

**LEICESTERSHIRE COUNTY COUNCIL  
CHILDREN & FAMILY SERVICES**

**VERSION: August 2018.**  
*Revised in accordance with KCSIE guidance lines Sept 2018*



**King Edward VII Science & Sport College  
Child Protection Policy  
September 2018**

**This policy is reviewed at least annually by the governing board, and was last reviewed on:-**

September 2018

**Signature ..... (Chair of Governors)**

**Print Name ...Mr Carl Bond.....**

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## Named staff and contacts

- Designated Safeguarding Lead: Ms Emma Booth Vice Principal
- Deputy Designated Safeguarding Leads

Mrs J Pallett Pastoral & Progress Leader  
Ms D Alymer Pastoral Intervention Lead  
Ms L Caplan Pastoral & Progress Leader  
Mr L Marvell SENCo  
Miss A Bowles Deputy Director of Sixth Form  
Dr T Dennis Assistant Principal

- Prevent Single Point of Contact (SPOC) Ms Emma Booth Vice Principal

Designated Teacher for Children in Care Mr L Marvell SENCo

- Nominated Safeguarding Governor: Mr J Kailofer
- Safeguarding and Improvement Unit contacts:

## Head of Service - Safeguarding Improvement and Quality Assurance

Kelda Claire 0116 3059084 / 07507686100

### **LADO / Allegations:**

Mark Goddard 0116 305 7597

### **Safeguarding Development Officers:**

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

### **First Response Children's Duty (Same-day 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 including Early Help Services**

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

**Early Help queries and Consultation Line** 0116 3058727

## Introduction

- 1.1 King Edward VII 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 and supportive climate. The pupils' welfare 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 2018 and "*Working Together to Safeguard Children*", revised July 2018
  - 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, 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 2018, in line with government changes to "Keeping children safe in education", all staff will be required to not only read at least part 1 and Annex A, 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*" All staff at King Edward VII will sign to indicate they have read and understood all Child protection Policies and KCSIE September 2018.

### 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.
- Ensure that children know that there are adults in the school whom they can approach if they are worried or are in difficulty. Photographs of the Care & Guidance Team, the Well-being tutors and the DSLs are visible around college and in classrooms. All employees' photographs are displayed in the main reception. This is updated as appropriate. New students will find information about key pastoral staff in the Student Induction booklet and on displays visible around the college and outside the Care & Guidance Office (room 3)
- 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, performances linked to PREVENT and risk taking behaviour. They also receive Information Technology (IT) lessons on the appropriate use of the internet and intranet – Refer to section 2.3 for further details).
- The Lead DSL Ms Emma Booth regularly updates staff with safeguarding information via CPD training sessions (as appropriate), emails, morning staff briefings and the safeguarding notice board in the staffroom. Every Tuesday morning there is a core pastoral meeting dedicated to issues surrounding safeguarding children.
- All new staff (including invigilators, cleaners and university academic coaches) receive updated safeguarding training on starting at the college.
- There are currently seven DSL trained staff employed by the college.

- 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).
- 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 via the ‘SIMs Parent Lite’ secure electronic App. 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 and 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**

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

Bullying/Cyberbullying/Peer-on-Peer abuse

Drugs, alcohol and substance abuse including County Lines and the grooming process

Internet safety and E-safety

Stranger danger

Fire and water safety

Road safety

Domestic violence

Homelessness

Healthy Relationships / Consent

‘All Different, All Equal’

(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

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

Positive mental health and well-being

## 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 2018, the Governing Body will ensure that:-

- The school has its own 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 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 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, Part 1 of Keeping Children Safe in Education, the pupil Behaviour Policy and how to respond if children go missing). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction and Annex A from "Keeping children safe in education" September 2018 is provided to all staff working directly with children.
- 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.
- Chair of Governors (or in the absence of the chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO)



- The school contributes to inter-agency working in line with statutory guidance “Working Together to Safeguard Children” July 2018 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). 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;
  - Joint Action Group (JAG)
  - North West Leicestershire Behaviour Partnership
  - Child & Adolescent Mental Health (CAMHs)
  - Child Sexual Exploitation Team (CSE)
  - Safer Recruitment Training
  - CARE level 2 award achieved by the college SPOC Ms Emma Booth (via the PREVENT strategy)
  - WRAP training all staff
  - Regular and updated DSL training through County Hall
  - Social Care (including child protection conferences)
  - Personal Educational Plans (PEP) for Looked After Children (LAC) in the care of the local authority
- 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 Designated Officer.
- 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 DSL and First Response contact details issued on the back of their fob. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- **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 special educational needs and disability 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, the pupil behaviour policy, children who go missing, and staff behaviour. Staff will be trained to recognise and report any concerns immediately they arise and will be provided with Part 1 of “Keeping children safe in education” Sept 2018 and Annex A to those working directly with children;
- 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 – this will be in advance of the pupil arriving where specific ongoing support is required.
- 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, with any necessary discussion or explanation and to obtain a signed and dated record of the transfer. Where a child needs specific ongoing support relevant information will be transferred prior to the child arriving at their new school. 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.
- 4.7 Prior to transfer a number of stages take place:

