



SAFEGUARDING POLICY

September 2020

Approved by: _____ **Date:** _____

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CONTEXT

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

Keeping Children Safe in Education 2020 (Department for Education) – link to be updated once final document is published.

1. PURPOSE AND AIMS

1.1 The purpose of the Trust Safeguarding Policy is to provide a model for each school within the Trust. This policy is then tailored to the specific requirements of each individual school. In this way, we ensure every child within the Trust is safe and protected from harm.

1.2 We are committed to keeping our children safe. We aim to create a culture of vigilance, supported by this and associated policies. This means we will always work to:

- Protect children and young people from maltreatment.
- Prevent impairment of children and young people's mental and physical health or development.
- Identify children and young people who may be in need of extra help.
- Ensure that children and young people grow up in circumstances consistent with the provision of safe and effective care.
- Undertake a role so as to enable children and young people to have the best outcomes.

1.3 This policy will give clear direction to Trust staff, volunteers, and visitors about expected behaviour and our responsibilities to safeguard and promote the welfare of all children and young people.

1.4 The Trust fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of those involved with the organisation. The elements of our policy are: prevention, protection and support.

1.5 This policy applies to all those receiving services from or providing services on behalf of the Trust.

2. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on the Department for Education's statutory guidance, Keeping Children Safe in Education 2020 and [Working Together to Safeguard Children 2018](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by Newham Safeguarding Children Board.

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

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#) [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- ['Mandatory Reporting of Female Genital Mutilation - procedural information'](#), Home Office (October 2015)
- [The Rehabilitation of Offenders Act 1974](#)
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#)
- [The Prevent duty: Departmental advice for schools and childcare providers'](#), DfE (2015)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (October 2015)
- [The Childcare \(Disqualification\) Regulations 2009](#) [Childcare Act 2006](#) (as amended 2018)
- [The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)
- [Sexual violence and sexual harassment between children in schools and colleges \(May 2018\)](#)
- [Child Sexual Exploitation: A definition and guide for practitioners, local leaders and decision makers DfE \(2017\)](#)
- [Preventing youth violence and gang involvement](#)
- [Criminal exploitation of children and vulnerable adults: County Lines guidance](#)
- [Teaching Online Safety in School](#)
- [What to do if you're worried a child is being abused. DfE \(March 2015\)](#)
- [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#)
- [Newham Safeguarding Children Partnership \(NSCP\) procedures](#)

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

3. DEFINITIONS

"Children" includes everyone under the age of 18.

Safeguarding and promoting the welfare of children

means:

- Protecting children and young people from maltreatment
- Preventing impairment of children's health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults, or another child or children.

Abuse is often categorised into 3 types of harm; physical, sexual or emotional. For definitions of these individual categories of harm, see Working Together to Safeguard Children 2019 and the further detail below.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of material substance abuse. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

DEFINITIONS AND INDICATORS OF ABUSE

1. NEGLECT

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

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

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- | | | |
|---|--------------------------------------------|---|
| ● | Constant hunger; | C |
| ● | Stealing, scavenging and/or hoarding food; | S |
| ● | Frequent tiredness or listlessness; | F |
| ● | Frequently dirty or unkempt; | F |

- often poorly or inappropriately clad for the weather;
- poor school attendance or often late for school;
- poor concentration;
- affection or attention seeking behaviour;
- illnesses or injuries that are left untreated;
- failure to achieve developmental milestones, for example growth, weight;
- failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers

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2. PHYSICAL ABUSE

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. It may also involve the practice of Female Genital Mutilation (FGM); this is a practice common in some cultural groups.

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- multiple bruises in clusters, or of uniform shape;
- bruises that carry an imprint, such as a hand or a belt;
- bite marks;
- round burn marks;
- multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- an injury that is not consistent with the account given;
- hanging or different accounts of how an injury occurred;
- old patches;
- symptoms of drug or alcohol intoxication or poisoning;

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- unaccountable covering of limbs, even in hot weather;
- fear of going home or parents being contacted;
- fear of medical help;
- fear of changing for PE;
- inexplicable fear of adults or over-compliance;
- violence or aggression towards others including bullying; or
- isolation from peers.

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3. SEXUAL ABUSE

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

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

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- unusual compliance;
- egressive behaviour, enuresis, soiling;
- requent or open masturbation, touching others inappropriately;
- epression, withdrawal, isolation from peer group;
- eluctance to undress for PE or swimming; or
- ruises or scratches in the genital area.

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4. SEXUAL EXPLOITATION

Child sexual exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to children’s social care. The significant indicators are:

- aving a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- ntering and/or leaving vehicles driven by unknown adults;
- ossessing unexplained amounts of money, expensive clothes or other items;
- equenting areas known for risky activities;
- eing groomed or abused via the Internet and mobile technology; and
- aving unexplained contact with hotels, taxi companies or fast food outlets.

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5. EMOTIONAL ABUSE

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

bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

Children who have suffered FGM will often have associated emotional issues and need appropriate support.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- he child consistently describes him/herself in very negative ways – as stupid; T
- over-reaction to mistakes; O
- delayed physical, mental or emotional development; D
- sudden speech or sensory disorders; S
- inappropriate emotional responses, fantasies; I
- neurotic behaviour: rocking, banging head, regression, tics and twitches; N
- self-harming, drug or solvent abuse; S
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- A
- appetite disorders - anorexia nervosa, bulimia; or S
- soiling, smearing faeces, enuresis.
- Where children stop communication suddenly (known as “traumatic mutism”).

6. RESPONSES FROM PARENTS

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

- delay in seeking treatment that is obviously needed; D
- unawareness or denial of any injury, pain or loss of function (for example, a fractured limb); U
- incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development; I
- reluctance to give information or failure to mention other known relevant injuries; R
- frequent presentation of minor injuries; F
- persistently negative attitude towards the child; A

- unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents refusal to engage with school or other agencies to support their child;
- Parents request removal of the child from home; or
- Violence between adults in the household.

7. DISABLED CHILDREN

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

- A bruise in a site that might not be of concern on an ambulant child such as the shin, might be of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment. for example callipers, sleep Truists, inappropriate splinting;
- Refusal to engage with school or other agencies to support the child;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

8. SERIOUS VIOLENCE

All staff should also be aware of the signs that indicate children are or are at risk of involvement in serious violent crime. These may include:

- Absence from school;
- A change in friendships;
- Relationships with older individuals or groups;
- A significant decline in performance;
- Signs of self-harm;
- A significant decline in wellbeing;
- Signs of assault or unexplained injuries;
- Unexplained gifts or new possessions.

4. OUR ETHOS

4.1 The child's welfare is of paramount importance. The Trust has established and will maintain an ethos in its schools and at the Trust where pupils feel secure, are encouraged to talk, are listened to and are safe. Children are able to talk freely to any member of staff if they are worried or concerned about anything.

4.2 Where there is a safeguarding concern, the child's wishes and feelings will be taken into account, without compromising their safety, when determining what action to take and what services to provide. Ultimately, all we do is driven by the best interests of the child.

4.3 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at the Trust play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. All staff are well trained on the use of our Safeguard online programme for recording concerns. The Trust is committed to keeping our children safe through creating a culture of vigilance supported by an attitude of; '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members must always act in the best interests of the child.

4.4 All staff and regular visitors will, through induction and training, know how to recognise emerging needs and indicators of concern, how to respond to a disclosure from a child and how to record and report this information. They will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose should it outline a safeguarding concern.

