



Inspiring Primaries Academy Trust
Inspiring pupils to achieve for their tomorrows

Inspiring Primaries Academy Trust

Policy & Procedures on Safeguarding / Child Protection (M4)

(based on Leicestershire County Council model policy January 2018 version)

The Board of Trustees adopted this policy on: 29th May 2018 Signed:

To be reviewed: Summer 2019 or earlier if required.

Chair of Trustees: Mr Graham Read JP

CEO: Mrs Marie Sandford

This policy applies to Inspiring Primaries Academy Trust which includes the following schools:

All Saints CE Primary School, Sapcote
Claybrooke Primary School
Gilmorton Chandler CE Primary School
John Wycliffe Primary School
Sharnford CE Primary School
St Margaret's CE Primary School, Stoke Golding
St Mary's CE Primary School, Bitteswell
Ullesthorpe CE Primary School

CONTENTS

Page

Named staff & contacts	3
Policy statement	4
Introduction	5
Safeguarding commitment	5
Roles and responsibilities	
General	5
Trust Board / Local Governing Body	6
CEO / Headteacher	8
Designated Safeguarding Lead	8
Records, Monitoring and Transfer	9
Support to pupils and trust staff	9
Working with parents and carers	11
Other relevant policies	11
Recruitment and selection of staff	12
Appendix 1 - Procedure to follow in cases of possible, alleged or suspected abuse	13
Appendix 2 - Procedure for allegations against staff and volunteers	15
Appendix 3 - The use of cameras and mobile phones	16
Appendix 4 - Safeguarding pupils who are vulnerable to extremism and radicalisation	16
Appendix 5 – Radicalisation and Extremism Risk Assessment	17
Appendix 6 – Female Genital Mutilation	18

Named staff and contacts

- Designated Safeguarding Leads for Inspiring Primaries Academy Trust: **Marie Sandford CEO and Graham Read JP, Chair of Trustees.**
- School Designated Safeguarding Lead/s: **Each school within Inspiring Primaries Academy Trust has a DSL and Deputy DSL. These are named in each school and are typically the Headteacher and Deputy/Assistant HT, Senior Teacher. Each school displays this information in its foyer.**
- Prevent Single Point of Contact (SPOC) for Inspiring Primaries Academy Trust: **Marie Sandford CEO. Within each school, the Headteacher is the named SPOC.**
- Designated Teacher for Children in Care: **Allocated by each school – typically the Headteacher / SENDCo.**
- Nominated Safeguarding Governor: **Allocated by each school – typically the Chair of the LGB.**

Head of Service - Safeguarding Improvement and Quality Assurance

Chris Nerini 0116 3055475

LADO / Allegations:

Mark Goddard, Karen Browne 0116 305 7597

Safeguarding Development Officers:

Simon Genders 0116 305 7750

Ann Prideaux 0116 3057317

First Response Children's Duty (Priority 1 referrals)

Telephone 0116 3050005

Email childrensduty@leics.gov.uk

Address First Response Children's Duty
Room 100b
County Hall
Championship Way
Glenfield
LE3 8RF

All other referrals

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

Early Help – Request for Services

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

Early Help queries and Consultation Line

0116 3058727

Policy statement:

- The welfare of the child is paramount.
- All children irrespective of their age, cultural background, disability, gender, language, racial origins, religious beliefs, sexual orientation have the right to be protected from abuse.
- All teachers, including headteachers, will safeguard children's well-being and maintain public trust in the teaching profession as part of their professional duties (Teacher Standards updated 2013).
- All suspicions and allegations of abuse will be taken seriously and responded to without delay.
- Senior Leaders will take responsibility for ensuring that such concerns are dealt with and responded to in line with Academy procedures.
- All staff, including temporary or agency staff as well as visitors to Academies will subscribe to the Academy policy and procedure and will report any concerns accordingly.
- All staff will recognise that often their duty of care might go beyond just the presenting concern as it may highlight relevant and connecting issues in and for the rest of the family.

In order to fulfil these requirements, each academy will:

- work to prevent or eliminate, as far as is possible, incidents of, or threats from, any form of abuse within any academy;
- ensure it has all policies and procedures in place that are up-to-date and relevant for the safety of all and to ensure all concerns are progressed speedily and efficiently, even at an early preventative stage;
- ensure that there is absolute certainty about the named people responsible for safeguarding and this information is known to all;
- have in place reviewing and auditing mechanisms to ensure that all staff, volunteers and other appropriate people are fulfilling their responsibilities and that current systems are effective;
- offer assurances and undertakings to children and their parents/carers of the care their children will get and the framework for dealing with the prevention of harm and abuse;
- ensure that it has in place appropriate training programmes to maintain staff awareness of their responsibilities in relation to child and adult protection; and
- ensure that it complies with all relevant national and local changes in legislation, guidance and protocols.

