADO).
- 5) If this has not already been done, inform the child (or other party who has raised the concern) what action you have taken.

## **C. Designated Safeguarding Lead – main procedural steps**

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals Consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. This may include the use of the out of hours/weekend service. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>). Alternatively, the school may request services via the Early Help Hub or the Leicestershire Prevent Team
- 5) If the concern is about children using sexually abusive behaviour or CSE (Child Sexual Exploitation, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital. In exceptional circumstances, the Academy Trust devolve the authority to the Principal to direct a member of staff to accompany the child to hospital and to remain with that child in "loco parentis". Every

effort will be made to relieve the member of staff as soon as possible by a member of the Senior Team/DSL

- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child and act “in loco parentis” until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children’s Duty should be updated and the Police should be contacted immediately. However, no child (if “Gillick/Fraser Competent”) can be coerced to leave with a parent if they do not wish to. If the case where the child refuses medical or social care or to leave with the parent, First Response Children’s Duty should be updated and the Police should be contacted immediately. (*“The child’s need are paramount” from Working together to safeguard children March 2015*).

## **APPENDIX 2**

### **PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS**

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working with children has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

Relevant documents:

- DfE “Keeping children safe in education: Statutory guidance for schools and colleges” September 2016 (part 4: Allegations of abuse made against teachers and other staff)

#### **1) Individual Staff/Volunteers/Other Adults who receive the allegation:**

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher.

- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher, report immediately to the Chair of Governors. Pass on the written record. (If there is difficulty reporting to the Chair of Governors, contact the Allegations Manager, Safeguarding and Improvement Unit as soon as possible.)

## 2) **Headteacher (or Chair of Govenors)**

- i. If there is no written record, write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Before taking further action notify and seek advice from the Allegations Manager, Safeguarding and Improvement Unit on the same day.
- iii. You may be asked to clarify details or the circumstances of the allegation, but this must not amount to an investigation.
- iv. Report to First Response Children's Duty if the Allegations Manager so advises or if circumstances require a referral concerning a child.
- v. Ongoing involvement in cases:
  - Liaison with the Allegations Manager (LADO)
  - Co-operation with the investigating agency's enquiries as appropriate.
  - Consideration of employment issues and possible disciplinary action where the investigating agencies take no further action.
  - Possible referral to the DBS or NCTL, depending on the outcome.

## **APPENDIX 3**

Staff at King Edward VII College must have due regard to the mobile phone policy and other policies relating to the use of social media and ICT systems. This includes the “Communications Policy”. All policies are saved in the Staff area of the college network.

### **Early Years Foundation Stage (EYFS) Policy for the use of Cameras and Mobile Phones**

*(This is not a recommended policy but the principles are the same and covered in the College policies. For further details refer to the full list of college policies regarding the use of social media, internet etc which can be found on the college website). Please note: some additions have been made to make it more appropriate for the 14-19 age group)*

To ensure the safety and welfare of the children in our care this policy outlines the protocol for the use of personal mobile phones and cameras in the school.

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the school phone and a note kept. Staff should not make contact with parents, carers or students via personal mobile/home telephones or social media sites
- All written communication with parents, carers or students must be made via the King Edward college e-mail system or on the appropriate headed notepaper. Any written communication must be of a professional nature only. Written communication must be of the appropriate and correct spelling and grammar and should not contain anything of a personal nature. This applies also to any notes/marking comments made in a student’s diary planner or exercise book.
- Parents or carers are not permitted to take photographs of their own children during a school production or event. No photos/videos or recordings should be made during a school production or event by a parent/ carer or member of the audience. For activities within school, the school protocol requires that photos of other people’s children are not published on social networking sites such as Facebook.
- Students taking or posting pictures on social media sites outside of school activities for their own private use should follow the guidelines of the Data Protection Act and have the full agreement of all parties concerned.
- All staff and students to read and sign to agree to the use of internet policy.

## **APPENDIX 4**

### **Safeguarding pupils who are vulnerable to extremism and radicalisation**

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism.

Our school seeks 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 etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

Our school recognises the duties placed on us by the Counter Terrorism Bill (July 2015) to prevent our pupils being drawn into terrorism.