4.5 At all times we will work in partnership and endeavor to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children 2019](#) and Newham Safeguarding Children Partnership procedures.

4.6 Throughout our schools' curricula we will provide activities and opportunities for children to develop the skills they need to recognize when they are at risk and how to get help when they need it. This will also be extended to include material that will encourage our children to develop essential life skills.

4.7 Through the delivery of the R(S)HE curriculum, we will ensure children have sufficient knowledge regarding their bodies, positive relationships, equality, and their health to keep themselves safe. Crucially, this will also enable them to identify when they are at risk and will support them in making accurate disclosures if they feel uncomfortable or worried.

4.8 Our staff wellbeing is key in every area of our work. We recognise the stressful and traumatic nature of child protection work. We will support staff by providing opportunities to talk through their anxieties with our DSLs and to seek further support as appropriate. We will support the Designated Safeguarding Leads (DSL's) and deputy DSLs, wherever possible, with specialist supervision.

5. ROLES AND RESPONSIBILITIES

5.1 It is the responsibility of every member of staff, volunteer and regular visitor to our settings to ensure that they carry out the requirements of this policy and, at all times, work

in a way that will safeguard and promote the welfare of all children. This includes the responsibility to provide a safe environment.

Trustees

5.2 The Trustees of The Tapscott Learning Trust (TTLT) are accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Trustees take collective responsibility to safeguard and promote the welfare of our pupils, we also have a named DSL -Ben Levinson - who champions safeguarding within the Trust.

Roles	Name	Contact Details
Designated Safeguarding Lead (DSL)	Ben Levinson	0208 470 2339
Deputy DSL	Sehnaj Patel	0208 470 2339
Chief Executive Officer	Paul Harris	0203 108 0326
Named Safeguarding Trustee	Margaret Cameron-Ratchford	0208 470 2339
Chair of Trustees	Margaret Cameron-Ratchford	0208 470 2339

5.3 The Trustees will ensure that:

- The Safeguarding Policy is in place and is reviewed annually, is available publicly via our website and has been written in line with national and Local Authority guidance and the requirements of Newham Safeguarding Children Partnership policies and procedures.
- TTLT schools contribute to inter-agency working in line with [Working Together to Safeguard Children 2019](#).
- A senior member of staff from each school's leadership team is designated to take the lead responsibility for safeguarding and child protection as a (DSL); Single Point of Contact (SPOC), and Designated Teacher for Looked After Children.
- Procedures are in place for dealing with allegations against members of staff, supply teachers and volunteers in line with statutory guidance.
- Safer recruitment practices are followed in line with the requirements of Keeping Children Safe in Education 2020
- Any weaknesses with regard to the safeguarding arrangements at TTLT schools or within the central Trust that are brought to their attention are remedied without delay.
- Policies and procedures are reviewed and approved at appropriate intervals.
- Governors for Safeguarding, who will be responsible for liaising with the Head Teacher and DSL over all matters regarding child protection issues, are nominated. (The role is strategic rather than operational – they will not be involved in concerns about individual pupils.) And a Trustee is nominated to oversee safeguarding across the Trust.
- The Nominated Trustee works with the Trust to verify the safety of children and

provide challenge to the Trust as appropriate.

- A member of the Trustees (usually the Chair) is nominated to be responsible for liaising with the Members, other Trustees, and other partner agencies in the event of allegations of abuse being made against the CEO.
- All Trust members undergo the required Safeguarding training and this is recorded.
- Statutory returns, including Section 11, are completed accurately and on time and submitted as required to the appropriate authority.
- Required information is provided to the Trust's Safeguarding and Standards Committee for scrutiny and challenge.

The CEO

5.4 Within the Trust, the CEO is responsible for:

- Creating a culture of vigilance.
- Identifying members of staff to be the DSL and deputy DSL for the Trust.
- Identifying additional members of staff to act as DSL in the absence of the DSL to ensure there is always cover for the role.
- Ensuring that the policies and procedures, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe whistle-blowing procedures.

The Designated Safeguarding Lead (DSL)

5.5

The DSL is a Head Teacher who takes lead responsibility for safeguarding and child protection in our Trust. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of Keeping Children Safe in Education 2020.

5.6 The DSL will provide timely information to the Safeguarding Trustee and TTLT's Safeguarding and Standards Committee to allow for scrutiny and challenge of the safeguarding of the Trust's children.

5.7 The DSL will liaise with the Newham Safeguarding Children Partnership and other partners and disseminate learning to ensure all the Trust staff are up-to-date with any developments in local or national issues that could affect the safeguarding of our children.

5.8 The DSL and Deputy DSL will have termly Network meetings with the other safeguarding leads to discuss key issues and provide coordination and support to ensure the safety of all TTLT children.

5.9 The DSL will lead on any safeguarding audits of the school in conjunction with the Head of School/Head Teacher.

5.10 The DSL will work closely with the Head of School/Head Teacher on any safeguarding issues that arise, including liaising with partner agencies.

5.11 If required, the DSL will provide advice and support to other DSLs on child welfare and child protection matters.

5.12 Where required, the Trust DSL will provide support to other DSLs in liaising with Children's Services and other partners, particularly in regard to escalating concerns where there hasn't been a timely response.

5.13 The DSL is responsible for ensuring that all Trust staff members, supply staff and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, supply staff, volunteers and regular visitors have received appropriate child protection information during induction and that appropriate training needs are identified.

5.14 The DSL will liaise with the Designated Officer from the Local Authority in the event of an allegation of abuse being made against a member of Trust staff.

The Safeguarding Link Trustee

The Safeguarding Link Governor is responsible for:

5.15 Ensuring all Trust staff receive a safeguarding induction and are provided with a copy of this policy, Keeping Children Safe in Education (KCSIE) Part 1 and Annex A, and the staff Code of Conduct.

5.16 All staff undertake appropriate child protection training that is updated annually.

5.17 The Single Central Records are up-to-date and accurate at each of the schools with the Trust staffs details.

5.18 Required policies and procedures are available and up-to-date.

5.19 Safer recruitment procedures are being followed.

5.20 Information on the websites is accurate and up-to-date.

5.21 Staff are aware of safeguarding procedures and are following these.

5.22 Children report being safe and parents report that their children feel safe.

Where any of these are not the case, it is the responsibility of the Safeguarding Link Trustee to provide suitable challenge to the DSL so that these issues can be raised and dealt with by the relevant school or schools or within the Trust – as relevant. Where there are significant concerns, the Safeguarding Link Trustee should take the appropriate action, including contacting the relevant staff at the local authority or the Designated Officer in line with the processes outlined in this Policy.

6. TRAINING & INDUCTION

6.1 When new staff join our organisation, they will be informed of the safeguarding arrangements in place. They will be given a copy of the Trust's safeguarding policy along with the staff Code of Conduct, Part One and Annex A of Keeping Children Safe in Education 2020 and directed to the school's Behaviour Policies, the Children Missing Education Policy, and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. All staff will sign to say they have read these key documents.

6.2 Every new member of staff or volunteer will receive safeguarding training during their induction period. This programme will include information relating to signs and symptoms of abuse and neglect (included in Section 3 of this policy), how to manage a disclosure from a child, how to record concerns and the remit of the role of the DSL. The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children.