The Inspiring Primaries Academy Trust Central Team will:

- ensure that all policies and procedures are reviewed and updated in line with national and local requirements and appropriate changes are disseminated to all academies;
- ensure that there are systems in place to support the effective management of safeguarding, especially the role of DSLs, training for all staff and supervision as appropriate;
- ensure that there is available to academy headteachers someone who can offer appropriate external advice and support with safeguarding concerns, especially when they are complex and/or relate to allegations against adults working within the Trust; and
- ensure quality assurance processes are in place and oversee the information they produce to measure the progress and effectiveness of existing safeguarding frameworks.

1 Introduction

Inspiring Primaries Academy Trust and its Academies take their responsibilities to safeguard the welfare of children, young people and adults very seriously and all staff, no matter what their role, will be committed to their policies and procedures to ensure all individuals are kept safe, free from harm and have their needs and welfare promoted at all times.

1.1 **Inspiring Primaries Academy Trust** fully recognises the contribution it can make to protect children and support pupils in all of its schools. The aim of the policy is to safeguard and promote our pupils' welfare, safety and health by fostering an honest, open, caring and supportive climate. The pupils' welfare is of paramount importance.

1.2 This policy is consistent with:

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

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

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

1.4 This policy applies to all staff, governors and visitors to our trust schools. We recognise that child protection is the responsibility of all adults in our schools. We will ensure that all parents and other working partners are aware of our child protection policy by mentioning it in our school prospectuses, displaying appropriate information in our receptions and on each school's website and by raising awareness at meetings with parents.

1.5 **Extended school activities**

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

2 Safeguarding Commitment

2.1 Our schools adopt an open and accepting attitude towards children as part of their responsibility for pastoral care. Staff encourage children and parents to feel free to talk about any concerns and to see school as a safe place when there are difficulties. Children's worries

and fears will be taken seriously and children are encouraged to seek help from members of staff.

2.2 Our schools will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
- Ensure that children know that there are adults in school whom they can approach if they are worried or are in difficulty;
- Include in the curriculum activities and opportunities for PSHE/Citizenship which equip children with the skills they need to stay safe from abuse (including online), and to know to whom they can turn for help;
- Ensure every effort is made to establish effective working relationships with parents and colleagues from other agencies;
- Operate safer recruitment procedures and make sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including identity, right to work, enhanced DBS criminal record and barred list (and overseas where needed), references, and prohibition from teaching or managing in schools (s.128).

2.3 Safeguarding in the Curriculum

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

Bullying/Cyberbullying

Drugs, alcohol and substance abuse

E Safety / Internet safety

Stranger danger

Fire and water safety

Road safety

Domestic violence

Healthy Relationships

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

Sexual exploitation of children (CSE), including online

Preventing Extremism and Radicalisation (see Appendices 4 and 5)

3 Roles and Responsibilities

3.1 General

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

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

3.2 Trust Board / Local Governing Body

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

- The trust has a child protection/safeguarding policy, procedures and training in place which are effective and comply with the law at all times. The policy is made available publicly.

- The trust and each school operates safer recruitment practices, including appropriate use of references and checks on new staff and volunteers. Furthermore, the Headteacher, a nominated Governor and other staff involved in the recruitment process have undertaken Safer Recruitment Training.
- There are procedures for dealing with allegations of abuse against members of staff and volunteers (see Appendix 2).
- There is a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection (the "Designated Safeguarding Lead") and there is always cover for this role with appropriate arrangements for before/after school and out of term time activities.
- The Designated Safeguarding Lead undertakes effective refresher training (in addition to basic child protection training) and this is refreshed every two years. In addition to this formal training, their knowledge and skills are updated at regular intervals (at least annually) via safeguarding e-briefings etc.
- The Headteacher, and all other staff and volunteers who work with children (including early years practitioners within settings on the school site), undertake appropriate training which is regularly updated (at least every three years in compliance with the LSCB protocol); and that new staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities (including this policy and Part 1 of Keeping Children Safe in Education). The Local Authority Induction leaflet, "Safeguarding in Education Induction – Child Protection Information, Safer Working Practice" will be used as part of this induction.
- Any deficiencies or weaknesses brought to the attention of the Governing Body will be rectified without delay.
- The Chair of the Local Governing Body (or, in the absence of the Chair, the Vice Chair) deals with any allegations of abuse made against the Headteacher, in liaison with the Local Authority Allegations Manager (LADO). The Chair of the Trust Board (or, in the absence of the Chair, the Vice Chair) deals with any allegations of abuse made against the CEO, in liaison with the Local Authority Allegations Manager (LADO).
- Effective policies and procedures are in place and updated annually including a behaviour "code of conduct" for staff and volunteers - "Guidance for Safer Working Practice for those who work with children in education settings October 2015". Information is provided by each school to the Local Authority (on behalf of the LSCB) through the Safeguarding Annual Return.
- There is an individual member of the Trust board / Local Governing Body who will champion issues to do with safeguarding children and child protection within the school, liaise with the Designated Safeguarding Lead, and provide information and reports to the Trust Board / Local Governing Body.
- Each school contributes to inter-agency working in line with statutory guidance "Working Together to Safeguard Children" 2015 including providing a co-ordinated offer of Early Help for children who require this. This Early Help may be offered directly through school provision or via referral to an external support agency (eg Supporting Leicestershire Families). Safeguarding arrangements take into account the procedures and practice of the local authority and the Local Safeguarding Children Board (LSCB).