These include:

- Assessing the risk of pupils being drawn into terrorism (see Appendix 5)
- Working in partnership with relevant agencies under the LSCB procedures
- Appropriate staff training
- Appropriate online filtering

Our school is committed to actively promoting the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs; the pupils are encouraged to develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

There is a current threat from terrorism in the UK and this can include the exploitation of vulnerable young people, aiming to involve them in terrorism or to be active in supporting terrorism. Staff receive regular training and updates from programmes such as Channel or the Prevent team. [All staff received the WRAP training in September 2017.](#) [Staff are aware of how 'recruiters' use social media as one of many pathways to manipulate and 'groom' young people into becoming potentially radicalised.](#) [Staff understand to pass information onto a DSL should they consider a child to be vulnerable to extremist ideologies.](#)

Our school seeks to protect children and young people against the messages of all violent extremism including but not restricted to those linked to Islamic Ideology, Far Right / Neo Nazi / White Supremacist ideology and radical animal rights groups etc. Concerns should be referred to the Single Point Of Contact (SPOC) (usually a Designated Safeguarding Lead or Headteacher) who have local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

**Staff have been informed that if they fear a child's life is in immediate danger, or that they may be imminently planning to travel to Syria / Iraq / Yemen or other 'vulnerable countries' in the Middle East dial 999 or call the confidential Anti-Terroist Hotline Hotline on 0800 789 321**

**APPENDIX 5**

**Radicalisation and Extremism Risk Assessment**

School: King Edward V11 Science and Sport College

	<b>Yes/No</b>	<b>Evidence</b>
Does the school have a policy?	Yes	Policy available on school website
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?	Yes	CARE training for Pastoral VP (EB) from the Leicestershire PREVENT Team WRAP training ALL staff September 2017
Have staff received appropriate training?	Yes	See staff signatures for specific training sessions See 'compliance policy' signatures on staff files Briefing bulletin minutes CPD record Notice board in staffroom
Has the school got a trained Prevent lead?	Yes	Pastoral VP (EB)
Do staff know who to discuss concerns with? (Single point of contact - SPOC)	Yes	Training and policies outline the correct procedures
Is suitable filtering of the internet in place?	Yes	College has updated to "Smoothwall" to add further filters
Do children know who to talk to about their concerns?	Yes	Photos of relevant staff in student planners and on display on walls within the school
Are there opportunities for children to learn about radicalisation and extremism?	Yes	Themed assemblies and the PHSE programme 'Going to Extremes' presented by Alta Ego National theatre company in October 2017 to students
Have any cases been reported?	Yes	January 2015 June 2017 (school leaver) October 2017 (previous school referred)

Are individual pupils risk assessed?	Yes	Individual student risk assessed January 2015 See screening pastoral data base. Students are risk assessed every half term in terms of vulnerability / mental health etc
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)	<ul style="list-style-type: none"> <li>• Majority population is of white British origin; many of whom experience generational poverty and disadvantage.</li> <li>• Students have limited opportunities to experience mixing with their peers from other ethnic backgrounds</li> <li>• High level of local support for EDL, BNP and UKIP</li> </ul>	
<p>Comment on the school's community, locality and relevant history</p> <ul style="list-style-type: none"> <li>• Ex mining community of mainly white working class.</li> <li>• High levels of unemployment and social deprivation</li> <li>• Students isolated geographically from larger towns and cities with a greater ethnic mix due to the absence of public transport systems/distance</li> </ul>		
Risk evaluation	<p><b>Low</b></p> <p><b>Medium</b></p> <p><b>High</b></p>	WAY FORWARD

Date completed..... Signed.....

## **APPENDIX 6**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 placed a mandatory duty on teachers along with social workers and healthcare professionals to report to the police where they discover that FGM appears to have been carried out on a girl under 18 or where a girl discloses that she has undergone FGM. The school's response to FGM will take into account the government guidance, "Multi-agency statutory guidance on female genital mutilation" April 2016. Staff will also follow the established safeguarding procedure by reporting any such concerns to the Designated Safeguarding Lead and a report must also be made to the Police. For further details refer to the college "Attendance Policy".

There will be a considered safeguarding response towards any girl who is identified as being at risk of FGM (eg there is a known history of practising FGM in her family, community or country of origin) which may include sensitive conversations with the girl and her family, sharing information with professionals from other agencies and/or making a referral to Children's Social Care. If the risk of harm is imminent there are a number of emergency measures that can be taken including police protection, an FGM protection order and an Emergency Protection Order.

## **APPENDIX 7**

### Operation Encompass

#### Background:

- Operation Encompass is an initiative enhances communication between the police and schools where a child is at risk from domestic abuse
- The purpose of the information sharing is to ensure schools have more information to support safeguarding of children. By knowing that the child has had this experience, the school is in a better position to understand and be supportive of the child's needs and possible behaviours
- Operation Encompass will complement existing safeguarding procedures already in place at the school