6.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part One of Keeping Children Safe in Education 2020. In order to achieve this we will ensure that:

All members of staff undertake appropriate safeguarding training on an annual basis. All staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least termly, to provide them with the relevant skills and knowledge to safeguard children effectively.

6.4 All regular visitors, temporary staff and volunteers will be given a set of our safeguarding procedures and they will be informed of whom our lead DSL and any deputy DSL's are and what the recording and reporting system is.

6.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will ensure relevant training to the role is completed at least once every three years. The DSL and any deputies will complete Designated Safeguarding Lead training every two years. In addition to formal training, DSL's will ensure that they update their knowledge and skills at regular intervals, but at least termly, to keep up with any developments relevant to their role.

6.6 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, links that are recommended include Annex A of Keeping Children Safe in Education 2020 on specific safeguarding issues such as preventing radicalisation and domestic abuse as well as guidance accessible via Newham Safeguarding Children Partnership.

6.7 Our Trustees will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children in TTLT.

7. PROCEDURES FOR MANAGING PATHWAYS TO HELP AND SUPPORT

7.1 The Trust adheres to safeguarding and child protection procedures that have been agreed locally with Newham Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with Newham Safeguarding Children Partnership thresholds guidance.

7.2 Every member of staff, supply staff, and volunteers working with children at the Trust, are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

7.3 All staff are encouraged to report and record any worries and concerns that they have and not see these as insignificant. On occasion, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, worries and concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on worries and concerns in accordance with this policy to allow the organisation to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

7.4 At times, a child's needs may not be able to be met by universal interventions alone and will best be met through a more targeted response. At this point the child's needs will still be considered as 'emerging' and will therefore be below the threshold for specialist or statutory interventions.

When indicators of needs that fall under this category are identified, each school will take responsibility for exploring issues with the child and family, with guidance and support as necessary from the Local Authority Children's Services.

Where the input of more than one agency is required (a multi-agency response) to support the family's circumstances, a lead practitioner within the organisation will be identified.

The lead practitioner will develop a record and plan with the family, with consent, as a tool for understanding strengths and needs, establishing goals, and recording the work undertaken by all practitioners in partnership with the family.

The lead practitioner will also be responsible for drawing all agencies who are identified in the plan to work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

If the family's needs are more complex or require additional support, consultation with the Local Authority Children's Services will take place to consider how best to support the family.

7.5 It is not the responsibility of staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

7.6 The relevant DSL at each school should be used as a first point of contact for worries,

concerns and queries regarding safeguarding at their school. Any member of staff or visitor who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the deputy DSL. In the absence of either of the above, the matter should be brought to the attention of the most senior member of staff.

7.7 All concerns about a child or young person should be reported without delay. Trust staff must report this verbally as above and follow the instructions of the DSL in terms of any further reporting or recording requirements.

7.8 Following receipt of any information raising concern, the DSL will consider what action to take. All information and actions taken, including the reasons for any decisions made, should be fully documented.

7.9 The DSL will decide whether to consider offering 'Early Help' to support the family or to make a referral to Children's Services when there are complex needs or child protection concerns. The Trust will use Newham Safeguarding Children Partnership's threshold guidance to inform their decision making.

7.10 If a referral to Children's Services has not met the threshold for targeted support or statutory intervention the DSL will make a full written record of the decision and outcome. The organisation will continue to offer early interventions, supported by the use of an 'Early Help' Record and Plan.

7.11 If, at any point, there is a risk of immediate serious harm to a child, a referral will be made to Children's Services immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Head of School/Head Teacher. Concerns should always lead to help for the child at some point.

7.12 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Children's Services or the Police if:

- The situation is an emergency and the DSL, their deputy and the Head Teacher are all unavailable.
- They are convinced that a direct report is the only way to ensure the pupil's safety.

7.13 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the DSL. If any member of staff does not feel the situation has been addressed appropriately at this point, or feels unable to raise their concerns with the DSL, they should speak to the Head Teacher. If this still does not resolve the situation to their satisfaction, they should contact Children's Services directly with their concerns.

7.14 When Dealing with Disagreement and Escalation of Concerns, the DSL or other appropriate member of staff will:

- Contact the line manager in children's social care if they consider that the social care response to a referral has not led to the child being adequately safeguarded and follow this up in writing
- Contact the line manager in children's social care if they consider that the child is not being adequately safeguarded by the child protection plan and follow this up in writing
- Use the Local Authority Escalation Policy if this does not resolve the concern

7.15 None of this process should ever put a child at increased risk. If any member of staff has good reason to believe a child is in immediate danger or there are risks that will increase due to the following of this policy, they should refer to 7.13 above and immediately contact Children's Services or the Police.

8. SPECIFIC SAFEGUARDING ISSUES

Any child may benefit from early help, but all staff are particularly alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special education needs;
- Is a young carer;
- Is showing signs of being drawn into anti-social or criminal behaviour;
- Is frequently missing from school;
- Is at risk of modern slavery, trafficking or exploitation;
- Is in a family circumstance presenting challenges for the child, such as: substance abuse, adult mental health problems, or domestic abuse;
- Is in care;
- Has returned to the family home from care;
- Is showing early signs of abuse and/or neglect;
- Is at risk of being radicalised or exploited;
- Is a privately fostered child.

Each school works within its own specific context and, as such, has their own Safeguarding Policy to reflect this. As a Trust, we work to create a culture of vigilance and keep an attitude of, 'it could happen here' in regard to all and any types of abuse or safeguarding issues. Equally, we are aware that the specific contexts of our school mean certain types of abuse or safeguarding issues have a greater probability. Our Trustees, the CEO, and the Designated Safeguarding Lead will assess the level of risk within the schools and provide advice and challenge to ensure that risk is reduced. This can be seen in the Risk Register which is in the Risk Management Policy. Risk assessment may include consideration of the school's RE curricula, Inclusion policies, the use of school premises by external agencies, integration of pupils by gender and SEN, anti-bullying policies and other issues specific to the school's profile, community and philosophy.

8.1 Domestic abuse

The cross-government definition of domestic violence and abuse is: any incident or pattern of

incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional.

Newham has one of the highest incidences of domestic abuse in the country. As such, we ensure all of our staff are particularly aware of the potential signs. We also work with specialised services wherever possible to support our children, families, and staff.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. We are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

All of our schools are part of Operation Encompass and, as such, receive early information where a child has been involved in a domestic abuse incident.

8.2 Peer on peer abuse

We recognise that children are vulnerable to physical, sexual and emotional abuse by their peers or siblings. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important to remember the impact on the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and Newham Local Authority's threshold guidance will apply in respect of any child who is suffering or likely to suffer significant harm; staff must never tolerate or dismiss concerns relating to peer on peer abuse.

Peer on peer abuse can take many forms, including:

- **physical abuse** such as biting, hitting, kicking or hair pulling;
- **sexually harmful behaviour/sexual abuse** such as inappropriate sexual language, touching, sexual assault;
- **sexting**, including pressuring another person to send a sexual imagery or video content;
- **relationship abuse** - defined as a pattern of actual or threatened acts of physical, sexual or emotional abuse, perpetrated against a current or former partner;
- **initiation/hazing** - used to induct newcomers into an organisation such as sports team or school groups by subjecting them to a series of potentially humiliating, embarrassing or abusing trials which promote a bond between them;
- **prejudiced behaviour** - a range of behaviours which causes someone to feel powerless, worthless or excluded and which relates to prejudices around belonging, identity and equality, in particular prejudices linked to disabilities, special educational needs, ethnic, cultural and religious backgrounds, gender and sexual identity;
- **upskirting** – typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim distress, humiliation, or alarm. Anyone of any gender can be a victim.

Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevalent when dealing with peer on peer abuse, for example girls being sexually touched / assaulted or boys being subject to initiation/hazing type violence.

At our Trust, we take the following steps to minimise or prevent the risk of peer on peer abuse.

- An open and honest environment where children feel safe to share information about anything that is upsetting or worrying them;
- Throughout our school's curricula they will develop the characteristics, moral framework, and behaviours that allow children to make appropriate judgements, recognise when they are at risk and how to get help when they need it;
- Staff will endeavor always to create surroundings where everyone feels confident and at ease in school;
- We will ensure that the schools are well supervised, especially in areas where children might be vulnerable.

All allegations of peer on peer abuse should be passed to the school DSL immediately using the agreed procedures as outlined in Section 7 of this policy. They will then be investigated and dealt with as follows in schools. Where necessary, school's will inform the Trust DSL, who will provide guidance and assistance as required.

- **Information gathering** – children, staff and witnesses will be spoken with as soon as possible to gather relevant information quickly to understand the situation and assess whether there was intent to cause harm.
- **Decide on action** – if it is believed that any young person is at risk of significant harm, a referral will be made to Children's Services. The school DSL will then work with Children's Services to decide on next steps, which may include contacting the police.
- **Inform parents** - as with other concerns of abuse, the school will normally seek to discuss concerns about a pupil with parents. Our focus is the safety and wellbeing of the pupil and so if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will first be sought from Children's Services and/or the police before parents are contacted.

Where allegations of sexual violence or sexual harassment are made, the school will act in accordance with the guidance set out in Part 5 of Keeping Children Safe in Education 2020.

Where an incident of 'sexting' occurs, the school will use the [UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people \(2017\)](#) for further support in appropriately managing the situation.

Supporting those involved

The support required for the pupil who has been harmed will depend on their circumstance and the nature of the abuse. Support could include counselling, mentoring, the support of family and friends and/or support with improving peer relationships or some restorative justice work.

Support may also be required for the pupil that harmed. We will seek to understand why the pupil acted in this way and consider what support may be required to help the pupil and/or change behaviours. Once those needs have been met, the consequences for the harm caused or intended will be addressed.

8.3 Special Educational Needs and Disabilities (SEND)

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any signs, and
- Communication barriers and difficulties in overcoming these barriers.

8.4 Honour-Based Violence (HBV) and Female Genital Mutilation (FGM)

At the Trust we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV they should inform the school DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with Police and Children's Services.

Where FGM has taken place, there is a mandatory reporting duty placed on teachers (since 31 October 2015). Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to personally report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. Our school's will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: ['Mandatory Reporting of Female Genital Mutilation - procedural information' \(October 2015\)](#).

Signs a child may be at risk:

- Child has family in a country with a high rate of prevalence of FGM
- Child says they are going on a holiday to one of the 'risk' countries
- Parent asks the school for time off for their child to go on holiday

Signs FGM may have occurred:

- Child appears reluctant to talk about their holiday
- Child becomes withdrawn.
- There is a change in behaviour

- Child tries to avoid doing P.E.
- Parent/Carer asks for child to be excused from P.E.
- Child takes frequent trips to the toilet
- Child is not as active as they used to be

8.5 Preventing radicalisation

Since 2015, when the Government published the Prevent Strategy, and in line with the school's duties under the Counter Terrorism and Security Act 2015, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

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

The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. We are clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

Extremism is views and actions that promote:

- violence against others
- hatred towards others
- undermining the rights of others

Terrorism is:

- an action that endangers or causes serious violence to a person/people;
- causes serious damage to property;
- or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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

At the Trust, we will ensure that:

- Through training: staff, volunteers and our Trustees have an understanding of what radicalisation and extremism is, why we need to be vigilant, what the risk factors are, and how to respond when concerns arise.
- There are systems in place in our schools for keeping pupils safe from extremist material when accessing the internet by using effective filtering and usage policies.
- We work with the local community, local authority, and Newham Safeguarding Children Partnership, to monitor the risk of extremism and radicalisation in our local area.
- Our DSLs have received Prevent training and will act as the point of contact for any concerns relating to radicalisation and extremism.
- Our DSLs will make referrals to Children's Services and will represent our organisation at Channel meetings as required.
- Through our schools curricula, we will promote the spiritual, moral, social and cultural development of pupils alongside the values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of all people.
- Children and young people are protected against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White and Black Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.
- Our DSLs act as Prevent Single Points of Contact (SPOC), who will be the leads within their organisations for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism. The responsibilities of the SPOC are described in Appendix Five.
- Appropriate checks are carried out on visitors to ensure they will not be promoting extremist or radical views.

8.6 Mental Health

As a Trust, we recognise the key role and responsibility we have in supporting the mental health and wellbeing of all our pupils.

Additionally, we are clear that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering, abuse, neglect or exploitation.

All our schools work in partnership with trained professionals, including CAMHS.

At the Trust, we will ensure that:

- Through training and other communication, all staff are aware of how Adverse Childhood Experiences (ACEs) can have a lasting impact on children's mental health.
- We work in trust with trained professionals and draw on this expertise to make diagnoses of mental health problems.
- Staff have the necessary knowledge and skills to identify the behaviours in children that may suggest they are experiencing a mental health problem.

- Staff are clear on the processes in regard to following this policy and speaking to the DSL or their deputy, where they have concerns about a child's mental health.
- As appropriate to their community, each of our schools will support the mental health and wellbeing of children through their partnerships and curricula.

8.7 Safeguarding pupils who are vulnerable to exploitation, forced marriage, female genital mutilation, trafficking, sexual violence, sexual harassment or domestic violence (DV)

- All the Trust's Safeguarding Policies - through the Trust's values, ethos and behaviour policies – provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- The DSL will keep up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- We work with and engage our families and communities at each school to talk about such issues.
- Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- Families affected by DV are identified by Operation Encompass and personalised support of the children and families is provided.
- Our DSL knows where to seek and get advice as necessary.
- We will bring in experts and use specialist material to support the work that we do.

8.8 Children missing from education (CME)

We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who go missing, particularly on repeated occasions. Attendance at our schools will be monitored at each individual school manually and through our automated systems and concerns raised with the Designated Safeguarding Lead to discuss persistent absence and those who go missing to identify the risk of abuse and neglect including sexual abuse or exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

Schools will follow their own procedures to ensure that children who are absent are accounted for. Where schools have a concern about a child, either through persistent absenteeism, patterns of absence, contextual knowledge, or for any other reason, they will work closely with the Local Authority, the Police, and Children's Services to try and resolve these.

Schools will work closely with the Local Authority to address issues of persistent absence and follow the appropriate reporting mechanisms to ensure relevant departments are aware of any persistent absence. Where parents inform our school that they wish to home educate their child, our schools will inform the Local Authority's Education Welfare Service (EWS) and the School Admissions Service.

Schools will make all attempts to hold at least two emergency contact numbers for every

child.

