



Trust Safeguarding & Child Protection Policy

Academy level contribution:	Ambleside Academy Woodlands Academy	Denewood & Unity Academies Westbury Academy
CEO approval:	Sean Kelly	Date: Autumn 2020
Education Group consultation (where applicable):	Jane Bromley Andrew Morgan Matt McCluskey Marcus Wells	Date: Autumn 2020
Chair of Trustees consultation (where applicable):	Eileen Hartley	Date: Autumn 2020
Safeguarding Trustee consultation (where applicable):	Tom Shaw	Date: Autumn 2020
Board ratification:	Raleigh Learning Trust Board	Date: Autumn 2020
Last reviewed on:	1st September 2020 updated 9 th October 2020	

Next review due by: 1st September 2021

This Policy complies with: [Working Together to safeguard Children July 2018](#) and [Keeping children safe in education September 2020](#).

keeping children safe in education remains in force throughout the response to coronavirus(Covid-19) There is a covid-19 annex to this policy which will remain in place during the Covid -19 pandemic.

[https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and -other-providers](https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers)

Section 11 of the Children Act 2004 places duties on a range of organisations and individuals to ensure their functions, and any services that they contract out to others, are discharged having regard to the need to safeguard and promote the welfare of children.

Education act 2002 sections 157&175 schools, Academies and directing bodies have a responsibility.

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 staff must make sure their approach is child -centered. This means that all Academies in our Trust consider, at all times, what is in the best interests of the child.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

Safeguarding procedures cover a child from conception up until they become 18. A person is legally a child until 18 years of age.

The Raleigh Learning Trust Safeguarding and Child Protection Policy includes paragraphs on the following safeguarding issues:

General Policy safeguarding statement and Introduction	Internet Safety and remote Learning
The Designated staff with responsibility for Child Protection/ including Directors and Trustees.	Preventing Radicalisation
Reporting and dealing with allegations against a member of staff.	Bullying
Training, support and confidentiality.	So called Honour Based Abuse including Forced marriage
Procedures for safeguarding.	Domestic Abuse
Procedure for monitoring and record keeping.	Types of Abuse and Neglect
Recruitment and selection procedures.	Hate Crime
Preventative work	Child sexual exploitation (CSE) and child criminal exploitation(CCE)

Fabricated or induced illness	Bullying and Peer on Peer abuse
Female Genital Mutilation	Gender based violence – Breast Ironing
Forced Marriage	Anti- Social behaviour Crime and Policing Act 2014
County Lines	Guidance for all staff on Adult initiated Physical contact
Mental Health	Ofsted inspection during covid-19
Missing Children	Unexpected Child deaths
Contact numbers- external agencies	Online safety of pupil’s own devices
Information sharing Guidance	Voyeurism (offences Act 2019) – “Upskirting”
Restraint and Restrictive Intervention	Contextual Safeguarding
Sexual Violence and Sexual Harassment between children in schools and colleges (Sept 2019)	

GENERAL POLICY SAFEGUARDING STATEMENT AND INTRODUCTION

The Raleigh Learning Trust is committed to safeguarding and promoting the welfare of children and young people and we expect all staff and volunteers to share this commitment. Creating a culture of safety and vigilance for our pupils is of paramount importance, we aim to:

- *create and maintain a safe environment*
- *manage situations should child welfare concerns arise*
- *create an atmosphere of trust in which pupils feel confident to confide any concern*
- *help young people to understand the difference between acceptable and non - acceptable behaviour*
- *teach pupils to stay safe from harm*

This policy applies to all members of staff in the Raleigh Learning Trust.

The Raleigh Learning Trust fully recognises the contribution it can make to protect all children and young people using the Academy.

We are committed to safeguarding children and young people and we expect everyone who works in our Trust to share this commitment. Adults in our Trust take welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils and that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We will always act in the best interests of the child.

Raleigh Learning Trust pupils are taught about safeguarding, including online through various teaching and learning opportunities, as part of providing a broad and balanced curriculum. Children are clear what they want from an effective safeguarding system and this is described below.

Children have said that they need:

Vigilance: to have adults notice when things are troubling them.

Understanding and action: to understand what is happening; to be heard and understood and to have that understanding acted upon.

Stability: to be able to develop an on-going stable relationship of trust with those helping them.

Respect: to be treated with the expectation that they are competent rather than not.

Information and engagement: to be informed about and involved in procedures, decisions, concerns and plans.

Explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response.

Support: to be provided with support in their own right as well as a member of their family.

Advocacy: to be provided with advocacy to assist them in putting forward their views.

Objectives

To develop and maintain an ethos in which the whole community 'look out' for children.

To work effectively with other agencies, ensuring that the needs of all families can be met.

To have effective systems in place to identify at an early stage emerging issues so early help strategies can be put in place to support the child and family.

To have effective systems in place to react quickly to child protection concerns and ensure that referrals are followed up and acted upon promptly.

To ensure all staff are clear about their responsibilities and alert to signs of abuse. All staff are responsible for safeguarding children.

To ensure training needs and requirements are met and updated regularly to equip children with the skills they need to help look after themselves and to help prevent putting themselves at risk.

Responsibilities

The Academy Trustees:

All Trustees have an enhanced DBS which is recorded on the single central record (SCR) and 128 management checks are carried out and recorded. Our Chair of Trustees has an enhanced DBS which is countersigned by the Secretary of State.

They have key responsibility for monitoring safeguarding and child protection in the Academies.

Responsibilities include:

Having a child protection /safeguarding policy in place.

Have procedures in place for dealing with allegations against a member of staff not just with in the Trust setting but also staff's conduct outside our setting which is known as the 'harm' test .This is in regard to a person's conduct outside Trust and need not include a child, for example, domestic abuse of a partner.

Appropriate training for staff is in place.

Ensuring there is a member of the Trustees who is responsible for and has been trained for safeguarding, child protection and safer recruitment.

Ensuring policies and procedures in the Academies are reviewed annually. Receiving regular reports from the Trust Designated Safeguarding Lead on safeguarding and child protection.

Trust Lead Safeguarding Role: Bev Murray (ADSL)

To develop and maintain a safeguarding training programme for all academies, and ensuring the delivery of this to all paid and non-paid staff working in academies and education settings,

To work collaboratively with other colleagues and seek to support them

Safeguarding audit annually

Safeguarding policy updates

Monitoring of procedures and effectiveness of referrals to social care (Dip Tests) and implement annual safeguarding audits on the academy sites.

To be the named designated officer in relation to the management of allegations against staff in the Trust and attend any LADO strategy meetings.

Develop own professional skills

Undertake work for the Local Authority

Share best practice with the local Academies

Ensure that child protection information is transferred to the pupil's new school

Be aware of pupils who have a social worker

Help promote educational outcomes for pupils by giving advice about the welfare, safeguarding and child protection issues.

To ensure Academies comply, contribute and practice a full and appropriate role in the collective responsibility for safeguarding children and protecting them from harm.

Oversee the Single Central Record across the academy sites

To work alongside the Trust Data Protection Officer with regards to Subject Access Requests with a safeguarding nature.

Teachers and Support Staff

Historical Reference checks have been carried out on all staff. Risk assessments have been implemented on all long term established staff who have out of date references or less than 2 references. Staff are monitored through a random enhanced DBS check annually. This new check is recorded on our Single Central Record and is for monitoring purposes. Staff know and are reminded annually at the beginning of the Academic year and through training sessions it is their responsibility to inform their Academy Principal if there is a change in their DBS status. In the event a concern about a member of staff came to light, we would risk assess and carry out all the appropriate safer recruitment checks to ensure the member of staff is still suitable to work with children. We will seek advice from the LADO regarding the suitability to work with children even if the incident happened out of the work place setting.

All staff have passed our safer recruitment checklist on start of their employment. All staff have a copy of and know they have to read Keeping Children Safe in Education in Particular Part 1. They must also read the Trust Code of Conduct and the Safeguarding and Child Protection Policy including the Trust Whistle Blowing policy, Behaviour policy and Children missing from Education statutory Guidance every time there is an update. The relevant information is available on the Trust website and on display within the Academies.

Teachers and support staff are responsible for:

Keeping alert for potential signs of abuse amongst young children within the Academy setting and monitoring using our electronic safeguarding recording system. When children use the school's network to access the internet, they are protected from inappropriate content by our filtering and monitoring systems. We are aware many pupils are able to access the internet using their own data plan. To minimise inappropriate use of technology all staff must be vigilant and monitor pupils when using technology, any inappropriate use must be reported to the DSL's immediately using the electronic safeguarding system (CPOMS).

- Providing e-safety information to pupils through the curriculum.
- Alerting parents to dangers of online safety through sending information home to parents to support them keep their children safe whilst at home.
- Providing information on the school website regarding online safety.
- Supporting parents individually face to face if possible or via a virtual meeting or on the telephone with specific concerns regarding a particular pupil staying safe online.
- Referring any concerns to the designated persons as soon as possible, this must be before the end of the working day, staff must complete a concern form found on the safeguarding electronic system for their Academy.
- Supporting pupils in understanding how they can keep themselves safe. Staff will take concerns seriously and encourage young people to talk about their worries. Staff will always act in the best interest of the child.
- Providing information for use in multi-agency meetings and attending themselves where necessary. E.g. LAC reviews, child protection reviews.
- Keeping their safeguarding training up to date.
- Receiving and applying any recommendations resulting from a multi-agency meeting.
- Supporting pupils who wish to make a disclosure, recognising that the child's voice is important and will always be listened to.
- Support staff will assist teachers with their responsibilities but will also take responsibility themselves for being alert to signs of abuse and receiving any disclosures when a child indicates that they would like to. Midday supervisors in particular may be in a position where pupils will feel able to confide in them. All staff liaise with parent carers on a regular basis either in person, by a home school diary or a phone call home.

Agency /Supply Staff

The agency must provide each Academy with a vetting check list prior to the start date of their employee, the DSL will check the workers required documents against this vetting check list before the safeguarding induction begins. All agency staff will be informed if an allegation is made against them. Our Trust will inform the supply agency and the LADO.

Where there is an allegation about a supply teacher whilst we are not the employer of supply teachers, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome.

We will:

Inform the agency and the supply staff member an allegation has been made

Take the lead in any investigation as agencies do not have direct access to children or other school staff

Collect the facts when an allegation is made, and provide the Agency and LADO with these facts.

Follow LADO advice as to next steps.

Supply staff are made aware through their safeguarding induction that if an allegation is made against them the establishment will inform their agency and the LADO.

Safer Recruitment induction process includes:

Safer Recruitment checks, checking photo ID, a current up to date enhanced DBS, vetting and barring service date check, prohibition checks, overseas checks, references and proof of safeguarding training .For further information please see our Trust recruitment and selection Policy.

Safer Recruitment during a Pandemic

Due to current measures that have been put in place as a result of the coronavirus outbreak, we are having difficulty following the DBS ID checking guidance.

Currently, when validating ID documents, we would carry out the examination face-to-face. Under the current guidance, the ID checker must be in physical possession of the original documents so they can be checked for indicators of fraud.

As the public is being advised to work from home where possible, this is causing difficulties in receiving the physical documents and is delaying applications, and in some cases, preventing applications from being submitted.

To ensure that the necessary DBS checks can still be carried out, the DBS ID checking guidance has been changed for a temporary period.

