

SAFEGUARDING AND CHILD PROTECTION POLICY

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1. INTRODUCTION

- 1.1. This policy is applicable to the Stephen Perse Foundation (the **Foundation**). It is applicable to the whole school community including those pupils in the Early Years Foundation Stage (EYFS) and those who board.
- 1.2. As such, although this policy is the Foundation's overarching Safeguarding and Child Protection Policy, it also sets out in detail any specific requirements and procedures that must be followed for any of the individual Foundation schools.

2. GUIDING PRINCIPLES

- 2.1. The safety and welfare of all our pupils at the Foundation is our highest priority. We strive to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. In all matters relating to child protection the Foundation will follow the procedures laid down by the relevant Safeguarding Partnership Board (which is The Cambridgeshire and Peterborough Safeguarding Children Partnership Board (CPSCP) for all schools in the Foundation apart from Dame Bradbury's where the Essex Safeguarding Children Board applies) or, where appropriate, the relevant Safeguarding Partnership Board for a child together with Department of Education guidance contained in Working Together to Safeguard Children (July 2018) and Keeping Children Safe in Education 2020 (KCSIE 2020). In Essex, all professionals must work in accordance with the Southend, Essex and Thurrock (**SET**) Procedures (Essex Safeguarding Children Board (**ESCB**)).
- 2.2. This policy has regard to the following legislation and guidance:
 - [Keeping Children Safe in Education 2020 \(KCSIE 2020\)](#)
 - [Working Together to Safeguard Children \(July 2018, updated December 2020\)](#)
 - [Guidance for safer working practice for those working with children and young people in education settings \(2019\)](#)
 - [Education Act 2002](#)
 - [Disqualification under the Childcare Act 2006 \(statutory guidance, August 2018\)](#)
 - [The National Minimum Standards for Boarding Schools \(April 2015\) \(NMS\)](#)
 - [Revised Prevent Duty Guidance for England and Wales \(July 2015\);](#)
 - [Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism \(April 2015\);](#)
 - [The Prevent Duty: Departmental advice for schools and childminders \(June 2015\)](#)
 - [The use of social media for online radicalisation \(July 2015\)](#)
 - [Let's Talk About It: Working Together to Prevent Terrorism](#)
 - [Multi-agency statutory guidance on FGM \(April 2016, updated October 2018\);](#)
 - [What to do if you're worried a child is being abused: advice for practitioners \(March 2015\)](#)
 - [Information sharing: advice for practitioners providing safeguarding services \(July 2018\)](#)
 - [Sexting in schools and college \(UKCCIS, September 2016\)](#)
 - [SET Procedures \(ESCB October 2019\)](#)
 - [Effective Support for Children and Families in Peterborough and Cambridgeshire \(2018\)](#)
 - [Effective Support for Children and Families in Essex \(ESCB 2017\)](#)

- [PREVENT Policy and Guidance - Southend Safeguarding Children Board, Essex Safeguarding Children Board and Thurrock Safeguarding Children Board](#)
- [Preventing youth violence and gang involvement - Practical advice for schools and colleges](#)
- [Criminal exploitation of children and vulnerable adults: county lines](#)
- [Counter Terrorism and Security Act 2015](#)
- [Serious Crime Act 2015](#)
- [Sexual Offences Act 2003](#)
- [Education \(Pupil Registration\) Regulations 2016](#)
- [Data Protection Act 2018](#)
- [Searching, screening and confiscation guidance for practitioners \(2018\)](#)
- Children Act 1989
- Children Act 2004
- [Preventing and Tackling Bullying guidance \(2017\)](#)
- [Female Genital Mutilation Act 2003 \(s. 74 Serious Crime Act 2015\)](#)
- [Promoting education of looked after children and previously looked after children \(February 2018\)](#)
- [The designated teacher for looked-after and previously looked-after children - Statutory guidance on their roles and responsibilities \(February 2018\)](#)
- [Child sexual exploitation: Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation \(DfE, February 2017\)](#)

2.3. There are four main elements to our policy:

- 2.3.1. **Prevention** through the teaching and pastoral support offered to pupils and the creation and maintenance of a protective ethos across the Foundation.
- 2.3.2. **Procedures** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are in Appendix 1.
- 2.3.3. **Supporting children**, particularly those who may have been abused or witnessed violence towards others.
- 2.3.4. **Preventing unsuitable people working with children**, Processes are followed to ensure that those who are unsuitable to work with children are not employed.