8.9 Private fostering

The Trust ensure that privately fostered children are properly and safely cared for. Local Authorities are under a legal duty to ensure the welfare of a privately fostered child is being promoted and safeguarded, and are therefore required to undertake assessments of proposed or actual private fostering arrangements. As such, in line with the Local Authority guidance, schools will always make an immediate Notification to Children's Social Care Triage / MASH Team if they are aware of or believe private fostering arrangements are in place. Following this Children's Services will undertake a statutory assessment.

A private fostering arrangement is one that is made privately (that is to say without the involvement of a Local Authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of full blood, half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child.

8.10 Online safety

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The Trust work to protect and educate the whole school community in the safe and appropriate use of technology.

This is achieved through

- Ensuring suitable filters and protections on school technology;
- Incorporating e-safety into the school curriculum;
- Providing e-safety workshops for parents;
- Building a safe and appropriate attitude to risk in our children through the ethos and curriculum of the school and providing children with the knowledge, tools and skills to get help when they need it;
- Having appropriate safeguards for the use of any personal technologies.

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

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

8.11 Looked After Children

We know that the most common reason for children becoming looked after is as a result of abuse and/or neglect. We therefore recognise the additional safeguarding vulnerabilities of looked after or previously looked after children.

8.12 Child Sexual Exploitation (CSE)

Statutory definition:

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

[Child Sexual Exploitation \(February 2017\)](#)

We recognise the need to safeguard children from CSE. This involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

A common feature of sexual exploitation is that the child often doesn't recognise the coercive nature of the relationship and doesn't see themselves as a victim. The child may initially resent what they perceive as interference by staff, but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation through their training and all concerns are reported immediately to the relevant school DSL.

Potential indicators of Child Sexual Exploitation

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;

- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

8.13 Child Criminal Exploitation (CCE)

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people. Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

8.14 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes.

Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of

transporting drugs. Where we have concerns that a child is potentially involve in county lines or at risk of becoming involved, we would make a referral using the local procedures, work with local services supporting victims of county lines exploitation and, where appropriate, consider a referral National Referral Mechanism.

8.15 Self Harm and Suicide Risk

Mental health is the concern of the whole community and we recognise that schools play a key part in this. Our schools want to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resilience. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to promote further growth and resilience. It is recognised that young people that may be suffering from mental ill-health and are at risk of self-harm or suicide may present in school as making good progress and achieving well.

It is therefore vital that our schools work in partnership with parents and carers to support the well-being of our pupils. It is equally important that parents share any concerns about the well-being of their child with our schools, so appropriate support and interventions can be identified and implemented.

Where there are concerns that a child or young person may be self-harming, our schools will take this seriously as it may indicate an increased risk of suicide either intentionally or by accident. If a child discloses self-harm or is found to be self-harming the DSLs will take the time to establish any underlying concerns.

9. USE OF REASONABLE FORCE

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

When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully, recognising the additional vulnerability of these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and The Single Equality Plan. By planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, we will reduce the occurrence of challenging behaviour and the need to use reasonable force.

10. RECORDS AND INFORMATION SHARING

a. At the Trust we work within the Data Protection Act 2018, GDPR, and the school's

Data Protection policy, to ensure confidentiality and appropriate storing and sharing of information. Equally, we are clear that, “The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe....This includes allowing practitioners to share information without consent. [Keeping Children Safe in Education 2019](#)

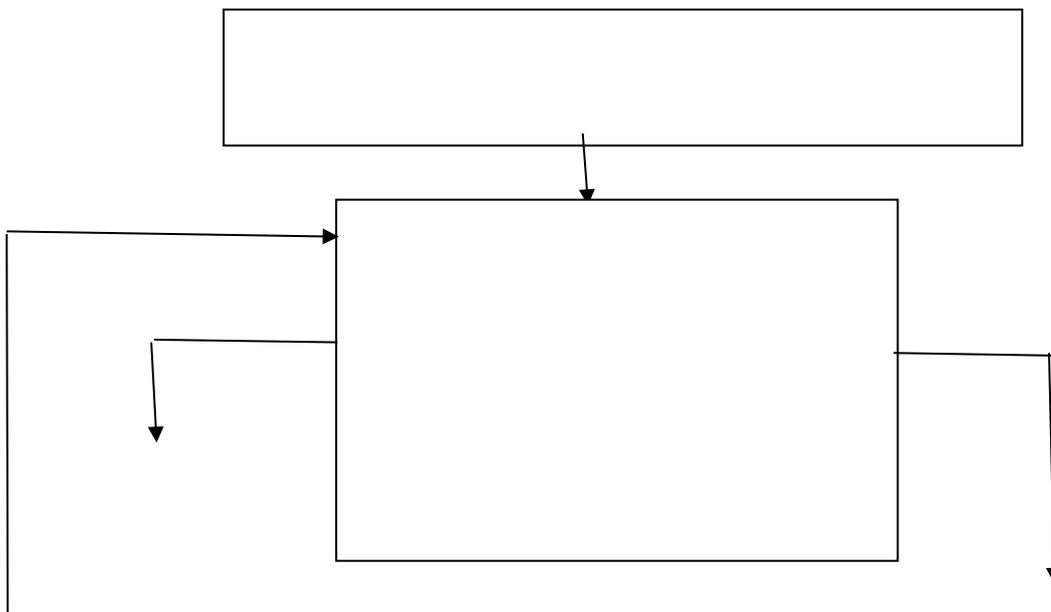
b. If staff are concerned about the welfare or safety of any child at our schools they will record their concern through the agreed reporting procedure as set out in their locally agreed Safeguarding policies. Any worries or concerns should be passed to the school’s DSL without delay.