The change will enable:

- ID documents to be viewed over video link
- scanned images to be used in advance of the DBS check being submitted
- This change should only be implemented for urgent cases where it is not possible to follow the normal identity checking guidelines. The applicant must present the original versions of these documents when they first attend their employment or volunteering role.

General Safeguarding will be discussed to ensure staff are aware of and able to deal with any safeguarding concerns including dealing with disclosures in an appropriate manner.

- A copy of the individual Academy's lock down procedures is given to new staff on their safeguarding induction.
- A pupil profile folder is available in each classroom for new staff to familiarise themselves with pupils.

Safer recruitment training has been attended by:

Sean Kelly CEO	January 2020
Tom Shaw Safeguarding Trustee	November 2019
Gloria Spencer Trustee	November 2019
Bev Murray RLT safeguarding Lead (ADSL)	September 2019

Ambleside Academy November 2019

Woodlands Academy September 2019

Jane Bromley Academy Principal
 Amy fielder assistant Head
 Amy Johnson assistant Head
 Laura Hastie DSL
 Diana Boulton DSL
 Zoe Palmer office
 Jeanette Daws office

Andrew Morgan Academy Principal
 Andrew While Vice Principal DSL
 Alister Rea Primary manager
 Joanne Doidge Behaviour Lead
 Paul Wyles DSL
 Jason Cosford DSL

Westbury Academy November 2019

Marcus Wells Academy Principal
 Lee Morgan head of school DSL
 Polly Smith DSL
 Keely Williamson DSL/
 Attendance officer
 Christine Bradshaw office Staff

Denewood and Unity Academy January 2020

Mathew McClusky Academy vice principal
 Chrissie Higginson Assistant Head
 Luke Sissons Assistant Head
 Jason Keddy assistant Head DSL
 Sarah Williams DSL
 Rebeka Adcock office
 Laura Sollis office

Guidance

All Trust schools have a copy of Keeping children safe in Education 2020, Working together to safeguard children 2018, guidance for safer working practice, HM Government Multi-Agency Practice Guidelines ,and Female Genital Mutilation April 2016 in their safeguarding office.

All staff have access to the most recent safeguarding / child protection policy and a copy of the above documentation including guidance for safer working Practice May 2019 and all other relevant up to date safeguarding statutory Guidance. All policies are available to parents,/cares, volunteers, supply staff and visitors on the Trust websites. All staff are given a copy of Keeping children safe in Education 2020 and an updated version of new legislation and policies electronically. Each Trust site has their own lock down policy and procedure.

.All visitors are given a safeguarding leaflet on arrival

Supply staff and volunteers have a safeguarding induction to ensure all the relevant checks have been carried out before working in our Trust and know who the DSL's are and where to obtain access to the safeguarding /child protection policy, whistle blowing policy code of conduct policy and Keeping children safe in Education They are made aware of the safeguarding procedures within the school they are working including procedures for missing children and Lock Down Procedures.

Framework

All children deserve the opportunity to achieve their full potential; these are outlined from Every Child Matters. Child protection is the responsibility of all adults and especially those working with children with in our Trust Schools.

Professionals should, in particular be alert to the potential need for early help. Children are best protected when professionals are clear about what is required of them individually, and how they need to work together.

Professionals must in particular be alert to the potential need for early help for a child who:

- Is disabled and has additional needs
- Has a specific educational need

- Is showing signs of engaging in anti-social or criminal behaviour
- Is in family circumstance presenting challenges for the child, such as substance abuse, or domestic violence.
- contextual safeguarding (concerns within the pupils home community which may indicate the child is being abused or may put the child at risk of abuse)
- Is a young carer.
- The development of appropriate procedures and the monitoring of good practice are the responsibility of the Safeguarding Partnership Board.
- Has a social worker

The Nottingham City Safeguarding Partnership

The safeguarding partnership, includes the local authority, Police and Health commissioners. These agencies work together with the wider community to secure the best possible outcomes for the children and young people of Nottingham by protecting them from all forms of abuse and neglect. This will be achieved by timely intervention, good collaboration and information sharing and the adherence to a culture dependent upon respect, challenge, personal responsibility and accountability. The safeguarding partnership is an inter-agency forum for agreeing how the different services and professional groups should co-operate for the purposes of safeguarding and promoting the welfare of children in Nottingham.

The Safeguarding partnership also aims to co-ordinate what is done, and ensures the effectiveness of each person or body represented on the Board, to ensure that the arrangements work effectively to bring about good outcomes for children and young people in accordance with Children Act 2004. The Local Safeguarding Children Partnership are governed by the Children Act 2004 s13-16, which states that, "Each Children's Services Authority in England must establish a Local Safeguarding Board for their area". (CA 2004 s13) The Act sets out a mandatory list of agencies who are required to be members of the new status and policy statements in relation to the responsibilities, duties and powers of the board and its new status.

The safeguarding Partnership constitution has been compiled in accordance with published legislation, policy and guidance to date and should be used as a framework to ensure that stakeholders achieve individual and collective responsibility for the work it undertakes. In order to fulfil its statutory functions the Nottingham City Partnership has established a number of Partnerships, which focus on specific areas of the Board's core business. The safeguarding board constitution outlines the remit of each of these Partnerships. The Inter-agency Child Protection Procedures have been produced jointly through the Nottinghamshire Safeguarding Partnership. The procedures should be followed by all professionals who have concerns that a child might be the subject of either abuse or neglect.

The new Nottingham city partnership arrangements consist of health commissioners, police and the local authority Children's safeguarding Board.

The Local Authority Safeguarding officers (DO) role is undertaken by the following people:

Tina Wright - allegations against staff independent reviewing officer (IRO) for strategy meetings.

Tina.wright@nottinghamcity.gov.uk

Karen Shead – supporting Schools and education settings in relation to safeguarding.

Email – Karen.shead@nottinghamcity.gov.uk

Telephone - 0115 8764725

Lisa Hurst – Schools and education safeguarding coordinator

Lisa.hurst@nottinghamcity.gov.uk

Telephone – 0115 8762042

Evelyn Hailwood – Responsibility for the quality assurance of the process.

Evelyn Hailwood– Allegations manager Telephone 01158764148

Evelyn.Hailwood@nottinghamcitycouncil.gov.uk

Other useful Contact details are:

Safeguarding Guidance and procedures –

safeguarding.partnership@nottinghamcity.gov.uk

Loxley House, Station Street Nottingham, NG2 3NG Tel 0115 8764765

NSPCC Whistleblowing helpline - 0800 028 0285

All Life Disability Team Nottingham - 0115 8838266

Children and Families Direct Safeguarding Hub - Nottingham city 0115 8764800

Multi Agency safeguarding Hub (MASH) Nottinghamshire County - 03005008090

Safeguarding Children Information Management Team

The Nottingham City Safeguarding partnership has a Children’s Safeguarding Board which has specific teams whose primary purpose is to ensure that information held about children with a Child Protection Plan is accurate and kept up to date.

These teams were previously referred to as the “Child Protection Register” teams but are now called The Safeguarding Children board partnership information Management Team.

The Children’s Safeguarding Board is located at Loxley House, Nottingham, NG22 3NG.

If you require any further information in relation to this matter please liaise with your agency’s representative at the Nottingham City Safeguarding Children Board. Alternatively please contact;

The local authority designated officer (DO) is: Lisa.hurst@nottinghamcity.gov.uk

Safeguarding Guidance and procedures can be obtained through the local safeguarding children’s Partnership: safeguarding.partnership@nottinghamcity.gov.uk

Loxley House, Station Street Nottingham, NG2 3NG Tel 0115 8764765

Training is available from the Children’s safeguarding board and our Trust safeguarding Lead.(ADSL) Our Trust Child Protection Trustee will encourage and promote training for all staff at the appropriate level including the board of Trustees.

All staff including any volunteer within the Trust working in regulated activity need a DBS (enhanced) check before they work with pupils with in our Trust. Volunteers working in unregulated activity would not require a DBS, however a risk assessment would be completed prior to a start date unless the volunteer was to work long term which in that case we would complete all the appropriate safer recruitment checks, including a DBS.

Students on work placements are interviewed and their supporting school/college/university is approached for any information relevant to safeguarding. **College /University Students and school work experience students**

We will complete a risk assessment prior to the start of the placement.

These students will not be allowed to work alone with pupils. They will have a orientation session where our expectations are discussed regarding their conduct with in our Trust. We discuss how to report any concerns and they are never allowed to attend meetings or deal with paperwork about pupils.

D.B.S numbers are obtained and recorded on the single central record along with Safeguarding training certificates to ensure all student volunteers working with in our trust are safe and trained in safeguarding.

Alternative Providers

A written statement from the alternative provision provider that they have completed all the vetting and barring checks that are necessary on their staff must be provided prior to the pupil start date. A safe and wellbeing check will be carried out via a phone call on a daily basis by either the attendance officer or the alternative provision coordinator to ensure pupils are safe and happy. We only use alternative providers that have been quality assured by NCC. Our Trust expects providers of alternative provision to contact the Police, parent/carers and the trust if a child on our role leaves the alternative provision site. Information between the Trust and alternative providers is shared via our electronic safeguarding system if the provider has the same system in place. Otherwise it is shared via secure email or telephone if not in person face to face.

The two key pieces of legislation regarding the welfare of children are;

Children act 1989.

Section 27. Duty to co-operate

Section 17. Child in need of services.

Section 47. Child in need of protecting.

Children act 2014

Safeguarding and child protection.

Importance of early intervention.

Nottingham city safeguarding Partnership

Common Assessment Framework.

Allegations Management

Any allegation or concern about the conduct or behaviour of a person who works with children and young people in our Trust must be referred to the Academy Principal in the first instance. They will inform the Trust safeguarding lead and seek advice from the LADO to decide whether the matter can be dealt with within our Trust setting or if they need to liaise with the local authority designated safeguarding team. If the concern is about the Academy Principal staff must inform our CEO Sean Kelly who is based at the Trust offices on the Ambleside Academy site Tel 0115 8550100 or can be contacted in writing at Sean.kelly@raleighlearningtrust.co.uk.

There is a NSPCC Whistle blowing help line to support staff [Tel: 0800 028 0285](tel:08000280285).

Possible reasons for concern would be if a member of staff has:

- Behaved in a way that has 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 he/she may pose a risk of harm to children or

- Behaved or may have behaved in a way that indicates s/he is unsuitable to work with children.

Allegations against a teacher who is no longer teaching will be referred to the LADO and police.

Historical allegations of abuse will be referred to the LADO and police.

Our Trust has a duty of care to all employees and will provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. We will deal with any allegation against a teacher or other staff member including volunteers and supply staff as quickly as possible, in a fair and consistent way that provides protection for the child and supports the person who is the subject of the allegation.

Allegations procedures for the Raleigh Learning Trust can be found in the Whistle blowing policy

Training and Support

on the Trust website. [NSPCC Whistleblowing helpline 0800 028 0285](#).

It is required that the Trust designated safeguarding lead for safeguarding and child protection undertakes training in inter-agency working and safeguarding annually with regular updates as necessary.

All staff must understand the role of their named DSL's.

All staff who work with children (paid and unpaid) should undertake training to equip themselves to carry out their responsibilities for Child Protection effectively and this should be updated at regular intervals. All Staff are expected to access update training termly on our Trust sites. Supply staff and volunteers are welcome to join these training sessions whilst working within our Trust. Some of our training may be virtual due to covid-19.