3. **PREVENTION**

- 3.1. We recognise that the Foundation plays a significant part in the prevention of harm to our pupils by providing good lines of communication with trusted adults, supportive friends and an ethos of protection. We include within this the emotional wellbeing of our pupils and recognise the role the Foundation plays in recognising and protecting our children who may be vulnerable to radicalisation or exposed to extremist views.
- 3.2. The Foundation is committed to safeguarding and promoting the welfare of each pupil in its care and will:
- establish and maintain an environment where children feel safe, including in a digital context;

- practise safe recruitment by checking the suitability of staff, Governors and volunteers to work with children and young people. See the Foundation’s separate Safer Recruitment Policy;
- maintain a Single Central Register of Appointments for all staff and a separate record of all volunteers;
- ensure that all teaching staff and support staff (collectively known as “staff”) receive child protection training, carried out by the Designated Safeguarding Lead or other appropriately qualified staff, on induction;
- ensure that where staff from another organisation are working with its pupils on the Foundation sites, the Foundation has received appropriate assurances that approved child protection checks and procedures apply to those staff;
- follow the inter-agency procedures of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board and the Essex Safeguarding Children Board;
- make arrangements (one-to-one tutorials, PSHEE, tutor time, school counsellors) to listen carefully to children, provide early help and take their concerns seriously;
- be alert to signs of abuse or possible abuse, both in the Foundation and outside, and strive to protect each pupil from any form of abuse;
- deal appropriately with every suspicion or complaint of abuse;
- design and operate procedures which promote this policy and which, so far as possible, minimise the impact upon the innocent of unfounded allegations;
- support children who have been abused in accordance with his/her agreed child protection plan;
- be alert to the healthcare needs of children with medical conditions;
- operate appropriate health & safety procedures;
- ensure that the Foundation premises are as secure as circumstances reasonably permit;
- operate clear and supportive policies to discourage drugs, alcohol and substance misuse;
- consider and develop procedures to deal with any other safety and welfare issues in the Foundation or in the local area which may be specific to individual children including e-safety, mental and emotional wellbeing and safer cycling;
- ensure that any weaknesses or deficiencies in the Foundation’s child protection arrangements are remedied without delay; and
- give specific attention to safeguarding arrangements where children are engaged in close one-to-one teaching (performing arts, sports, music). Such arrangements are detailed in the Code of Conduct for staff and volunteers.

4. **PROCEDURES**

- 4.1. Every member of staff and Governor of the Foundation, as well as every volunteer who assists the Foundation, has a duty to safeguard our pupils' welfare and must therefore familiarise themselves and comply at all times with this policy; safeguarding and promoting the welfare of children is everyone's responsibility. This includes a duty both to children in need and to children at risk of harm. All staff, volunteers and Governors must read and understand at least Part 1 and Annex A of KCSIE 2020 and “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015). All Foundation leaders and Foundation staff who work directly with children should also read and understand Part Five of KCSIE 2020. All Foundation staff, volunteers and Governors should be aware that child protection incidents can happen at any time and anywhere and are required to be alert to

any possible concerns. A flowchart setting out the actions to be taken where there are concerns about a child can be found at Appendix 8. The Governors ensure that the following mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of KCSIE 2020.

- 4.2. This Policy has been authorised by the Governors and is available to parents on request, and is published on the Foundation website. It applies wherever staff or volunteers are working with pupils, even where this is away from the Foundation sites and applies to all pupils including those who are aged 18.
- 4.3. Safeguarding and promoting the welfare of children is defined as:
 - a. Protecting children from maltreatment;
 - b. Preventing impairment of children’s mental and physical health or development;
 - c. Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - d. Taking action to enable all children to have the best outcomes.
- 4.4. Every pupil should feel safe and protected from any form of abuse and neglect. Please see Appendix 1 for explanations of the types of abuse and possible signs of abuse. Some pupils may be in need of additional support even though they may not be deemed at risk of harm – such pupils are classed as ‘children in need’. The Foundation takes pupils’ mental and emotional wellbeing seriously. All concerns outside Child Protection are dealt with through the pastoral system and should be raised with the pupil’s tutor/form teacher in the first instance. It may be necessary for the relevant school to complete a common assessment framework (CAF) form for a child in need in order to access local services.