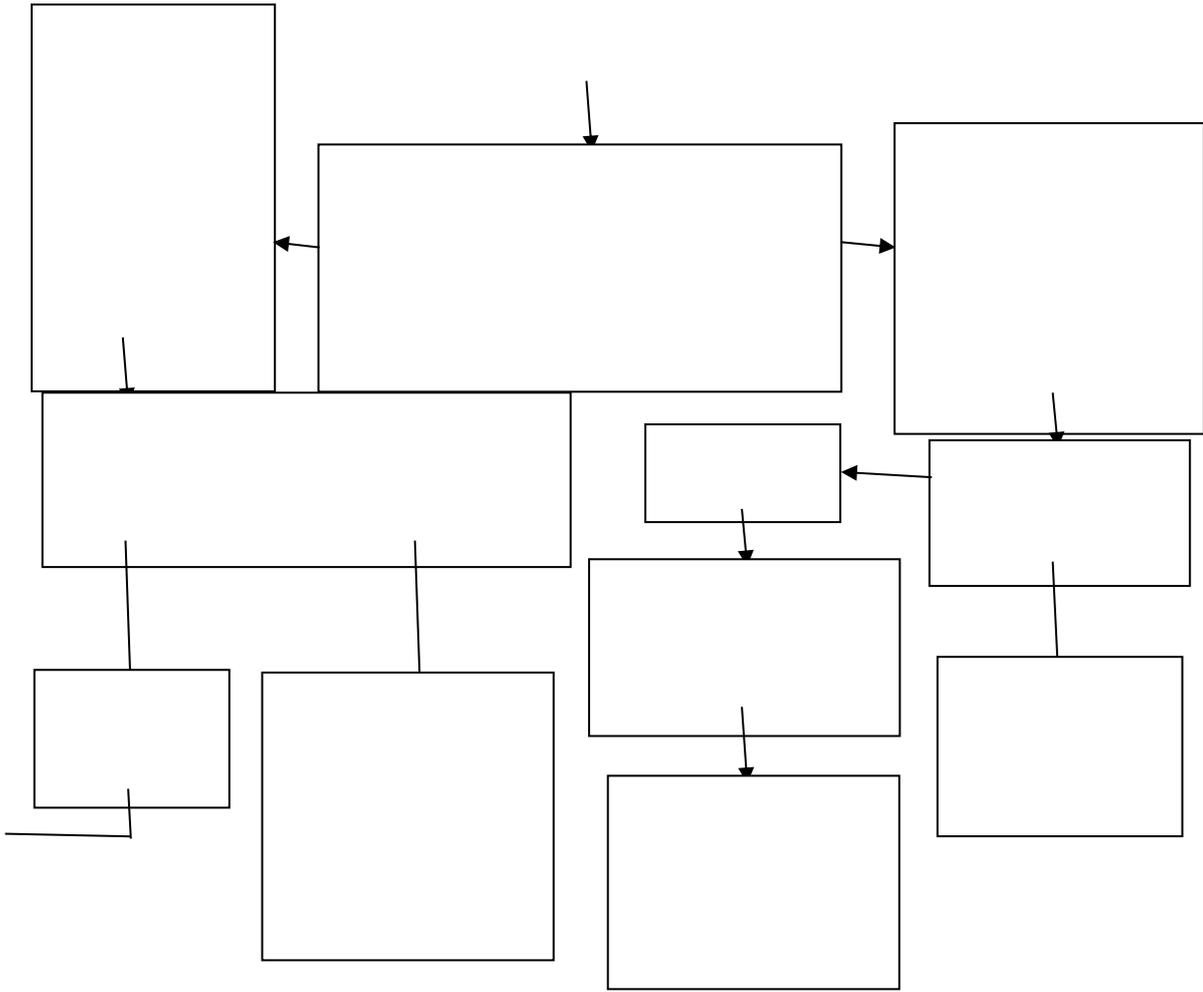
c. Any information recorded will be kept in a separate named file at each school, in a secure cabinet or electronically and not within any other file associated with the child. These files will be the responsibility of the DSL. Child protection information will only be shared within on the basis of ‘need to know in the child’s interests’ and on the understanding that it remains strictly confidential.

d. Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All school’s ‘Early Help’ and safeguarding files will include: a chronology, contents front cover and record of significant events in the child’s life.

e. When a child leaves one of our schools to move to another school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the relevant department within the Local Authority.

RESPONDING TO CONCERNS ABOUT A CHILD





11. WORKING WITH PARENTS & CARERS

- a. The Trust is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.
- b. When children join the one of our schools, parents and carers will be informed that the school has a safeguarding policy. A copy will be provided to parents on request and is available on each school's website. Parents and carers will be informed of the school's legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Children's Services.
- c. We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or it is necessary to do so in order to safeguard a child from harm.
- d. We will seek to work together with parents to support any worries or concerns we may have about their child unless to do so may place a child at increased risk of harm.
- e. In order to keep children safe and provide appropriate care for them, the Trust require parents/carers to provide accurate and up to date information regarding:
 - Full names and contact details of all adults with whom the child normally lives.
 - Full names and contact details of all persons with parental responsibility (if different from above) and contact details of a significant adult (a minimum of 2 contacts per child).
 - Emergency contact details (if different from above).
 - Full details of any other adult authorised by the parent to collect the child (if different from the above).

Each school will retain this information on file. Information about children will only be shared with adults who have parental responsibility for that child or with those for whom an individual with parental responsibility has given permission and we have been supplied with the adult's full details in writing.

12. CHILD PROTECTION CONFERENCES

- a. In some circumstances, all professionals involved with a child will be expected to support statutory agencies and provide information relating to the welfare of a child and how to support a child/children and their parent/s or carer/s. One such example is at a child protection conference. There may be circumstances where our schools may be asked to participate in Child Protection processes pursuant to the Children Act 1989 (and 2004 amendment).
- b. Children's Services will convene an Initial Child Protection Conference (ICPC) once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken

and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

c. Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the school DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

d. All reports for child protection conferences will be prepared in advance using the guidance and template report provided by Newham Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child.

e. Clearly child protection conferences can be upsetting for parents. We recognise that our schools may have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

13. SAFER RECRUITMENT

a. At the Trust we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service (DBS) checks where required to do so and use any other means of ensuring we are recruiting and selecting the most suitable people to work with children.

b. We will maintain a Single Central Register of all safer recruitment checks carried out in line with statutory requirements.

c. We will ensure that those responsible for recruiting staff have completed appropriate 'safer recruitment' training. At all times we will ensure that safer recruitment practices are followed in accordance with our statutory requirements.

d. We will undertake S128 checks through the Teaching Regulation Agency (TRA) website for governors and any staff applying for a senior leadership role.

e. For those staff who have new or historical entries on their DBS that may raise concerns of a safeguarding nature but not exclude them from being able to undertake their role, a risk assessment will be completed and kept on file outlining any measures that will

be in place to manage any assessed risk.

14. SAFER WORKING PRACTICE

- a. All staff, supply teachers or volunteers at the Trust who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

- b. If staff are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

- c. Volunteers, visitors or parent helpers will be appropriately supervised in school. The school will undertake a risk assessment and use our professional judgement when deciding whether to obtain an enhanced DBS certificate for any volunteer, visitor or parent helper not undertaking a regulated activity.

- d. Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that everybody providing services on our behalf should take in their daily professional conduct with children. Advice can be found in '[Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#)'. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

- e. The trust has a complaints procedure which is made available to all parents, staff, volunteers and those who wish to submit a complaint. The procedure is also published on our website.

- f. We will agree the nature and frequency of the intimate care that a child receives whilst at any of our settings with parents/carers. Intimate care tasks include any tasks that involve the dressing and undressing, washing including intimate parts, helping someone use the toilet, changing nappies or carrying out a procedure that requires direct or indirect contact to an intimate personal area. Please refer to each school's policy covering intimate care and toileting for further details.

- g. At each of our schools there will be at least one person who has a current paediatric first aid (PFA) certificate on the premises and available at all times when children are present, and we always endeavor to ensure a suitably trained first aider is with the children on educational visits.

15. MANAGING ALLEGATIONS AGAINST STAFF, VOLUNTEERS, AND SUPPLY STAFF

- a. Our aim is to provide a safe and supportive environment which secures the wellbeing

and very best outcomes for our children. We do, however, recognise that sometimes allegations of abuse are made.

b. We recognise that allegations, when they occur, are distressing and difficult for all concerned. We also recognise that some allegations are genuine and that there are adults who deliberately seek to harm or abuse children.

c. We will take all possible steps to safeguard our children and to ensure that the adults in our organisation are safe to work with children. We will always ensure that the procedures outlined by [Working Together to Safeguard Children 2019](#) and Part 4 of Keeping Children Safe in Education 2020, are adhered to and will seek appropriate advice from the Designated Officer for the Local Authority (formerly known as LADO in previous versions of Working Together to Safeguard Children which this procedure will continue to use for ease of reference). The LADO can be contacted to request a consultation or to make a referral via e-mail: nick.pratt@newham.gov.uk or by phone on 0203 373 3803.

d. If an allegation is made or information is received about any member of staff (or volunteer) who works for our school who has:

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

The member of staff receiving the information should inform the CEO (for a member of Trust staff), or Head Teacher (or the DSL or most senior member of staff in the absence of the Head Teacher) at the relevant school immediately. This includes concerns relating to agency and supply staff and volunteers.