Staff will receive new safeguarding updates throughout the year at least termly. Staff sign for these updates on receipt. New staff not safeguard trained will be trained within their first term. Training will involve all staff understanding what early help is and how to identify pupils in need of early help within our Academy. A record is kept in each Academy of vulnerable pupils and pupils requiring early help. We refer to this record as a vulnerable child list and it is updated regularly. Staff training will ensure all staff understand the difference between a 'concern' and 'immediate danger' or risk of 'significant harm'. All staff including new staff, agency and volunteers will receive copies of part 1 and annex A of keeping children safe in education September 2019 and have access to the Trust Safeguarding & Child Protection, Whistle Blowing, Behaviour and code of conduct policies.

Staff in our Trust are updated on child protection and safeguarding issues by regular staff meetings, training sessions and daily briefings.

Confidentiality – Information Sharing

A shared responsibility and the need for effective joint working between agencies and professionals that have different roles and expertise are required if children are to be protected from harm and their welfare promoted. In order to achieve this joint working, there must be constructive relationships between individual practitioners, promoted and supported by: the commitment of senior managers to safeguard and promote the welfare of children;

General data Protection regulations and data Protection act 2018 and human rights law are not barriers to justified information sharing but provide a frame work to ensure that personal information about living individuals is shared appropriately. Where possible share information with consent and where possible respect the wishes of those who do not consent to having information shared. Under GDPR and data protection Act 2018 you may share information without consent if, in your judgment there is a lawful basis to do so, such as where safety may be at risk.

We recognise that all matters relating to child protection are confidential and are on a need to know basis. There for information is shared on a need to know basis. In some cases the D.S.L may share the information with the selected staff who work closely with a pupil where there are concerns, as it may not be necessary for all staff to hear these concerns.

The D.S.L will disclose any information about a child or young person to other members of staff on a need to know basis only. Only general safeguarding information is discussed in morning briefings.

All staff are aware through training and policies that they have a professional responsibility to share information with other agencies in order to safeguard children.

Effective sharing of information between professionals and local agencies is essential. Early sharing of information is key to providing effective early help where there are emerging problems. At the other end of the continuum, sharing information can be essential to put in place effective child protection services. Serious Case Reviews (SCRs) have shown how not sharing information has contributed to the deaths or serious injury of children.

All staff must be aware that they cannot make a promise to a child to keep secrets.

Where safeguarding or child protection concerns are identified for a specific child, this information will be held in a Confidential Pupil Record, and securely within a locked cabinet in the safeguarding office if in paper form or it will be stored electronically on the Trusts safeguarding electronic systems. Concerns are recorded on 'Concern Forms' electronically.

Guidance is offered to staff about appropriate recording of concerns by each Academy DSL. Historical meeting notes are also stored in secure files in the safeguarding office. Current meeting notes are stored electronically within the Trusts safeguarding electronic systems. Any disclosure of personal information to others (including the social care departments) must always however have regard to both common and statute law. The law permits the disclosure of confidential information necessary to safeguard a child or children.

Disclosure should be justifiable in each case, according to the particular facts of the case, and advice from the Schools and Education or Childcare Safeguarding Co-ordinator should be sought if in doubt.

Further guidance is available in the Trusts data protection policy. Professionals can only work together to safeguard children if they exchange relevant information between them. All staff need to record concerns electronically, discussions about the child, decisions made and the reason for those decisions. All conversations about the concern if hand written are scanned and put on to the Trust's electronic safeguarding systems.

Data Protection

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Confidential Files /information can only be viewed on the Academy site only by the parent of the child that has parental responsibility, with supervision by the Trust Safeguarding Lead and/or the Trust Data Protection Officer,

Police/ courts etc. requesting to view a confidential file of a pupil must also view the file on School premises under supervision by the Trust Safeguarding Lead and/or the Trust Data Protection Officer.

A request form must be completed and handed to our Data Protection Officer Claire Beardsall, Claire.beardsall@raleighlearningtrust.co.uk before any information can be released from the school site.

Information no longer required by the Academy site will be disposed of securely.

Please read our Trust Data Protection Policy for more information.

Trust staff are fully aware of the principles of information sharing and work to this guidance.

Effective sharing of information between professionals and local agencies is essential.

You may share personal information outside the school only with your pupil / families' knowledge and express consent.

You may share information without consent if you are obliged to by law, if required to do so to protect life and limb, or if you must do so in the public interest.

You must always however be prepared to defend the basis of such a disclosure.

Involve pupils and families and service users

Let service users know what information you wish to record. Explain why you need the information and what it may be used for.

Inform pupils and service users of their rights: Make sure pupils and service users know their rights to confidentiality and how to exercise them. Respect the right of pupils and service users to have access to their health records.

Respect individual choice: If pupils and service users do not want information about them to be used for a particular purpose, try to respect their wishes. Make sure that pupils and service users are aware of the implications of their decision.

Get it Right: If you cannot respect a pupil's wishes on the use of personal health information, guidance must be sought. Make sure records are accurate, complete and up-to-date. Store and send personal information securely at all times to ensure that it cannot fall in to the wrong hands. Ensure requests to see information are from those with a legitimate right.

Keep records secure: Store and send personal information securely at all times to ensure that it cannot fall into the wrong hands. Ensure requests to see information are from those with a legitimate right.

Only record what you need: Only record the information relevant to caring for the pupil or service user.

Share with Care: Effective sharing of information between professionals and local agencies is essential for effective identification, assessment and service provision. Share personal information only on a need to know basis.

Know your obligations to your pupils, service users and others: All staff dealing with personal information should be aware of the issues surrounding confidentiality and be trained to deal with them in an appropriate manner. This information can be found in the Academies data protection policy, the named person for data protection is Claire Beardsall.

Management of safeguarding

Abuse and neglect are forms 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 a stranger. They may be abused by an adult, or another child or children.

Parents can see a copy of this safeguarding and child protection policy by asking at the Academy office or they can find this policy on the Raleigh Learning Trust website.

Our Academies can play a vital role in helping abused children and those who are suspected of being abused, by the effective monitoring and recording of certain aspects of the child's progress and behaviour. This is particularly important when there has been no direct disclosure of abuse, or when a child has communication difficulties or is too young to give much information. Monitoring is particularly valuable because teachers etc. are in daily contact with children and are used to

monitoring them. They are uniquely placed to observe the behavior of large numbers of children and likely to know what is 'normal' or 'usual' for a particular child.

Our designated safeguarding leads and Deputies liaise with the three safeguarding partners and work with agencies in line with Working together to safeguard children July 2018, Keeping children safe in Education 2020 and NCPCC- When to call the police to help them understand when they should consider calling the police and what to expect when they do.

Procedures for dealing with concerns

Any concerns regarding a pupil should be reported to the DSL's using a concern form on the electronic safeguarding system by the end of the working day.

Staff must REPORT- RECORD- MONITOR- KEEP THE DSL'S UPDATED.

Low Level Concerns

Staff must state on the concern form whether they consider the concern to be low level or high level. Low level concerns will be monitored using a safeguarding log to ascertain more information about the pupil to give a bigger picture of whether there is a safeguarding concern. Talking to parent/carers on many occasions will reveal what is happening at home. After consulting the DSL an action may be for the class teacher or TA to ring home as they know the parent best. Conversations must be recorded with a date and time on the monitoring log then sent to the DSL for recording purposes.

Some examples of Low level concerns

Pupil has had no breakfast that morning record –inform the DSL, make contact with the parent/carer - monitor – is this happening on a regular basis?

Pupil wearing the same clothes every day record – speak to the DSL, monitor - are the clothes clean? Is there an issue with the pupil's special needs about clothing? Has the washing machine broken down? Make contact with the parent/carer to help answer these questions, Record all conversations and pass to the DSL.

Pupil is complaining of toothache –make parents aware, advise parent/carer to take the pupil to the dentist, request evidence of the Dental appointment, monitor- follow up with the parent/carer to ensure the child has been seen by a dentist, speak to the pupil about the dental visit- has the pupil been ? Keep the DSL updated and pass on all relevant information.

Pupil falling to sleep in class- speak to parent /carer, monitor- is this a medication concern? Record - speak to the DSL- DSL may contact the school nursing team for more information about the pupil.

Referral

The Designated safeguarding lead should assess all information available to the Academy setting about the child and refer to Social Care Access Team if appropriate and confirm this referral in writing by completing a MARF document by the end of the day of the concern.

If there has been no response from social care regarding the MARF after 24 hours the DSL will contact social care for an update.

Please note if parent/carers do not agree to a MARF referral and the DSL feels it is still necessary a MARF form will still be completed and sent.

This form can be found on the LSCB website and also in the Safeguarding and Promotion of children in Childcare, Education and Recreational settings: Practice Guide.

If staff members are unsure they should always speak to the designated safeguarding lead. In exceptional circumstances, such as in emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to children's social care. Anyone including parent /carers can contact Children and families direct if they are concerned about the safety of a child.

What should be recorded?

Patterns of attendance	Statements, comments, stories, drawings
Changes in mood	General demeanor and appearance
Changes in classroom functioning	Parental interest and comments
Patterns of attendance	Statements, comments, stories, drawing
Relationships (with peers, adults)	Home/family changes
Behaviour	Medicals
Response to PE/sport	Absconding
Injuries/marks, past and present	Referrals to social care and to the police if appropriate.

When is recording needed?

When there is a concern over:

Marks on a child's body	Information from others
Unusual, significant changes in behaviour	Mood changes
Puzzling statements or stories from a child	
If requested by another agency, for example, following an initial child protection conference	
When a child protection plan or A Child in need, absence from school should be not only recorded but the case social worker notified on the first day of absence and continue to update the social worker every day the child is absent thereafter.	

A child absconding

The Trust procedure as well as recording must be followed. The Trust staff will attempt to persuade the child to return into school if they are at the gates or fence. If the child leaves school site parents and police will be contacted (See Woodlands behaviour policy for further information.)

Who should record?

Teachers, Other School staff LA staff in regular contact with the child, such as EWO, Behaviour Support Worker, and Education Psychologist (in line with their own Practice Guidance.)

Social workers and other professionals involved with the child.

How should we record?

Using safeguarding concern forms on the electronic safeguarding system and a safeguarding monitoring log to monitor minor concerns.

How should it be recorded?

The D.S.L's will decide, after taking advice from interested parties when to start and finish monitoring.

Information will be stored securely in the files of individual pupils or in the child protection file.

The DSL will decide who sees any monitoring. It will be on a strictly need to know basis.

Anyone with information should contribute to monitoring.

Ensuring staff are safe to work with children

Raleigh Learning Trust operates vetting and safer recruitment practices in line with Safeguarding Children and Safer Recruitment in Education 2007. Safer Recruitment training is available to all relevant staff and governors who are involved in the recruitment process.

Schools/Academies and other settings are required to maintain a Single Central Record, for all permanent and agency staff, volunteers (including Trustees and Local Governors). An enhanced DBS should be produced on arrival at school and seen by the (DSL) before any staff including bought in' services (e.g. catering, cleaning services) work within the establishment. A check to ensure the person presenting themselves for work is the same person on whom the checks have been carried out. Right to work in the UK and overseas checks will be carried out at this point.