3.3 **CEO / Headteacher**

The CEO/Headteacher of the trust/each school will ensure that:

- The policies and procedures adopted by the Trust Board / Local Governing Body are effectively implemented, and followed by all staff;
- Sufficient resources and time are allocated to enable the Safeguarding Lead and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- Allegations of abuse or concerns that a member of staff or adult working at school may pose a risk of harm to a child or young person are notified to the Local Authority Designated Officer.
- All staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner. The NSPCC whistle blowing helpline number is also available (0800 028 0285).
- All staff are made aware that they have an individual responsibility to pass on safeguarding concerns and that if all else fails to report these directly to Children's Social Care (Children's Services) or the Police.

3.4 **Designated Safeguarding Leads**

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

- Provision of information to the LSCB/Local Authority on safeguarding and child protection in compliance with section 14B of the Children Act 2004.
- Liaison with the Trust Board / Local Governing Body and the Local Authority on any deficiencies brought to the attention of the Trust Board / Local Governing Body and how these should be rectified without delay.
- Management and referral of cases of suspected abuse to Specialist Services First Response Children's Duty (and/or Police where a crime may have been committed)
- Act as a source of support, advice and expertise within the Trust / school
- To attend and contribute to child protection conferences when required
- Be alert to the specific needs of children in need, those with educational needs and young carers
- Ensure each member of staff has access to and understands the Trust's child protection policy especially new or part-time staff who may work with different educational establishments;
- Ensure all staff have induction training covering child protection and staff behaviour and are able to recognise and report any concerns immediately they arise and to give Part 1 of "Keeping children safe in education" to all staff;
- Keep detailed, accurate and secure written records of concerns and referrals;
- Obtain access to resources and effective training for all staff and access refresher training courses every two years. Keep up to date with new developments in safeguarding by accessing briefings and journals at least annually.

- Where children leave a trust school, ensure their child protection file is handed to the Designated Safeguarding Lead and signed for in the new school/college as soon as possible.
- Maintain and monitor child protection records, including monitoring and acting upon individual concerns, patterns of concerns (e.g. children who repeatedly go missing) or complaints, in accordance with the section on “Records, Monitoring and Transfer” below.

4 Records, Monitoring and Transfer

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

5 Support to pupils and trust staff

5.1 Support to pupils

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

- 5.2 **Peer on Peer Abuse** - This school recognises that children sometimes display abusive behaviour themselves and that such incidents or allegations must be referred on for appropriate support and intervention. Such abuse will not be tolerated or passed off as “banter” or “part of growing up”. This abuse could for example include sexual violence and harassment, initiation/hazing type violence, all forms of bullying, aggravated sexting and physical violence experienced by both boys and girls. There are separate trust, school and local authority or LSCB guidances and policies to address these concerns including the Behaviour Policy, Anti-bullying Policy, E-safety Policy, “Guidance for schools working with children who display harmful sexual behaviour” (Leicestershire LA Guidance). Where specific risks are identified, a

risk assessment will be undertaken in order to ensure the safety of all staff and pupils and to offer appropriate support.

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

The key points being:-

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

If there is evidence of exploitation or the targeting of a vulnerable student, inform the police.

- 5.4 **Sexual violence and sexual harassment** – Sexual violence refers to sexual offences as described under the Sexual Offences Act 2003 including rape and sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and may include sexual name-calling, taunting or "jokes" and physical behaviour, for example, deliberately brushing against someone or interfering with clothes. Girls are more likely to be the victims of sexual violence and harassment and boys are more likely to be the perpetrators. However sexual violence and sexual harassment can occur between two children of any sex.