We may also seek consultation with the LADO where we believe that an individual has behaved in a way in their personal life that raises safeguarding concerns. These concerns do not need to directly relate to a child.

Should an allegation be made against the CEO, this will be reported to the Chair of the Trustees. In the event that the Chair of the Trustees is uncontactable on that day, the information must be passed to and dealt with by either the member of staff acting as CEO or the Vice Chair of the Trustees.

Should an allegation be made against a Head Teacher, this will be reported to the CEO. In the event that the CEO is uncontactable on that day, the information must be passed to and dealt with by either the member of staff acting as CEO or the Chair of the Trustees.

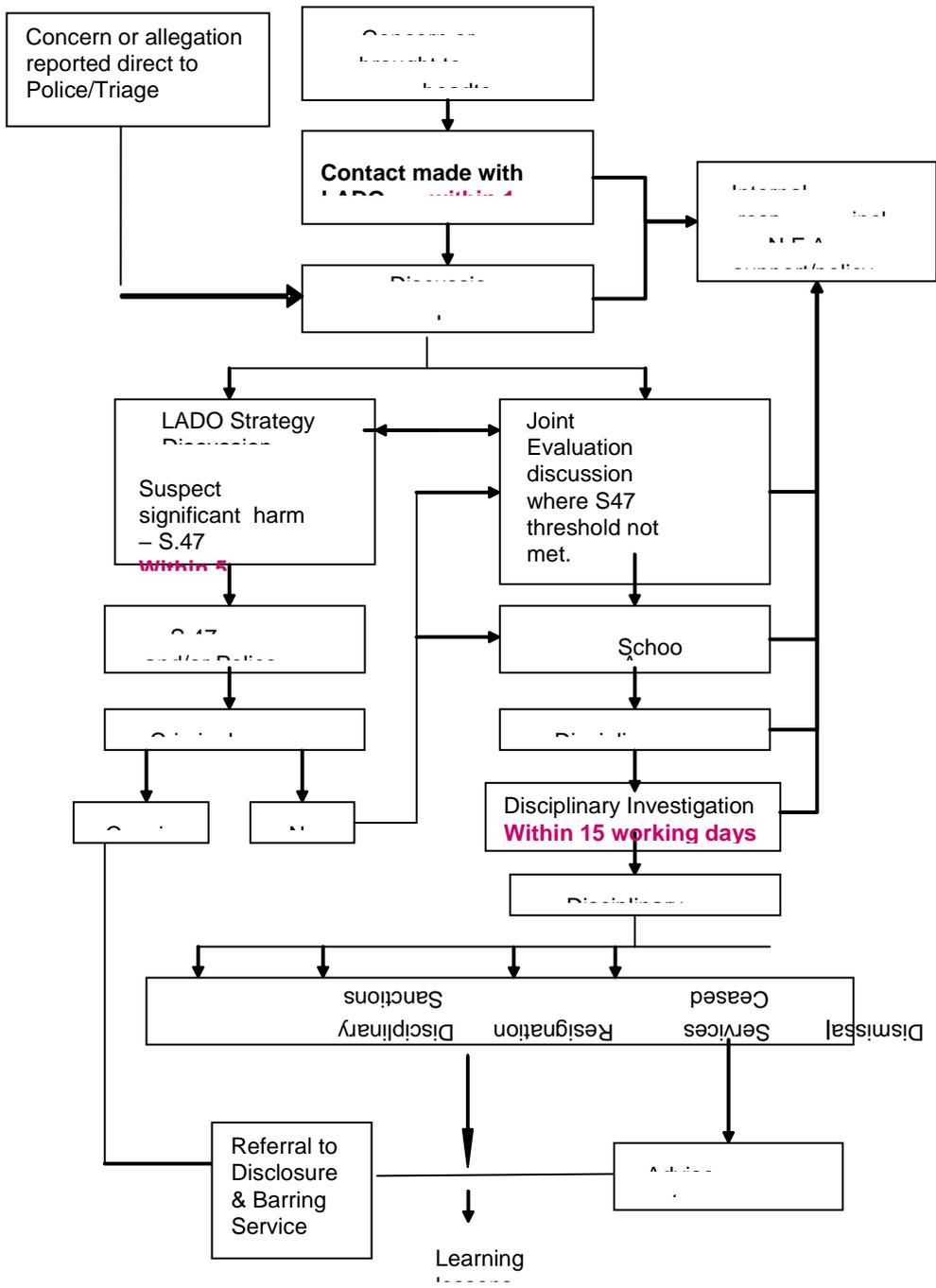
e. The Head Teacher or Chair of the Trustees will seek advice from the LADO within one working day. No member of staff will undertake further investigations before

receiving advice from the LADO.

f. Any member of staff or volunteer who does not feel confident to raise their concerns within the organisation should contact the LADO directly on 0203 3733803. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – this line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

g. The Trust has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Human Resources.

RESPONDING TO CONCERNS ABOUT AN ADULT



16. LINKS WITH OTHER POLICIES

This policy forms part of an overall set of policies and procedures that fall under our safeguarding umbrella. Please see below the additional policies in place that underpin our safeguarding practice:

- Behaviour Policy
- Staff Code of Conduct
- Complaints Procedure
- Positive Handling Policy
- Equality Objectives
- Educational Visits Policy
- Lettings Policy
- SRE Policy
- Collective Worship Policy
- Drug Education Policy
- Anti-Bullying Policy
- Looked After Children Policy
- Accessibility Plan
- Supporting Children with Medical Needs
- Induction Policy
- Staff Handbook
- Health and Safety Procedures
- Personal Safety and Security Procedures
- Attendance Policy
- Acceptable Use Policy
- E-safety
- Use of Photographic Images
- Risk Assessments
- Visitor Management
- Intimate care and toileting policy
- Data Protection Policy

17. LOCAL AUTHORITY CONTACT DETAILS

Designated Officer for the Local Authority:

Adult Safeguarding Contact for the Local Authority:

MASH/Children's Services Details:

DEALING WITH A DISCLOSURE OF ABUSE

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

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

NB It is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

Immediately afterwards

You must not deal with this yourself. Clear indications or disclosure of abuse must be reported to children's social care without delay, by the Head Teacher or the Designated Safeguarding Lead.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or Head Teacher.

ALLEGATIONS ABOUT A MEMBER OF STAFF OR THE LAB OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - Physical
For example the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects or rough physical handling.
 - Emotional
For example intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - Sexual
For example sexualised behaviour towards pupils, sexual harassment, sexual assault and rape.
 - Neglect
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
2. If a child makes an allegation about a member of staff, supply staff, governor, visitor or volunteer the Head Teacher should be informed immediately. The Head Teacher should carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher must exercise, and be accountable for, their professional judgement on the action to be taken, as follows –
 - If the actions of the member of staff, and the consequences of the actions, raise credible child protection concerns the Head Teacher will notify the Local Authority Designated Officer (LADO) Team. The LADO Team will advise about action to be taken and may initiate internal referrals within children's social care to address the needs of children likely to have been affected.
 - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the pupil(s), these should be addressed through the school's own internal procedures.
 - If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child protection file.
4. Where an allegation has been made against the Head Teacher, then the Chair of the LAB takes on the role of liaising with the LADO team in determining the appropriate way forward.
5. Where an allegation has been made against the CEO, then the Chair of the Trustees takes on the role of liaising with the LADO team in determining the appropriate way forward.

INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values (Preparing pupils for life in Modern Britain), including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
 - Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.
8. More critical risk factors could include:
 - Being in contact with extremist recruiters;

- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations; and
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

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

Each school will nominate a SPOC who will be responsible for:

- Ensuring that staff of the school are aware that you are the SPOC in relation to protecting pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of The Trust in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the school's RE curriculum and assembly policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the school about the safeguarding processes relating to protecting pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the school for case discussions relating to pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable pupils into the Channel Panel* process;
- attending Channel* meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel* Co-ordinator; and
- Sharing any relevant additional information in a timely manner.

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity and aims to:

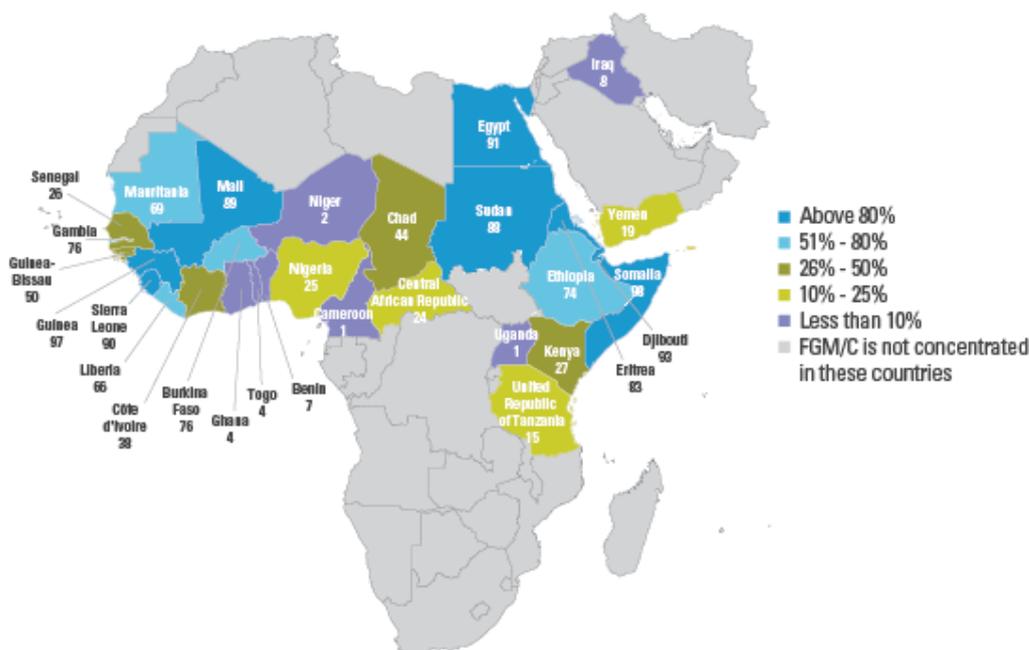
- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability

KEY POINTS ABOUT FEMALE GENITAL MUTILATION

Female genital mutilation is classified into four major types:

- Type 1 – Clitoridectomy: partial or total removal of the clitoris (a small, sensitive and erectile part of the female genitals) and, in very rare cases, only the prepuce (the fold of skin surrounding the clitoris).
- Type 2 – Excision: partial or total removal of the clitoris and the labia minora, with or without excision of the labia majora (the labia are “the lips” that surround the vagina).
- Type 3 – Infibulation: narrowing of the vaginal opening through the creation of a covering seal. The seal is formed by cutting and repositioning the inner, or outer, labia, with or without removal of the clitoris.
- Type 4 – Other: all other harmful procedures to the female genitalia for non-medical purposes, e.g. pricking, piercing, incising, scraping and cauterizing the genital area.

Prevalence of FGM:



Temporary Policy Addendum:

COVID-19 school arrangements for Safeguarding and Child Protection at

This Policy addendum is effective from 8th March 2021

School Name:

Policy owner:

Date:

Date shared with staff:

Approved by the Trust Board:

Context

On Monday 22nd February 2021, The Prime Minister announced the government's roadmap to cautiously ease lockdown restrictions in England. This included a direction that from 8 March 2021, all pupils should attend school.

TTLT will continue to have regard to the statutory safeguarding guidance keeping children safe in education (as amended, Jan 2021).¹

We will ensure that where we care for children on site, we have appropriate support in place for them.

We will take advice and work with the local safeguarding partners.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

This addendum of the TTLT Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements.

1

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Key contacts

Remain as per the School Safeguarding Policy.

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989², including children and young people who have a child in need plan, a child protection plan or who are a looked-after child;
- have an education, health and care (EHC) plan;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

TTLT will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Ben Levinson

In circumstances where a parent is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our schools will encourage all pupils to attend.

² <https://www.legislation.gov.uk/ukpga/1989/41/section/17>

Attendance monitoring

We expect all pupils to attend school.

Parents or carers are expected to contact the school on the first day of the illness and inform us of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the school on the welfare of the pupil.

From 8th March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended)³ for all pupils.

A small number of pupils will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

The advice for pupils who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.

For children self-isolating or quarantining or shielding – we will use code X.

In compliance with the Remote Education, Temporary Continuity Direction⁴ our schools will provide remote education to pupils who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).

Also, we will offer pastoral support to pupils who are:

- self-isolating
- shielding
- vulnerable (and off-school)

The Department for Education expects schools to grant applications for leave in exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

³ <https://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

⁴ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via Safeguard, which can be done remotely.

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

Where staff are concerned about an adult working with children in the school, they should follow the process set out in the main policy.

Safeguarding Training and induction

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter one of our schools, they will continue to be provided with a safeguarding induction.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

When recruiting new staff, we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (as amended, Jan 2021).

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.⁵

Children and online safety away from school and college

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

Online teaching should follow the same principles as set out in the MAT code of conduct.

⁵ Paragraph 183. Keeping Children Safe in Education (2020) (as amended, Jan 2021)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

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

Below are some things to consider if there are virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)

Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19)

We are committed to ensuring the safety and wellbeing of all our Children and Young people.

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

Details of this plan must be recorded on Safeguard, as should a record of any contact made.

The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Our schools and their DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers.

Teachers at our schools need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

We are committed to ensuring the safety and wellbeing of all our students.

We will continue to be a safe space for all children to attend and flourish.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing⁶ and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

We will ensure that appropriate support is offered to all students with respect to their mental health.

Elective Home Education (EHE)

We will encourage parents to send their children to school, particularly those who are vulnerable.

Where an application is made, our schools will consider whether a parent's decision to educate at home gives greater cause for concern compared to remaining in school.

Where we feel that there is additional cause for concern the designated safeguarding lead will then consider making a referral to the local authority in line with existing procedures. This will happen as soon as one of our schools becomes aware of a parent's intention, or decision, to home educate.

We will work with local authorities and, where possible, coordinate meetings with parents to seek to ensure EHE is being provided in the best interests of the child.

If a parent wants to admit their child to one of our schools in-year, we will follow our normal processes for in-year admissions applications.

Contingency planning

We will ensure that for individuals or groups of self-isolating pupils and pupils who are shielding, we follow government guidance related to coronavirus (COVID-19), remote education plans.

We will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework⁷, which has been updated and outlines how schools should operate in the event of any restrictions.

⁶https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf

⁷<https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>