The DSL will implement a short safeguarding induction first thing in the morning to check new staff have had some safeguarding training and all agency staff working with children are aware of the schools safeguarding procedures and are aware of how to obtain and access the safeguarding policies in school. Prohibition checks are carried out on all teachers including unqualified teachers, support staff and volunteers.

Volunteers working in regulated activity are required to produce an enhanced DBS with barred list information prior to their starting date. Volunteers working in unregulated activity will be required to produce a DBS without barred list information. A safeguarding induction is carried out by one of the DSL's prior to working in the School.

Please read the Trust DBS policy for more information.

Designated Persons

Our Designated safeguarding leads help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children including children with a social worker are experiencing ,or have experienced. Their role includes ensuring that staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations. They will support staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

Designated safeguarding Lead (DSL 1)

The designated safeguarding lead in each Trust school is a member of the senior leadership team .he/she has received training and takes the lead in safeguarding, child protection and internet

safety and are ultimately responsible for safeguarding on their school site. He/she will provide advice and support to other staff on child welfare and child protection matters.

Designated deputy safeguarding lead.(DSL 2)

There are deputy DSL's in each Trust school, they are trained to the same standard as the DSL lead. He/she will work alongside the DSL lead, tasks may be shared between the DSL team.

The designated safeguarding lead (and any deputies) undergo training to provide them with the knowledge and skills required to carry out their role. This training is updated at least every two years. The designated safeguarding lead has undertaken Prevent awareness training. This training provides designated safeguarding leads with a good understanding of their own role, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements.
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff including part time and supply staff have access to, and understands, the Academy's child protection policy and procedures,
- are alert to the specific needs of children in need, including those with special educational needs and young carers;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure electronic written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and use their confidence and knowledge required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, including online bullying, grooming and radicalisation and are confident they have the capability in supporting SEND children to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made.

Raise Awareness

The Trust designated safeguarding leads:

- ensure the Trust safeguarding/ child protection policy is known, understood and used appropriately.
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Child protection file
- Where children leave the school or college (including for in-year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be

Individuals who have lived or worked outside the UK

Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in our Trust Academies. In addition our Academies will make further checks they think appropriate so that relevant events that occurred outside the UK can be considered. In the case that these overseas checks are required the check carried out will be for a person that has lived and or worked for 3 months or longer in the 10 years prior to their application, while aged 18 or over .In the event of this the staff member will be expected to produce this overseas clearance check evidence.

Advice on the criminal record information which may be obtained from overseas police forces, published by the Home Office is on GOV.UK. The department for education has also issued guidance on the employment of overseas-trained teachers. This gives information on the requirements for overseas-trained teachers from the European Economic Area to teach in England and the award of qualified teacher status for teachers qualified in Australia, Canada, New Zealand and the United States of America.

The single central record is kept in the main office securely. It is maintained by a designated member of the office staff under the direction of the Principal Head and contains all the information required by OFSTED.

Supply staff details, including photos and DBS, are kept in the front office securely. Once recorded on the SCR copies are confidentially destroyed. If there is a good reason for doing so each Academy may keep a DBS in the staff members File for up to 6 months then it is securely destroyed. Overseas and Right to work clearance is kept in the staff members file for 2 years after the person has left then securely destroyed. Any supply staff or new staff and visitors entering school are required to present photographic forms of identity.

All staff must read:

staff that work directly with children must read Keeping Children Safe in Education (2020) in particular Part One. Staff not directly working with children must read Part 1.

Trust Staff Code of Conduct

Trust Safeguarding & child protection Policy

Trust Whistle Blowing policy

Trust Behaviour Policy

Attendance Policy and children missing from education Statutory Guidance September 2016

Children missing in education September 2016

All staff and volunteers are clear about:

Do's and Don'ts about providing children and young people means of contact outside of school hours (e.g. Mobile phone numbers, Face book Social Networking Sites etc)

Whistle Blowing procedures

Safeguarding & child protection policy procedures

The use of personal phones is prohibited whilst staff, including supply and volunteers are on Duty but may be used on occasions where there is an emergency.

Phone SMT/on call. Personal phones/l pads will not be used to record or take photographs of children, the Academy provides equipment for this use, staff must justify their reasons for doing so.

Pupils hand over their phones and personal electrical equipment on arrival at school, this is returned to them at the end of the day.

Staff must complete an absence slip for any pupils absent from their class on the day. This must be given to the attendance officer by 9.20am so parent/carers of all pupils absent from school that day can be contacted and prompt actions put in place if necessary.

Pupils must have at least 2 up to date contact numbers recorded on their information sheet. Staff need to update these numbers if there are any changes as soon as possible.

Visitors

All visitors to each Academy will be asked to bring formal identification with them at the time of their visit (unless they are named on the approved visitors/contractors list).

Once on site, all visitors must report to reception first. No visitor is permitted to enter each Academy via any other entrance under any circumstances.

At reception, all visitors must state the purpose of their visit and who has invited them. They should be ready to produce formal identification upon request. All visitors will be required to sign in and have their photograph taken to wear on their identification badge, the badge must remain visible at all times throughout the visit. Visitors will then be escorted to their point of contact OR their point of contact will be asked to come to reception to receive the visitor. The contact will then be responsible for them while they are on site. The visitor must not be allowed to move about the site unaccompanied unless they are registered on the Approved Visitor List (to be on this list, the person must have a current clear DBS check and children's barred check with a copy of this registered on the Academies central record or on their own establishments system. They must then follow the procedures above e.g. sign in and have their photograph taken and enter the premises via reception).

When leaving the premises the visitor must report back to reception to sign out and return their visitor's identification badge.

Disqualification by Association

Disqualification by Association under the Childcare Act 2006 amended Sept 2018 states new regulations and removes disqualification by association in non-domestic settings, Ambleside, Woodlands, Denewood & Unity and Westbury Academies can no longer ask questions regarding the criminal history of people who reside within a member of staffs household. DBS, prohibition and Disclosure and barring checks are not affected by this change and will continue to be recorded on the single central record along with an annual Child care disqualification form if appropriate to the setting for eligibility to work with children. Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case, the member of staff must speak to the Academy Principal.

Ambleside Academy provides early years provision for 3-5 year olds so therefore those staff will be expected to sign a child care disqualification disclosure form annually.

If a member of staff's personal circumstances change they have a duty to inform the Academy Principal promptly, any self- declaration will be kept confidential and recorded on the single central record.

Allegations against professionals

Procedures are in place to support all staff that have concerns about the conduct of any adults working in this Academy childcare or recreational setting, either in a professional role or in a voluntary capacity.

Allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position including supply staff if a person 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 he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

In the event of an allegation about the behaviour of a member of staff the Academy Principal is to be notified in the first instance, if the allegation is about the Academy Principal the CEO Sean Kelly **must** be informed who will contact the local authority Designated officer, the Academy will follow Local Safeguarding Children Board Procedures, which are compliant with the requirements of Keeping Children safe in education 2020 and Working Together to Safeguard Children 20. Full procedures can be found in the Raleigh Learning Trust Whistle blowing policy. Local authority Designated Officer (DO) is Lisa Hurst and Evelyn Hailwood is responsible for allegations management, Evelyn is also responsible for quality assurance tel 0115 8765698. If the allegation is regarding a supply member of staff although the establishment is not the employer the agency and LADO will be informed by the Academy Principal of the school concerned.

NSPCC Whistleblowing helpline 0800 028 0285.

Tom.shaw@raleighlearningtrust.co.uk

Chair of Directors and Safeguarding Trustee .

Vulnerable child/Child at risk

Designated Teachers for Looked after children are:

Ambleside – Laura Hastie

Westbury- Lee Morgan and John Motler

Woodlands –Andrew While

Denewood and Unity -Jason Keddy

The most common reason for children becoming looked after is as a result of abuse and/or neglect.

Looked after Children are 3 times more likely to end up unemployed and to suffer from a mental health condition. Many have been damaged by disadvantaged and chaotic backgrounds. They are more likely to have challenging behaviour and abscond.

People assume these children are too damaged to expect too much from them.

The care system heaps further uncertainty and upheaval as some are returned home quickly to face danger that originally demanded their removal from home.

Looked after Children are faced with leaving care at 16 and often have to fend for themselves.

They often have to move schools and adjust to new carers, social workers and new surroundings. The more placements they have the less likely they are to achieve.

Children with Special Educational Needs

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any sign's and difficulties may arise in overcoming communication barriers.

At the Raleigh Learning Trust we identify pupils who might need more support to be kept safe or to keep themselves safe by monitoring closely and intervening early. Agencies such as counselling and Cahms will be initiated if appropriate. Each Academy site has a Student council to support young people who do not wish to speak to an adult about anything they are worried about. Safeguarding training for pupils to raise awareness of staying safe is delivered by the NSPCC and school staff. The training is tailored to the needs of the pupils and is designed for children with special needs and autism.

Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any sign's and difficulties such as behaviour, mood and injury.

At The Raleigh Learning Trust we are fully aware of a pupil's disability and it is not a barrier preventing further exploration for signs of abuse.

Children potentially at greater risk of harm

Children who need a social worker (Child in Need and Child Protection Plans)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the designated safeguarding lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. We will consider this as a matter of routine. Where children need a social worker, DSL's and senior leaders will make decisions about safeguarding (for example, responding to an authorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

Mental Health

Children requiring mental health support

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 staff are fully aware that mental health problems can be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Our staff are well placed to observe children on a day to day basis to identify behaviours that may suggest a mental health problem. It would not be for our staff to diagnose mental health but to report concerns to the DSL so prompt actions can be taken with social care and the appropriate agencies. Further advice and guidance can be found on Preventing and tackling Bullying and Mental and Behaviour in schools.

Public Health England has produced guidance and resources to promote health, well being and resilience amongst young people

Missing Children

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay. We will always follow up with parent /carers when pupils are not at school. This means we need to have at least two contact numbers for parent /carers. Parents should remember to update the school as

soon as possible if the numbers change. In response to Keeping children safe in Education 2019 the school has:

1. Staff who understand what to do when children do not attend regularly
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions).
3. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
4. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a) leave school to be home educated
 - b) move away from the school's location
 - c) remain medically unfit beyond compulsory school age
 - d) are in custody for four months or more (and will not return to school afterwards); or
 - e) are permanently excluded

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority (SEN) team. When a pupil leaves the

Types of Abuse and Neglect

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. They may be abused by an adult or adults or another child or children.

- a) **Physical Abuse:** a form of abuse which may involve hitting, throwing, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may be caused when a parent or carer fabricates the symptoms school, we will record the name of the pupil's new school and their expected start date.
- b) SEN will forward the pupils SEN file and EHCP to the new SEN authority if the pupil has moved to another city.
- c) The Trust has Procedures in place to pass on records to a new school, if the pupil is 16 and leaving education the records are logged and archived.

Further Guidance can be found in Children missing from education: statutory guidance for local authorities September 2016

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a authority) for the care of a child under the age of

16years (under 18years, if the child has a disability) by someone other than a parent or close relative, in their own home, with the intension that it should last 28 days or more. A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half -siblings and step parents. It does not include great- aunts or uncles, great grandparents or cousins. Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Academies have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However it should be clear to the school who has parental responsibility. Staff will notify the DSL if they become aware of a private fostering arrangement. The DSL will speak to the family of the child involved to check they are aware of their duty to inform the local authority. The Academy itself has a duty to inform the LA of the private fostering arrangements. On

admission to each Academy, we will take steps to verify the relationship of the adults to the child who is being registered.