Close work with North West Leicestershire PANEL allows for monthly updates on students referred by the High Schools thus ensuring the Care & Guidance team are fully aware of specific children's circumstances well before they transfer to King Edward VII in year 10.

### ***Autmn Term:***

- Key Stage 4 Open Evening at King Edward VII
- Year 9 parents evening at High Schools in which senior King Edward VII leaders and key Care & Guidance staff attend.
- Senior Leaders at King Edward VII visit year 9 High School students to conduct assemblies and offer further 'option-choice' advice

### ***Spring Term:***

- Option forms completed by year 9 students in their High Schools. Care & Guidance Team liaise with King Edward VII to ensure students and parents understand the process and that students are making appropriate choices
- The Pastoral and Progress Leader for the transfer year group receives a 'pen portrait' of every year 9 child. Students requiring extra support are discussed at length and appropriate intervention strategies are mapped out in preparation for transfer

- The Pastoral & Progress leader will conduct small group discussions and one to one interviews with vulnerable students (LAC / DP / poor mental health / challenging or unsettled behavior) to help ease anxiety around transfer
- The college SENCo will arrange to meet the High School SENCos to discuss individual SEN student needs and requirements
- Students identified with having a Special Educational Need or Disability (SEND) will meet the SENCo separately to discuss specific needs and to ease anxiety around transfer
- The SENCo collates this information and communicates key features with the Care & Guidance Team.
- Students who are particularly anxious and students with an EHCP and/or SEND have a tour of the college with the designated PPL prior to year 10 induction at the end of the Summer term.

### **Summer Term**

- Key pastoral information is passed from the High Schools to King Edward VII for tracking and monitoring purposes in the form of a database. Key information such as external agency involvement, medical needs, free school meals and DP status are transferred.
- The Attendance Improvement Officer transfers information on attendance patterns for all students and where necessary letters are sent to parents informing them that attendance is still closely tracked and monitored.
- New Year 10 Parents Evening in June
- A three day induction programme is designed and timetabled whereby all year 9 students 'sample' lessons and meet their new teachers and tutor. The Student Leadership Team organize a 'Brilliant Day' whereby students participate in team building activities throughout the day with their new tutor group. This aims to develop resilience and to acquaint themselves with new peers prior to the summer holiday. During the induction period a bespoke PSHE program is designed and delivered to support year 9 students during the transition period.

## **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, a care-leaver or previously looked after, or are experiencing some form of neglect. Our school seeks to remove any barriers that may exist in being able to recognize abuse or neglect in pupils with Special Educational Needs or a 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 violence and sexual harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate school and local authority or LSCB guidances and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy and “Guidance for schools working with children who display harmful sexual 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 and to offer appropriate support.
- 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 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is ‘unwanted conduct of a sexual nature’ that can occur online and offline and may include sexual name-calling, taunting or “jokes” and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Evidence shows that girls, children with SEND and LGBT children are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between children of any gender.

### **Curriculum**

- Planned PHSE and SRE will include ‘healthy and respectful behaviours’. This will be appropriate to pupils’ age and stage of development. It will also be underpinned by the school’s behaviour policy and pastoral support system.

### **Responding to an incident**

- School will follow the DfE guidance, ‘Sexual violence and sexual harassment between children in schools and colleges’, May 2018.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

5.5 **Children Missing**– 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;
- e) because they have been permanently excluded.

We also recognise that children who go missing is a sign that they have been targeted by CSE perpetrators and drug related criminals (County Lines).

5.6 **Child sexual exploitation** 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 or are targeted by criminals involved in the illegal supply of drugs (County Lines). 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.

5.7 **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.

5.8 **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, 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).

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

#### 5.10 **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 coaching 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.
- 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:

- Student Behaviour Management Policy
- Staff Code of Conduct / Staff Handbook
- Communications Policy
- E-safety including acceptable staff usage policy
- Mobile Phone Usage Policy / Social Media Policy
- Attendance (safeguarding students against potential grooming, forced marriage, female genital mutilation and children missing education CME)
- Punctuality
- No Excuses Behaviour Policy (Staff)
- Equal Opportunities
- Anti-Bullying / peer-on-peer abuse (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs and Disability
- Medical and Health Needs / medical conditions
- First aid and the administration of medicines
- Intimate care / toilet passes
- Trips and visits
- Work experience and extended work placements
- Health and Safety
- Relationships and Sex Education

- Site Security
- Equal Opportunities
- Toileting/Intimate care
- e-safety
- 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 are called to 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 2018, 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 the conclusion of an allegation has been 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. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every recruitment process 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 'safer Recruitment' one day 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 (June 2016).