Curriculum

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

Responding to an incident

- Schools will follow the DfE guidance, 'Sexual violence and sexual harassment between children in schools and colleges', December 2017.
- We will liaise with the police, social care and parents as appropriate.
- We will offer support to both the victim(s) and perpetrator(s). Parents will be included in discussions about the format that this support will take.

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

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

- 5.7 **So-called 'honour-based' violence** (HBV) encompasses crimes which have been committed to protect or defend the so-called "honour" of the family and/or the community, including Female Genital Mutilation (FGM) (see appendix 6), forced marriage, and practices such as

breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and concerns will be passed to the Designated Safeguarding Lead for onward referral as required.

5.8 **Private fostering arrangements** - Where a child under 16 (or 18 with a disability) is living with someone who is not their family or a close relative for 28 days or more, staff inform the Designated Safeguarding Lead so that a referral to Children's Social Care for a safety check, can be made. (A close relative includes step-parent, grandparents, uncle, auntie or sibling).

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

5.10 Support for Staff

As part of their duty to safeguard and promote the welfare of children and young people staff may hear information, either from the child/young person as part of a disclosure or from another adult that will be upsetting. Where a member of staff is distressed as a result of dealing with a child protection concern, he/she should in the first instance speak to the Designated Safeguarding Lead about the support they require. The Designated Safeguarding Lead should seek to arrange the necessary support.

6 Working with parents/carers

The school will:

- Ensure that parents/carers have an understanding of the responsibility placed on the trust schools and staff for child protection by setting out its obligations in each school prospectus.
- Undertake appropriate discussion with parents/carers prior to involvement of Children & Family Services Children's Social Care or another agency, unless to do so would place the child at risk of harm or compromise an investigation.

7 Other Relevant Policies

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

- Behaviour and Discipline
- Staff Code of Conduct
- Racist incidents
- Anti-Bullying (including Cyberbullying)
- Physical Interventions/Restraint (DfE Guidances "Use of Reasonable Force" and "Screening, searching and confiscation")
- Special Educational Needs
- First aid and the administration of medicines
- Health and Safety
- Sex and Relationships Education
- Site Security
- Toileting/Intimate care
- E-safety
- Enrichment school activities – trips, visits, clubs.

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

8 Recruitment and Selection of Staff

- 8.1 The trust's safer recruitment processes follow the Statutory Guidance: *Keeping children safe in education September 2016, Part Three: Safer recruitment*.
- 8.2 The trust schools will provide all the relevant information in references for a member of staff about whom there have been concerns about child protection / inappropriate conduct. Cases in which the conclusion of an allegation has been unsubstantiated, unfounded, false or malicious will not be included in employer references. A history of repeated concerns or allegations which have all been found to be unsubstantiated, malicious etc. will also not be included in a reference.
- 8.3 The trust schools have an open safeguarding ethos regularly addressing safeguarding responsibilities during staff meetings and fostering an ongoing culture of vigilance. All new staff and volunteers receive a safeguarding induction and are briefed on the code of conduct for adults working with children. The Leicestershire County Council induction leaflet is given to all staff and is the basis for the safeguarding induction.
- 8.4 In line with statutory requirements, every interview panel for trust staff will have at least one member (teacher/manager or governor) who has undertaken safer recruitment training.
- 8.5 Staff and volunteers who provide early years or later years childcare and any managers of such childcare are covered by the disqualification regulations of the Childcare Act 2006 and are required to declare relevant information - see statutory guidance: Disqualification under the Childcare Act 2006 (February 2015).

APPENDIX 1: PROCEDURE TO FOLLOW IN CASES OF POSSIBLE, ALLEGED OR SUSPECTED ABUSE, OR SERIOUS CAUSE FOR CONCERN ABOUT A CHILD

Contents

A	General	
B	Individual Staff/Volunteers/Other Adults - main procedural steps	
C	Designated Safeguarding Lead – main procedural steps	

A. General

- 1) The Local Safeguarding Children Board Procedures contain the inter-agency processes, protocols and expectations for safeguarding children. (Available on LSCB website www.lrsb.org.uk: The Designated Safeguarding Lead is expected to be familiar with these, particularly the referral processes.
- 2) It is important that all parties act swiftly and avoid delays.
- 3) Any person may seek advice and guidance from the First Response Children’s Duty Professionals Consultation Line, particularly if there is doubt about how to proceed. Any adult, whatever their role, can take action in his/her own right to ensure that an allegation or concern is investigated and can report to the investigating agencies.
- 4) Written records, dated and signed, must be made to what has been alleged, noticed and reported, and kept securely and confidentially.
- 5) In many cases of concern there will be an expectation that there have already been positive steps taken to work with parents and relevant parties to help alleviate the concerns and effect an improvement for the child. This is appropriate where it is thought a child may be in need in some way, and require assessment to see whether additional support and services are required. An example might be where it is suspected a child may be the subject of neglect. In most cases the parents’ knowledge and consent to the referral are expected, unless there is reason for this not being in the child’s interest. However, there will be circumstances when informing the parent/carer of a referral might put the child at risk, and in individual cases, advice from Children’s Social Care will need to be taken.