Homelessness

Being homeless or being at risk of homelessness presents a real risk to a child's welfare. The homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help. Each year there around 12,000 young people aged 16 and 17 presenting to their local authorities as homeless, 6,000 are not assessed, only 2,800 are accommodated. Children's services lead on homelessness therefore it is very important staff inform the DSL promptly if they are concerned or suspect homelessness with a pupil/family so the appropriate referrals can be made.

Indicators of Homelessness

Household debt

Domestic Abuse

Rent Arrears

Anti-social behavior

Family being asked to leave the property of, or deliberately induces illness in a child.

Emotional Abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate or valued only as far 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 a child's development capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment. It may involve serious bullying (including cyberbullying) 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 of a child, although it may occur alone.

Sexual Abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (e.g. rape or oral sex) or non-penetrative acts 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 internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect: 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 adequate caregivers, or ensure access to appropriate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

Children who Self-harm

Staff **must** always be mindful of the underlying factors which may lead a child or young person of any age to self-harm. This is particularly the case for children of primary school age as self-harm in this age group is uncommon. Where information comes to the attention of practitioners which suggests that a primary age child has self-harmed serious consideration must be given to whether there are other underlying factors, including abuse. All such cases should be discussed with

children's social care. Even in those unusual cases where a primary age child is thought to have self-harmed it is important to recognise that this behaviour is an indicator of emotional distress and the child will need support to address this.

Domestic Abuse

Definition

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.

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. 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.

Operation Encompass

[Operation Encompass](#) operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the designated safeguarding lead in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

- Statistics confirm the links between domestic abuse and safeguarding children
- Child abuse – 1 in 3 child protection cases show a history of domestic abuse of domestic violence
- children in violent households are 3 to 9 times more likely to be injured and abuse, either directly or while trying to protect their parent

We recognise that, statistically, children with behavioural difficulties and disabilities are most vulnerable to abuse. Adults who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behaviour problems will need to be particularly sensitive to signs of 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:

It must also be stressed that in a home environment where there is domestic violence, drug or alcohol abuse, children up to the age of 16 years old may also be vulnerable and in need of support or protection.

Nottingham now has a police team in place to deal with domestic violence, this service is known as The Dart Team and can be accessed through Children and Families Direct phone number 0115 8764800 Domestic Abuse Referral Team. There is also a National Domestic Abuse Helpline

Refuge runs the National Domestic Abuse Helpline, which can be called free of charge and in confidence, 24 hours a day on 0808 2000 247. Its website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Additional advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

- NSPCC- UK domestic-abuse Signs Symptoms Effects

- Refuge what is domestic violence/effects of domestic violence on children
- SafeLives: young people and domestic abuse

Hate Crime

Hate crimes are targeted at a person because of hostility or prejudice towards that person's:

Disability, race or ethnicity religion or belief sexual orientation

Transgender identity.

This can be committed against a person or property.

A victim does not have to be a member of the group at which the hostility is targeted. In fact, anyone could be a victim of hate crime.

Hate crime must be reported to the police however the police can only deal with cases where the law has been broken. Staff concerned about hate crime involving a young person must follow woodlands safeguarding procedures and inform the DSL immediately so a referral to social care and or police can be sent. Hate crime often spills over into communities we all have a duty to keep all children and young people safe.

More information and support can be found on support line – Problems: Advice, support and information www.supptline.org.uk

Child Sexual Exploitation (CSE) and child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

Statutory definition of Child Sexual Exploitation Working together to safeguard children July 2018

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.

Indicators of child exploitation may include:

Acquisition of money, drugs or alcohol, 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 or alcohol.
 Inappropriate sexualized behavior 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
 Self-harm or significant changes in emotional well-being

Potential Vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues:

- Having a prior experience of neglect, physical and /sexual abuse.
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example:
- Recent bereavement or loss.
- Social isolation or social difficulties.
- Absence of a safe environment to explore sexuality.
- Economic vulnerability.
- Homelessness or insecure accommodation status.
- Connections with other children and young people who are being sexually exploited.
- Family members or other connections involved in adult sex work.
- Having a physical or learning disability.
- Being in care (particularly those in residential care and those with interrupted care histories).
- Sexual identity.

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 and a referral to the National Referral Mechanism should be considered. If a child is suspected to be at risk of or involved in county lines, we will make a safeguarding referral to children and

Families Direct alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

Children most at risk are those with chaotic backgrounds, may be some previous offending, poor school attenders, and often children who are looked after.

Signs that should prompt staff to consider a young person's involvement in county lines include, being found in distant areas, unexplained new clothes, money, or phones being associated with older people and a change in their behavior or mental state. Documents that provide further information and guidance include a detailed briefing document from the National Crime Agency and a quicker read from the Home office, the county lines guidance, published in July 2017.

Sexual violence and sexual harassment between children in schools and colleges (Sept 2019)

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that all victims are taken seriously and offered appropriate support.

Responding to reports of sexual violence and sexual harassment

Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further with children's social care) to discuss next steps. DSL's will only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to. Recognising a child is likely to disclose to someone they trust. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust so the staff member must be supportive and respectful of the child. Listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, only recording what the child has said.

Risk Assessment

When there has been a report of sexual violence, our designated safeguarding lead or deputy DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment will consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children adults and staff at the Trust school or especially any actions that are appropriate to protect them.

Risk assessments will be recorded on our electronic safeguarding system and will be kept under review. At all times our Trust schools will be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

The designated safeguarding lead or deputy will ensure they engage with children's social care and specialist services as required. If there has been a report of sexual violence.

Action following a report of sexual violence and/or sexual harassment

What to consider

DSL's and senior leaders will carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) will have a complete safeguarding picture and be the most appropriate person to advise on the Trust school's initial response.

Important considerations will include:

the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding any investigation. They will consider:

- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- Whether the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim or other children?

Risk Assessment.

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- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children at the school or college, especially any actions that are appropriate to protect them.

Risk assessments will be recorded on our electronic safeguarding system and will be kept under review. The DSL Lead will actively consider the risks posed to all their pupils and students and put adequate measures in place to protect them and keep them safe.

The designated safeguarding lead or deputy will engage with children's social care and specialist services as required.

Children sharing a classroom - Initial considerations

Any report of sexual violence is likely to be traumatic for the victim.

However, reports of rape and assault by penetration are likely to be especially difficult with regard to the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the facts of the case are being considered and the process of liaising with children's social care and the police the alleged perpetrator will be removed from any classes they share with the victim. We will also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on our school premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

Contextual safeguarding

All staff and DSL's are aware that incidents and or behaviours can be associated with factors outside the Academy and can occur between children outside the Academy. The designated safeguarding lead (or deputy) will be considering contextual safeguarding. This simply means a

consideration as to whether children are at risk of abuse or exploitation in situations outside their families. An assessment of children in such cases will take place to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments will consider such factors and so, it is important that our Academy provides as much information as possible as part of the referral process. This will allow any assessment to consider all the evidence and the full context of any abuse.

Voyeurism (Offences) Act 2019 which criminalise the act of 'upskirting'. The Crown Prosecution

Voyeurism (offences Act 2019 ("upskirting"))

Service (CPS) defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders."

`Keeping children Safe in Education Sept 2020

Fabricated or Induced Illness

Fabricated or induced illness (FII) is a form of child abuse, It occurs when a parent or carer, usually the child's biological mother exaggerates or deliberately causes symptoms of illness in the child. FII is also known as Munchausen's syndrome by proxy.

Behaviours in FII

The term FII covers a wide range of cases and behaviours involving parents seeking healthcare for a child:

A mother or other carer who convinces their child they are ill when they are perfectly healthy.

A mother or other carer who exaggerates or lies about their child's symptoms.

A mother or carer who manipulates test results to suggest the presence of illness- for example, by putting glucose in urine samples to suggest the child has diabetes.

A mother or carer who deliberately induces symptoms of illness- for example, by poisoning her child with unnecessary medication or other substances.

Child Protection

FII is a child protection issue and cannot be treated by the NHS alone. Therefore if staff suspect FII they must follow Woodlands safeguarding procedures by filling in a concern form and informing the DSL immediately, the DSL will refer the concerns to Children and Families direct (social Care).If you suspect that someone you know may be fabricating or inducing illness in their child it is not recommended that you confront them directly. A direct confrontation is unlikely to make a person admit to wrongdoing and it may give them the opportunity to dispose of any evidence of abuse.

Preventing Radicalisation

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

.We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

Showing sympathy for extremist causes

Glorifying violence, especially to other faiths or cultures

Making remarks or comments about being at extremist events or rallies outside school

Evidence of possessing illegal or extremist literature

Advocating messages similar to illegal organisations or other extremist groups

Out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)

Secretive behaviour

Online searches or sharing extremist messages or social profiles

Intolerance of difference, including faith, culture, gender, race or sexuality

Graffiti, art work or writing that displays extremist themes

Attempts to impose extremist views or practices on others

Verbalising anti-Western or anti-British views

Advocating violence towards others

If you have any concerns about individuals who may be being drawn into support for extremist ideology, please contact the Prevent Team:

prevent@nottinghamshire.pnn.police.uk

Although a police team, their role is to support early intervention so that vulnerable children or adults do not end up facing criminal sanctions.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A DSL from our Trust school will attend the Channel panel to help with this assessment if requested to do so.

Guidance on Channel is available at: Channel guidance.

The Home Office has developed three e-learning modules:

- Prevent awareness e-learning offers an introduction to the Prevent duty.
- Prevent referrals e-learning supports staff to make Prevent referrals that are robust, informed and with good intention.

All staff in the Raleigh Learning Trust have completed Home Office Prevent training on line, this is refreshed annually to enable staff to stay up to date with new information.

All DSL's are familiar with Prevent Duty guidance for England.

Bullying

Bullying may be physical, verbal or relational and may occur directly or indirectly in the presence of the young person or indirectly through electronic devices or other methods of communication.

Bullying is when someone is:

Teasing, name-calling, inappropriate comments, threats of harm, purposefully excluding someone, spreading harmful rumors, coercing others to do or say harmful things, kicking, hitting pushing, spitting, damaging or taking someone's property, rude or mean gestures.

Any form of Bullying in our school is not tolerated, it will never be passed off as 'Banter' or 'part of growing up', it must be recorded on a behaviour log then given to the behavior manager, if there is a concern with safeguarding relating to the bullying incident a concern form must be completed. These forms must be handed in to the behavior manager and DSL by the end of the day of the incident so the appropriate action required can be taken.

More information can be found in our the Individual Academy Behaviour Policy.

Under the Children Act 1989 a bullying incident should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm'. Where this is the case, the DSL will report their concerns to their local authority children's social care. Even where safeguarding is not considered to be an issue, staff may need to draw on a range of external services to support the pupil who is experiencing bullying, or to tackle any underlying issue which has contributed to a child engaging in bullying.

The Raleigh Learning Trust ensures that Anti-Bullying Policy's, include how each Academy will manage 'cyber' bullying through the use of digital technology, irrespective of whether this happens on or off the school premises.

Peer on Peer Abuse

The Raleigh Learning Trust believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in school and other students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behavior will be dealt with under individual academy behavior Policies. Different Gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls sexually touched/assaulted or boys being subject to initiation- type violence. Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature, Safeguarding issues raised in this way may include Physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

Is made against an older pupil and refers to their behaviour towards a younger more vulnerable pupil.