## **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) A record, dated (including the day) and signed, must be made as 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 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 is reported missing from home/care the school will follow 2014 Joint Protocol as outlined by the Leicestershire Police, Leicestershire County Council and 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>
<p>There is no apparent threat of danger to either the subject or the public</p> <p><b>No young person who is under the age of 17 and who is missing is ever classed as 'low risk'.</b></p>	<p>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.</p>
<p>There is no apparent threat of danger to either the subject or the public</p> <p><b>No young person who is under the age of 17 and who is missing is ever classed as 'low risk'.</b></p>	<p>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.</p>

- 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 make a dated (including the day), timed and signed record 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 other senior manager in a MAT) 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, the First Response Children's Duty should be contacted by phone. 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>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance, "Guidance for schools working with children who display harmful sexual behaviour" (Leicestershire LA 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.
- 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 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 2018 (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 (LADO), 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 (LADO), 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 (LADO) 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 The Teaching Regulation Agency, depending on the outcome.

### **APPENDIX 3**

#### **Mobile Phone Usage**

**All college staff including support, teaching, finance, community, kitchen and site maintenance staff must:**

- **Teaching staff are permitted to use their mobile phone in their classroom if a member of 'On call' staff is needed.**
- **Not use their mobile phones for personal use whilst teaching or in the company of students.**
- **Never use personal mobile phones whilst in the toilet or designated changing areas at any time**
- Personal calls on mobile phones should only be made during periods of non-direct contact with students and parents, for example, at break or lunch time. Teaching staff can use their mobile phone whilst teaching if they need On Call assistance. For students, 'working hours' is defined as the times when their personal responsibilities include direct contact with children. Outside of these times, personal phones may be used discretely but not in the presence of students
- Staff should never use the camera on their mobile phone to photograph, voice record or film a student or allow themselves to be photographed, voice recorded or filmed by a student
- Staff should never send to, or accept from, colleagues or students, texts or images that could be considered inappropriate
- Staff should never contact students or parents from their personal mobile/home phones, or give their mobile/home phone number to students or parents. If a member of staff needs to make telephone contact with a student, a school mobile or the college land line should be used.
- Urgent communications for members of staff must be directed through the main office during working hours.
- Never use a handheld phone whilst driving as this is a criminal offence. Use of hands free equipment is not prohibited, although this could lead to prosecution for failing to have proper control of the vehicle
- **Parents or carers are **not** allowed to take photographs of their own children during a school production or event. **No photos or recordings should be made during a school production or event by any parent /carer or member of the audience.** The school protocol requires that photographs of other people's children are not published on social networking sites.**

## **APPENDIX 4**

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

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.

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 Ms Emma Booth), who has local contact details for Prevent and Channel referrals. They will also consider whether circumstances require Police to be contacted.

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 Channel and the Prevent team. All staff received the WRAP training in September 2017 and have had updated training since. Part of this training addresses the grooming process involved that can manipulate young people into becoming potentially radicalised. Staff are explicitly instructed to pass any information onto a DSL directly should they consider the child to be vulnerable to extremist ideologies.

**Staff have been instructed to dial 999 or call the confidential Anti-Terrorist Hotline Hotline on 0800 789 321 if they feel a child's life is in immediate danger or they are planning to travel to 'vulnerable countries' in the Middle East.**



**Appendix 5**

**Radicalisation and Extremism Risk Assessment**

School.....

	Yes/No	Evidence
Does the school have a policy?		
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?		
Have staff received appropriate training?		
Has the school got a trained Prevent lead?		
Do staff know who to discuss concerns with? (Single point of contact - SPOC)		
Is suitable filtering of the internet in place?		
Do children know who to talk to about their concerns?		
Are there opportunities for children to learn about radicalisation and extremism?		
Have any cases been reported?		
Are individual pupils risk assessed?		
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)		
Comment on the school's community, locality and relevant history		
Risk evaluation	<b>Low</b>  <b>Medium</b>  <b>High</b>	Way Forward

## **APPENDIX 6**

### **Female Genital Mutilation**

Section 5B of the Female Genital Mutilation Act 2003 and section 74 of the Serious Crime Act 2015 places 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.

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**

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