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

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

C. Designated Safeguarding Lead – main procedural steps

- 1) Begin a case file which will hold a record of communications and actions to be stored securely (see Section on Records, Monitoring and Transfer).
- 2) Where initial enquiries do not justify a referral to the investigating agencies, inform the initiating adult and monitor the situation. If in doubt, seek advice from the First Response professionals consultation line.
- 3) Share information confidentially with those who need to know.
- 4) Where there is a child protection concern requiring immediate, same day, intervention from Children's Social Care (Priority 1), the First Response Children's Duty should be contacted by phone. Written confirmation should be made within 24 hours on the LSCB Agency Referral Form to Children's Social Care. All other referrals should be made using the online form (see link <http://lrsb.org.uk/childreport>).
- 5) If the concern is about children using harmful sexual behaviour, refer to the separate guidance.
- 6) If it appears that urgent medical attention is required arrange for the child to be taken to hospital (normally this means calling an ambulance) accompanied by a member of staff who must inform medical staff that non-accidental injury is suspected. Parents must be informed that the child has been taken to hospital.
- 7) Exceptional circumstances: If it is feared that the child might be at immediate risk on leaving school, take advice from the First Response Professionals Consultation line (for instance about difficulties if the school day has ended, or on whether to contact the police). Remain with the child until the Social Worker takes responsibility. If in these circumstances a parent arrives to collect the child, the member of staff has no right to withhold the child, unless there are current legal restrictions in force (eg a restraining order). If there are clear signs of physical risk or threat, First Response Children's Duty should be updated and the Police should be contacted immediately.

APPENDIX 2: PROCESS FOR DEALING WITH ALLEGATIONS AGAINST STAFF (INCLUDING HEADTEACHERS) AND VOLUNTEERS

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

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

Relevant documents:

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

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

- i. Write a dated and timed note of what has been disclosed or noticed, said or done.
- ii. Report immediately to the Headteacher/CEO.
- iii. Pass on the written record.
- iv. If the allegation concerns the conduct of the Headteacher/CEO, report immediately to the Chair of Governors/Chair of Trustees. Pass on the written record. (If there is difficulty reporting to the Chair of Governors/Chair of Trustees, contact the Allegations Manager (LADO), Safeguarding and Improvement Unit as soon as possible.)

2) CEO, Headteacher (or Chair of Trustees/Governors)

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

APPENDIX 3: THE USE OF CAMERAS AND MOBILE PHONES

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

- All staff must ensure that their mobile phones, personal cameras and recording devices are stored securely during working hours on school premises or when on outings. (This includes visitors, volunteers and students)
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put on the school system as soon as possible and not sent to or kept on personal devices
- All telephone contact with parents or carers must be made on the school phone. During educational / residential visits, a nominated mobile phone will be used
- Parents or carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social networking sites such as Facebook.

APPENDIX 4: SAFEGUARDING PUPILS WHO ARE VULNERABLE TO EXTREMISM AND RADICALISATION

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

These include:

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

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

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

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

APPENDIX 5

Radicalisation and Extremism Risk Assessment

School.....

		Yes/No	Evidence
Does the school have a policy?			
Does the school work with outside agencies on radicalisation and extremism e.g. Channel?			
Have staff received appropriate training?			
Has the school got a trained Prevent lead?			
Do staff know who to discuss concerns with? (Single point of contact - SPOC)			
Is suitable filtering of the internet in place?			
Do children know who to talk to about their concerns?			
Are there opportunities for children to learn about radicalisation and extremism?			
Have any cases been reported?			
Are individual pupils risk assessed?			
What factors make the school community potentially vulnerable to being radicalised? (e.g. EDL local base, extreme religious views promoted locally, tensions between local communities, promotion of radical websites by some pupils/parents)			
Comment on the school's community, locality and relevant history			
Risk evaluation	Low Medium High	Way Forward	

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

APPENDIX 6

Female Genital Mutilation

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

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