Is of serious nature, possibly including a criminal offence.

Raises risk factors for other pupils in the School.

Indicates that other pupils may have been affected by this student.

Indicates that young people outside the school may have been affected by this student.

At The Raleigh Learning Trust we will support the victims of peer on peer abuse by working with all students and parents involved. Offering behavior support and other information about other outside agencies that can support all students and parents.

In cases of sexting we follow guidance given to schools and colleges by the UK council for Child internet Safety (UKCCIS) published in 2017: 'Sexting in schools and colleges, responding to incidents and safeguarding young people'.

Teen Dating Violence (TDV)

TDV is defined as a physical, sexual psychological or emotional violence within a relationship including stalking. It can occur between a current or former dating partner.

Examples of TDV

Pinching, hitting, shoving or kicking a partner or harming his/her sense of self-worth by name calling, shaming, bullying or embarrassing on purpose; Keeping him/her away from friends and family, or coercing or forcing a partner to engage in a sex act when he/she does not or cannot consent.

Hazing

Hazing is defined in different ways by different people but there is a general agreement that hazing includes any activity expected of someone joining or participating in a group that humiliates, degrades, abuses or endangers participants regardless of a person's willingness to participate.

Examples of Hazing

Physical mutilation, yelling or swearing with the intent to demean, coerced consumption of nonfood substances, drowning/near drowning immersion in noxious substances, sleep or food deprivation, forced public humiliation or forced sexual activities.

As in all cases of child abuse, it is essential we as a school support the needs of the children who are abused by their peers. Each category of child abuse may have different dynamics and effects. There is no single approach to the treatment of child abuse so each individual case will require its own unique intervention.

Because peer on peer abuse is so prevalent and the effects can be long lasting and severe Woodlands safeguarding procedures including contacting children and families Direct will be implemented for the victim and the abuser so the appropriate support and services can be provided as quickly as possible for the perpetrator ,victim, parents and carers.

Female Genital Mutilation

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place around 15 years old, however, it is believed that majority of cases happen between the ages of 5 and 8 years old.

Risk factors;

Low level of integration into the UK society.

Mother or sister has undergone FGM.

Girls who are withdrawn from PHSE.

Visiting female elder from the country of origin.

Being taken on a long holiday to the country of origin.

Talk about a 'special' procedure to become a woman.

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country(especially before the summer holidays) or parents who wish to withdraw their children from learning about FGM.

Indicators that FGM may have already taken place:

Difficulty walking, sitting or standing and may even look uncomfortable.

Spending longer than normal in the bathroom or toilet due to difficulties urinating.

Spending long periods of time away from the classroom during the day with bladder or menstrual problems.

Frequent urinary, menstrual or stomach problems.

Prolonged or repeated absences from school, especially with noticeable behavior changes (e.g. withdrawal or depression) on the girls return.

Reluctance to undergo normal medical examinations.

Confiding in a professional without being explicit about the problem due to embarrassment or fear.

Talking about pain or discomfort between the legs.

Mandatory Reporting

The serious crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18.

In schools, this will usually come from a disclosure.

Staff must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Staff must discuss any such cases with the ADSL who will inform social care. This duty does not apply to suspected cases. Suspected cases should be written on a concern form then handed to the ADSL.

So called “Honour” based abuse

So called “honour”- Based violence occurs in communities where concepts of honour and shame are fundamentally bound up with the expected behavior of families and individuals particularly women. There have been a number of high- profile “honour Killings” the most extreme form of so-called “honour”- based violence, in the UK in recent years. In other circumstances, the victim can be subjected to long low level physical abuse and bullying as ‘punishment’ for bringing dishonor on the family.

A recent report by the Centre for Social Cohesion on “honour”- based violence in the UK described common ways in which honour can be perceived to be damaged:

Perceptions of common ways in which honour can be damaged

Defying parental authority:

In many cultures, elder members of the family are expected to control their children. Parents who publicly fail to do so may lose status in the community as a result.

Becoming ‘Western’ (clothes, behavior attitude):

People from honour- based cultures often transform ideas of honour into a pride in ones origins and /or religion once they settle in ‘the West’. Families who allow their children to assimilate into wider society can be seen as betraying their origins, their community and their ancestors.

Women having sex/relationships before marriage:

Many honour based cultures put a high premium on a girl’s virginity and sexual fidelity. Families whose women are believed to have extramarital relationships (even of a non -sexual kind) can suffer a decline in honour and social standing.

Use of drugs or alcohol:

Drinking alcohol and using drugs not endorsed by religion, culture or tradition can bring shame on families because their children are seen as abandoning or rejecting the values of their parents and their community.

Gossip:

In many cases honour is damaged less by a person’s action than by knowledge of that action becoming public knowledge. Rumors and gossip-even if untrue-can damage the status of a family or an individual. In many cases, families are less concerned with immoral acts, than how these will affect how they are seen by their relatives and by other members of their community.

In addition to the incidents above victims may be under house arrest and excessive restrictions, denial of access to a telephone, internet, passport and friends, threats to kill.

So-called “honour”-based violence differs from domestic abuse in that it is often perpetrated by more than one individual, from the victim’s family or wider community. It is usually directed towards young women, although this is not always the case; men have also been victims. “Honour”- based violence is not associated with particular religions or religious practice; it has been recorded across Christian, Jewish, Sikh, Hindu and Muslim communities.

“Honour” –based violence is linked to forced marriage as statistics show some of the so called-honour based crimes including killings have been linked to victims trying to escape coercion into matrimony.

Honour based violence/crime including forced marriage is in almost all cases a form of child abuse in view of the significant harm or risk of significant harm that it causes its young victims.

Under section 11 of the children Act 2004 all professionals working within government bodies are under a duty to safeguard and promote the welfare of children in carrying out their work. Any child or young person seen to be at risk of” honour” –based violence or forced marriage must report their concerns to the DSL immediately to enable swift action with safeguarding procedures. The DSL will contact Children and Families Direct and the police.

NB

Anyone can make a referral to social care children’s team if they feel a child is at risk of significant harm or has disclosed they are being harmed. Further support and information can be found on the NSPCC web site. NSPCC help line 0808 800 www.nspcc.org.uk

Gender-based Abuse

Breast Ironing

Breast ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. This procedure is carried out by mothers or Grandmothers. The men in the family are un aware.

This practice is seen as a protection to girls by making them seem `child –like’ for longer and reduce the likelihood of pregnancy. Cameroon has one of the highest rates of literacy in Africa and ensuring that girls remain in education is seen as an important outcome of breast ironing.

Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as 1000 girls at risk. Damage caused by the `ironing’ can leave women with malformed breasts, difficulty breast feeding or producing milk, severe chest pains, infections and abscesses, it may be related to the onset of breast cancer.

Forced Marriage

‘A forced marriage is a marriage in which one or both spouses do not (or, in the case of children and some adults at risk, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure.’ Scottish Government

“A marriage conducted without the valid consent of both parties where duress is a factor.” A Choice by Right (June 2000)

Forced Marriage (Civil Protection) Act 2007 (England/Wales)

- Courts have power to make Forced Marriage Protection Orders.
- Breach of an injunction would not itself be a criminal offence, but would be a contempt of court. Courts would have the full range of sanctions available to them, including imprisonment.
- Enables third parties to apply for an injunction on behalf of somebody else.

The Anti-Social Behaviour Crime and Policing Act (2014) have created two new offences of forced marriage. These new offences will come into effect on 16 June 2014. The Act also makes it a criminal offence to breach a Forced Marriage Protection Order (FMPO) to further increase protection for victims and ensure that perpetrators are properly punished.

The civil remedy of obtaining a Forced Marriage Protection Order through the family courts will continue to exist alongside the new criminal offence, so victims can choose how they wish to be assisted.

There will be a maximum penalty of seven years for committing a forced marriage offence and a maximum penalty of five years for breach of a forced marriage protection order.

Staff must report concerns regarding forced marriage to the DSL immediately to ensure safeguarding procedures can be implemented, the DSL will inform the Academy Principal, Children and Families social care and the police.

Preventative Work: Educating children about issues (PHSE)/ (SRE)

As part of developing a healthy, safer lifestyle, pupils within the Raleigh Learning Trust are taught to recognise and manage risks in different situations and then decide how to behave appropriately (including those within the digital world).

Pupils are taught to:

Judge what kind of physical contact is acceptable and unacceptable.

Recognise when pressure from others (including people they know) threatens their personal safety and develop effective ways of resisting pressure, including knowing where and when to get help.

Use assertiveness techniques to resist unhelpful pressure.

Children should feel valued, respected and able to discuss any concerns they have. Displaying helpful information including Children's Help lines (NSPCC, Child Line) could help to provide assurance that it's okay to talk Providing NSPCC workshops in school so children learn how to stay safe.

The NSPCC return every 2 years to work with staff to implement a safeguarding course for pupils.

Statutory guidance: relationships education relationships and sex education (RSE) and health education.

- UK Council for Internet Safety (UKCIS)27 guidance: Education for a connected-world
- National Crime Agency's CEOP education programme: Thinkuknow
- Public Health England: Rise Above

Guidance for all Staff on Initial Physical Contact

The Raleigh Learning Trust encourages all pupils to express their feelings appropriately and safely. However, even well intentioned, physical contact can be misconstrued by a pupil or an observer. Therefore staff should not initiate physical contact unless under a stringent set of agreed circumstances.

If a pupil is distressed to the point physical contact is needed staff should ensure this contact is age appropriate.

Information on the individual handling of pupils can be found in the pupils IBP and IEP.

Situations regarding physical contact must be logged and an explanation to the child and parent made stating why physical contact was necessary.

If a child complains of feeling hurt a first aider should be requested. The first aider should request consent from the parent/ carer before lifting any clothes to examine the pupil. In the case of an emergency staff should prioritise the pupil's wellbeing and lift clothes to examine an injury ensuring a witness is beside them. They should then contact parents to inform them whilst the child is recuperating. The member of staff should explain to the pupil why contact is necessary and what form the contact will take before and during the physical contact. There should be 2 staff present at all times.

Staff need to be aware of cultural and religious views about touching and be sensitive to issues of gender. If you are unsure and it is not an emergency please seek advice from SMT and or a DSL.

Guidance for this statement has been taken from: Guidance for safer working practice for those working with children and young people in education settings May 2019.

Restraint and Restrictive Intervention

Restraint may be necessary to safeguard the individual and/or others from serious injury or harm, and sometimes it will be the only realistic option, for example to prevent a child from running into a busy road.

We aim to promote a positive and proactive approach to behaviour, including de-escalation techniques appropriate to the child or young person, to minimise the likelihood of or avoid the need to use restraint.

Use of restraint is based on assessment of risk and to safeguard the individual or others. Restraint should only be used where it is necessary to prevent risk of serious harm, including injury to the child or young person.

For further details please read the Individual Academies Behaviour Policies.

Managing the Risks Associated with Social Networking and Mobile Technologies

Online safety

It is essential that our pupils are safeguarded from potential harm and inappropriate online material. We therefore have appropriate filters and monitoring systems in place to ensure our pupils stay safe whilst in our schools. We ensure our filtering systems are safe but do not have unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding, this may consist of Cyber-bullying, sexual Exploitation / grooming and Sexting. Our Academies have a rigorous e-safety policy and procedures in place which are updated regularly and ratified by Trustees. The policy also has Acceptable Usage that is signed by staff, pupils and parents.

Each Trust School has their own e-safety policy which states how pupils are taught safeguarding through various teaching and learning opportunities as part of a balanced curriculum. Children are taught to recognise when they are at risk and how to get help when they need it.

Safeguarding and remote education during Coronavirus (COVID- 19)

Where a class, group or small number of pupils need to self- isolate, or there are local restrictions requiring pupils to remain at home the Academies in our Trust will offer pupils access to remote education. We as a Trust will try our utmost to ensure remote education, where needed is safe, high quality and aligns as closely as possible with in -school provision. Our Academies will continue to improve the quality of this remote education and have a strong contingency plan in place for remote provision. Differentiation to meet pupil needs will be applied to pupils work as and when required. Details of the expectations for remote provision can be

found in the [guidance for full opening](#)

Safeguarding pupils and teachers online

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online are aware that the same principles set out in the Trust's staff behaviour policy (sometimes known as a code of conduct) will apply when school staff interact with pupils, parent /cares. Staff are aware of the great importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. Information in the form of letters and leaflets are sent home to parents .Extra support will be given to parents on request.

Further Guidance

For staff and parent /carers can be found here

- guidance from the [UK Safer Internet Centre](#) on remote education
- [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.
- Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

These resources can be used to support parents and carers to keep their children safe online:

- [support for parents and carers to keep children safe online](#), which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on [staying safe online](#) which includes information on security and privacy settings
- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Searching, Screening and Confiscation Guidance Update January 18

Staff may lawfully search electronic devices, without consent or parental permission, if there is a suspicion that the pupil has a device prohibited by school rules, or the staff member has good reason to suspect the device may be used to:

- Cause harm
- Disrupt teaching
- Break school rules
- Commit an offence
- Cause personal injury, or damage property.

Any data, files or images that are not believed to be unlawful, may be deleted or kept as evidence of a breach of the Individual Academy behaviour policy.

Each Academies Senior Leadership Team must be alerted to any concerns regarding electronic devices. 2 members of the leadership team will search the electronic device and take the appropriate action. Staff reporting a concern of this nature must inform the behaviour lead immediately and an incident form completed. If there is a concern regarding the material on the electronic device it must be reported to the DSL by the end of the working Day. The DSL will take the appropriate action according to the material discovered by SLT.

Inspection

Since September 2019, Ofsted's inspections of early years, schools and post-16 provision are carried out under Ofsted's Education Inspection Framework. Inspectors will always report on whether or not arrangements for safeguarding children and learners are effective in Trust.

In addition to the framework and inspections handbooks, Ofsted publishes specific guidance to inspectors on inspecting safeguarding: Inspecting safeguarding in early years, education and skills settings.

Ofsted's Interim Visits in the Autumn term 2020 – COVID - 19

Due to Covid-19 Ofsted will not be conducting inspections in their usual way, they will however be visiting schools to:

- gather information at school and national level
- Aggregate information to give a national picture of education
- Inform parents about what is happening in their child's school

HMI will want to find out:

- What schools are doing to get back on track
- What barriers schools face and how these barriers can be overcome.

Visits, not inspections

Visits will last for one day and will usually be conducted by two HMI these visits could evolve as the term progresses. The visits will focus on how schools are dealing with COVID-19 and preparing for the future. Inspectors will be sensitive to anxieties so will work within the safety measures the school has already put in place. Two key areas will be explored these are: Curriculum, Behaviour, Safeguarding & particular needs.

Outcomes of interim visit :

There will be no graded judgements

A letter on completion of the visit will be written for parents. The inspector will write the letter once they have left the school site.

Inspectors will stick to the scope of the visit but if they have **significant** concerns about either safeguarding or a break down in leadership & management they may turn the visit into a Section 8 inspection.

Unexpected Child Deaths

The joint responsibilities of professionals involved with the child include:

Responding quickly to the child's death in accordance with the locally agreed procedures;

Maintaining a rapid protocol with agencies, consistent with the Kennedy principles and current investigative practice from the association of Chief Police Officers.

In the event of a death of a pupil which is unexpected or sudden at home or in the community that attends one of the Trust schools the school will follow the Local Authority Safeguarding boards Regulations 2006 notifying them on receipt of the news and assist providing as much information as possible on request by the Authority regarding the pupil. The school would offer support to the family of the pupil. Working Together to Safeguard Children March 2018 provides further information about the processes of the death of a child.

This policy should be considered alongside other related policies including:

Safer Recruitment DBS

E-safety Staff and Pupils policy

Whistle Blowing

Code of Conduct

Behaviour Management Policy /physical intervention and Anti Bullying

Special Education Needs

Health and Safety

Supporting Children Looked After Policy.

Further Guidance

To support the work around child protection and safeguarding, links to statutory, national and local guidance are below:

- Child Sexual Exploitation
www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guidance-for-practitioners
- Children who may have been trafficked
<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>
- Criminal Exploitation

www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines

- Behaviour and Discipline
<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>
- Attendance
<https://www.gov.uk/government/publications/school-attendance>
- Exclusions
<https://www.gov.uk/government/publications/school-exclusion>
- Bullying
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- Nottingham City Safeguarding Partners (formerly NCSCB) Guidance Children Missing from Home and Care Joint Procedures
- Sexting in Schools and Colleges
Sexting in Schools and Colleges, responding to incidents and safeguarding young people – UKCCIS (2017)
- www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006 (updated August 2018)
- Female Genital Mutilation (FGM)
www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation

Local (Academy Level) Arrangements

Woodlands Academy

To establish and maintain an ethos where children and young people feel secure and are encouraged to talk and are listened to. Pupils are taught about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. Parents are kept up to date on internet safety via letters sent home.

To include in the curriculum and 'core' activities opportunities for children and young people to acquire skills and attitudes to both resist abuse in their own home and to prepare themselves for responsibilities including parenthood in their adult lives.

Woodlands Academy has a commitment to all staff, whether permanent, temporary or volunteers who work with children, to be given a safeguarding induction about policy and procedures and the names of relevant contacts within our Academy. We recognise the possibility that adults working in the Academy may harm children. Any concerns about the conduct of other adults in the school should be taken to the Academy Principal without delay, any concerns about the Academy Principal should go to our CEO Sean Kelly in writing, email address: Sean.Kelly@raleighlearningtrust.co.uk. There is a whistle blowing helpline to support staff if needed Helpline **0800 028 0285**

Woodlands Academy has established and continues to maintain an ethos of safety and security for its young people. We offer 1-1 sessions with a trained counsellor which enables pupils to talk privately. All pupils are continually told its ok to talk to staff about their lives and it will always be

treated with respect. Young people see this in action on a daily basis. We work closely with the **NSPCC, Speak out Stay Safe** courses are implemented by staff and the **NSPCC** to support pupils safety and wellbeing.

Our **PHSE / SRE** curriculum lessons teach our young people about staying safe and being aware of potential dangers. It is taught once a week as a discreet subject in KS1 to 4 and forms an important part of the whole integrated curriculum. We support the 5 outcomes of Every Child Matters and Staying Safe is one of them that we emphasise especially.

Our curriculum offers young people the opportunity to learn about child development, personal relationships and skills. We teach them to be responsible citizens, successful learners and independent thinkers.

Our parents report that they find our Academy a welcoming place where they feel valued and supported. We encourage open and honest relationships and communication with staff and parents.

Raleigh Learning Trust Safeguarding Lead Bev Murray (ADSL)

To ensure the Trust safeguarding/ child protection policy is reviewed annually as a minimum and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

Monitoring the SCR with a designated member of school admin staff ½ termly.

Coordinating DSL's within Raleigh Learning Trust.

Ensuring all staff have been informed of any changes to the safeguarding policies and procedures.

Ensuring safer Recruitment policy and procedures are adhered to across the Trust Schools.

Delivering regular update Training to DSL's .

Presenting new termly training updates to DSL's to deliver to all staff across the Trust.

Quality control update training delivered to staff.

Liaising with the CEO and safeguarding Trustee.

Checking safeguarding training remains up to date.

Complete an annual safeguarding audit on each Academy site.

Ensuring DSL's have completed all relevant paperwork for agencies including MARF referral form so agencies have a full understanding of what support is needed for the child and family through a dip testing process.

Acting as a source of advice within the Trust for DSL's, staff and parent/ carers.

Completing the 175 safeguarding audit for the Local authority, ensuring. Sean Kelly CEO, Tom Shaw chair of Directors and Safeguarding Trustee receive a copy of the audit.

Liaising with DSL's about individual cases at Trust DSL network meetings.

Oversee record keeping and ensuring DSL's provide relevant information and reports for meetings.

Centrally coordinating all issues around pupils with involvement with outside agencies.

Supporting the Academy Principal's with allegations against staff and attending any relevant meetings with the Academy Principal.

Providing support and supervision sessions for all DSL's as and when required.

A.D.S.L Role Local Authority

Offer advice and Guidance on policy and procedure.
 Supporting newly appointed DSLs during induction.
 Act as a forum for communication and consultation in particular between schools and the Nottingham Children Safeguarding Board (NCSCB) but also with other partnership bodies.
 Support the functioning of the DSL Network including:
 Develop and share evidence based good practice.
 Support a cluster of school DSLs.
 Support training and development.
 Support schools to undertake audit activity including multi-agency audits.

Woodlands Academy

**Andrew While Safeguarding Lead, Paul Wyles, Jason Cosford and Corrine Abrahams
 Deputy DSL's**

**Tel 0115 9155734 A.While@woodlands.nottingham.sch.uk
P.Wyles@woodlands.nottingham.sch.uk J.Cosford@woodlands.nottingham.sch.uk
C.Abrahams@woodlands.nottibgham.sch.uk**

Many of these duties are expected of and delivered by all DSL's at Woodlands Academy.
 Acting as a source of advice within school for staff and parents.

Ensuring that all staff familiarise themselves with the Safeguarding policies and procedures within school.

Monitoring the SCR with a designated member of school admin staff

Informing parents/carers of the responsibilities of staff members with regard to child protection procedures.

Updating safeguarding display boards with new information.

Attending multi agency meetings.

Ensuring that any pupil currently on a child protection plan who is absent without explanation is accounted for and if necessary implement a safe and well being home visit check.

Ensuring all safer recruitment checks as part of the safeguarding induction are carried out with new teachers, support staff and Volunteers.

Ensuring the safeguarding Policies and procedures are part of the safeguarding induction.

Ensuring the Academy environment remains safe for everyone.

Attending Safeguarding meetings regularly and reporting back to the safeguarding lead at weekly meetings.

The D.S.L is responsible for following up any referrals where concerns remain or there is no communication about actions taken.

The use of signs of safety to help assist obtaining a full picture of what is exactly going on with the child and family, encouraging staff to use signs of safety as in danger statements to complete concern forms.

Ensuring all communication and information relating to safeguarding is documented and files kept up to date.

Andrew While - Responsible For Looked After Children

Responsible for coordinating any meetings relating to LAC and ensuring all necessary paper work is presented at meetings for the LAC social worker and other professionals.

Ensuring all LAC Files are kept up to date and safely secured.

Liaising with ADSL regarding any concerns.

Updating the safeguarding Trustee Tom Shaw on a regular basis.

Updating the LAC Policy at least annually.

Responsible for Medication policy and procedures.

Denewood and Unity

**Safeguarding Lead Mathew McCluskey, Luke Sisson, Sarah Williams and Jason Keddy
Deputy DSL's**

Many of these duties are expected of and delivered by all DSL's at Denewood and Unity;

- Monitoring the SCR with a designated member of school admin staff
- Coordinating action within Denewood and Unity Academies
- Delivering update Training to staff
- Reviewing weekly all the active safeguarding concerns that have been reported by staff, education providers and external agencies
- Ensuring all staff have been informed of any changes to the safeguarding policy and procedures
- Liaising with the safeguarding Trustee
- Liaising with social care and other agencies over cases of abuse and suspected abuse.
- Completing all relevant paperwork for agencies including MARF referral forms so agencies have a full understanding of what support is needed for the child and family.
- Acting as a source of advice within Denewood and Unity Academies.
- Liaising with agencies about individual cases and attending meetings.
- Record keeping and ensuring staff provide relevant information and reports for meetings.
- Centrally coordinating all issues around pupils with involvement with outside agencies
- Respond to concerns that are presented by staff at Unity and Denewood Academies and external education provider staff.
- Attending multi agency meetings
- Responsible for following up any referrals where concerns remain or there is no communication about actions taken.
- Ensuring that all staff are familiar with the child protection policy and procedures.
- Ensuring that any pupil currently on a child protection plan who is absent without explanation is accounted for.
- Informing parents/carers of the responsibility of staff members with regard to child protection procedures.
- Ensuring the school environment remains safe for everyone.
- Refer any concerns relating to staff (internal and external) to the LADO.

KS2, KS3 and KS4 onsite Deputy DSL for Denewood and Unity Academies: Jason Keddy – Designated teacher for LAC and SENCO

Tel: 0115 9151348 J.Keddy@dlc.nottingham.sch.uk

In Addition to the highlighted areas above Jason Keddy has lead responsibilities for:

- Reviewing and updating LAC policy
- Being first point of contact for staff (internal and external) to report concerns about pupils who attend onsite at Denewood and Unity academies, this ranges from KS2, KS3 to KS4 pupils.
- Attend LAC and PEP reviews coordinated by social care
- Support with any EHCP applications
- Record, file and track concerns that are reported. This is done electronically and in paper filing systems.
- To meet with the other 2 DSL's (Sarah Williams and Luke Sisson) weekly and feedback to Academy Principal and Trust C.E.O at separate weekly safeguarding meeting.

Sarah Williams: KS2, KS3 offsite Deputy DSL for Denewood and Unity Academies Tel: 0115 9151336 s.williams@dlc.nottigham.sch.uk

Sarah Williams also has lead responsibilities for:

- Being first point of contact for staff (internal and external) to report concerns about pupils who attend offsite at Denewood Academy, this ranges from KS2 to KS3 pupils.
- Record, file and track concerns that are reported. This is done electronically and in paper filing systems.
- Liaise with education provider DSL's to share updated safeguarding guidance.
- To update the onsite safeguarding board and share these updates with all staff.
- To meet with the other 2 DSL's (Jason Keddy and Luke Sisson) weekly and feedback to Academy Principal and Trust C.E.O at separate weekly safeguarding meeting.

Luke Sisson: KS4 offsite Deputy DSL for Denewood and Unity Academies Tel :0115 915 1347 Luke.Sisson@ulc.nottingham.sch.uk

In addition to the highlighted areas above Luke Sisson has lead responsibilities for:

- Being first point of contact for staff (internal and external) to report concerns about pupils who attend offsite at Unity Academy (KS4 pupils).
- Record, file and track concerns that are reported. This is done electronically and in paper filing systems.
- Liaise with education provider DSL's to share updated safeguarding guidance.
- To meet with the other 2 DSL's (Jason Keddy and Sarah Williams) weekly and feedback to Academy Principal and Trust C.E.O at separate weekly safeguarding meeting.

Ambleside Academy

Safeguarding Lead Jane Bromley, Laura Hastie Designated teacher for looked After Children and Deputy DSL ,Diana Boulton Deputy DSL Tel: 0115 9003610

L.Hastie@ambleside.nottingham.sch.uk D.Boulton@ambleside.nottingham.sch.uk

Monitoring the SCR with a designated member of school admin staff.

Coordinating action within Ambleside Academy.

Checking new staff DBS, Prohibition, right to work and overseas checks and references.

Liaising with the designated member of admin staff every ½ term to update the single central record.

Ensuring all staff have been informed of any changes to the safeguarding policies and procedures.

Delivering updates and training to staff.

Liaising with the safeguarding Trustee.

Familiarising new staff, supply staff and volunteers with the safeguarding policy and procedures within the Academy as part of a safeguarding induction and checking DBS with overseas clearance if necessary, ensuring all staff have access to the safeguarding/whistle blowing, code of conduct and behavior policies.

Checking safeguarding training remains up to date.

Ensuring Keeping Children safe in Education Part 1 is given out and signed for as part of the induction. Annex A is given out with part 1 to all staff working in regulated activity.

Liaising with social care and other agencies over cases of abuse and suspected abuse.

Ensuring DSL's have completed all relevant paperwork for agencies including MARF referral form so agencies have a full understanding of what support is needed for the child and family.

Acting as a source of advice within Ambleside Academy for Deputy DSL's, staff and parent /carers.

Reviewing Safeguarding policy with any new updates regularly at least annually and sharing the new information with Directors and Trustee's to approve.

Presenting new updates to staff for their safeguarding portfolio.

Checking staff safeguarding portfolios are up to date.

Referral of individual cases of suspected abuse to social care or the relevant agency e.g. Police, The life Disability team.

The use of signs of safety to help assist obtaining a full picture of what is exactly going on with the child and family, encouraging staff to use signs of safety as in danger statements to complete concern forms.

Liaising with agencies about individual cases and attending meetings.

Record keeping and ensuring staff provide relevant information and reports for meetings.

Organising and delivering training on Safeguarding within Ambleside Academy.

Centrally coordinating all issues around pupils with involvement with outside agencies.

Ensuring that any pupil currently on a child protection plan who is absent without explanation is accounted for, informing the Child Protection case Social Worker requesting a safe and wellbeing check be carried out on the child on the first day of absence.

Attending multi agency meetings.

Ensuring where referrals are made to social care these have been confirmed to the DSL in writing within 24 hours by completing a multi-agency referral form and emailed through to the screening team.

Updating the safeguarding policies with changes in legislation, guidance and good practice as soon as possible after new changes become available.

Reviewing and developing the staff code of conduct policy as part of the SLT team.

Supporting the Academy Principal with allegations against staff and attending any relevant meetings with the Academy Principal.

Acting as a source of advice within school for staff and parents.

Receiving and processing concerns raised verbally, on paper, or through My Concern.

Ensuring that all staff know the Safeguarding policies and procedures within school.

Informing parents/carers of the responsibilities of staff members with regard to child protection procedures.

Updating safeguarding display boards with new information.

Ensuring the safeguarding Policies and procedures are part of the safeguarding induction if lead DSL is not available.

Ensuring the Academy environment remains safe for everyone.

Attending Safeguarding meetings.

Following up any referrals where concerns remain or there is no communication about actions taken.

Ensuring all communication and information relating to safeguarding is documented and files kept up to date – checking My Concern daily.

Responsible For LAC.

Responsible for coordinating any meetings relating to LAC and ensuring all necessary paper work is presented at meetings for the LAC social worker and other professionals.

Ensuring all LAC Files are kept up to date and safely secured.

Updating the Principal and the safeguarding Trustee Tom Shaw on a regular basis.

Over seeing responsibility for medication policy and procedures.

Westbury Academy

Lee Morgan Head of school Safeguarding Lead and Designated Teacher for Looked After Children, Polly Smith full time Deputy DSL

Tel; 0115 9155858 P.Smith@westbury.nottingham.sch.uk

- monitor the SCR with a designated member of school admin staff
- oversee staff training records are up to date
- Monitor the annual delivery of updated training to staff.
- Review safeguarding policy with any new updates regularly at least annually for Directors and Trustee's to approve.
- review all the active weekly safeguarding concerns that have been reported by staff, education providers and external agencies
- ensure all staff have been informed of any changes to the safeguarding policy and procedures

- Liaise with the safeguarding Trustee

Supporting the Senior Lead DSL with reviewing and updating Safeguarding policy.

Attend weekly safeguard meetings coordinated by social care and other outside agencies.

Record, file and track concerns that are reported. This is done electronically and in paper filing systems.

To update the onsite safeguarding board and share these updates with all staff.

To meet with the other DSL's weekly and feedback to Academy Principal and Vice Principal.

Deputy DSL and Attendance Officer: Keeley Williamson

With responsibility for attendance related safeguarding concerns.

Tel:0115 9155858 K.Williamson@westbury.nottingham.sch.uk

Being second point of contact for staff, when Polly Smith is not available, (internal and external) to report concerns about pupils who attend onsite at Westbury, this ranges from KS2, KS3 and KS4 pupils

Attend weekly safeguard meetings coordinated by social care and other outside agencies.

Record, file and track concerns that are reported. This is done electronically and in paper filing systems.

To update the onsite safeguarding board and share these updates with all staff.

To meet with the other DSL's weekly and feedback to the Academy Principal and Vice Principal.

Deputy Safeguarding Lead, Deputy Designated teacher for LAC : Jon Motler

Tel 0115 9155858 J.Motler@westbury.nottingham.sch.uk

With responsibility to manage all LAC and PEP reviews

Reviewing and updating LAC policy

Attend LAC and PEP reviews coordinated by social care

Liaise with education provider DSL's to share updated safeguarding guidance.

Deputy Safeguarding Lead and Westbury Outreach Alternative Provision Manager : Marcus Wells 0115 9155858 M.Wells@westbury.nottingham.sch.uk

With responsibility for management of all students on Westbury's Alternative Provision Outreach Programme.

Being first point of contact for staff (internal and external) to report concerns about pupils who attend offsite at Westbury.

Record, file and track concerns that are reported. This is done electronically and in paper filing systems.

Attend weekly safeguard meetings coordinated by social care and other outside agencies.

Liaise with education provider DSL's to share updated safeguarding guidance.

To meet with the other DSL's weekly and feedback to Academy Principal and Vice Principal.

Duties expected and delivered by all DSL's at Westbury Academy include:

- Liaise with social care and other agencies over cases of abuse and suspected abuse.
- Complete all relevant paperwork for agencies including MARF and MASH referral forms so agencies have a full understanding of what support is needed for the child and family.
- Act as a source of advice within Westbury Academy.
- Liaising with agencies about individual cases and attending meetings.
- Record keeping and ensuring staff provide relevant information and reports for meetings.
- Centrally coordinate all issues around pupils with involvement with outside agencies
- Respond to concerns that are presented by staff at Westbury and external education provider staff.
- Attend multi agency meetings
- Responsible for following up any referrals where concerns remain or there is no communication about actions taken.
- Ensure that all staff are familiar with the child protection policy and procedures.
- Ensure that any pupil currently on a child protection plan who is absent without explanation is accounted for.
- Inform parents/carers of the responsibility of staff members with regard to child protection procedures.
- Ensure the school environment remains safe for everyone