5. RAISING AWARENESS

- 5.1. The Governing Body has designated one of its members to take a particular interest in the Foundation’s safeguarding arrangements. Professor Rob Foale is the nominated liaison Governor for safeguarding issues. There is a written role specification for the designated Governor.
- 5.2. The role of the nominated Governor is to liaise with the local authority on issues of child protection or in case of allegations against the Principal or a member of the Governing Body. The Governor, in conjunction with the Designated Safeguarding Lead (DSL), carry out an annual review of the Foundation's Safeguarding and Child Protection Policy and procedures with day-to-day issues being delegated to its safeguarding group, which both the DSL and other appropriately trained deputies (Deputy Designated Safeguarding Leads (DDSL) are part of. The Governing Body is responsible for:
 - reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
 - ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
 - approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice;

- ensuring an appropriate member of staff from the Foundation Leadership Team is appointed to the role of DSL;
- ensure that the role of DSL and DDSL and responsibilities for online safety are explicit in the role holder's job description;
- ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- ensuring that the Foundation's safeguarding arrangements take into account the procedures and practice of the Cambridgeshire and Peterborough Safeguarding Children Partnership Board and Essex Safeguarding Children Board, including understanding and reflecting local protocols for assessment and the referral threshold document;
- ensuring that the Foundation contributes to inter-agency working, including providing a co-ordinated offer of early help when additional needs of pupils are identified and support to pupils subject to child protection plans.

5.3. This policy is likely to be subject to ongoing amendments due to changes to legislation. The Foundation recognises that the Governors must be informed of, but not required to formally authorise, all changes to this policy. Significant changes must be authorised by the Governing Body. Minor changes may be authorised by the Senior Leadership Team (**SLT**), the DSL and the nominated Governor for safeguarding.

6. **KEY FOUNDATION CONTACTS**

The Nominated Governor, Prof Rob Foale, can be contacted via the Bursar's PA on 01223 454 708

| <u>Designated Safeguarding Lead (DSL) with ultimate responsibility - Tracy Handford</u> | | | |
|--|--|-------------------|-------------------|
| Tracy Handford | tsh@stephenperse.com | Tel: 01223 454700 | Tel: 07969 805388 |

| <u>Nursery and Early Years Safeguarding Lead</u> | | | |
|---|--------------------|--|--|
| DDSL | Verity Brownbridge | ybr@stephenperse.com | Tel: 01799 522348 Tel: 07891 247522 |

| <u>The Stephen Perse Foundation Rosedale House and Madingley</u> | | | |
|---|----------------|--|--|
| DDSL | Alice Heywood | ahe@stephenperse.com | Tel: 01954 210309 Tel: 07772 600736 |
| DDSL | David Hewlett | dhe@stephenperse.com | Tel: 01223 346140 Tel: 07526 176790 |
| DDSL | Jasvir Hegarty | jkh@stephenperse.com | Tel: 01223 346140 Tel: 07903 721569 |

| <u>The Stephen Perse Foundation Senior School</u> | | | | |
|--|-------------------|--|-------------------|-------------------|
| DDSL | Shahzad Rahman | ssr@stephenperse.com | Tel: 01223 454700 | Tel: 07984 876458 |
| DDSL | Denise Hammersley | dha@stephenperse.com | Tel: 01223 707955 | Tel: 07932728510 |
| DDSL | Evelyn Bull | edb@stephenperse.com | Tel: 01223 454700 | Tel: 07970852358 |

| <u>The Stephen Perse Foundation Sixth Form</u> | | | | |
|---|-------------------|--|-------------------|-------------------|
| DDSL | Spencer Pinkus | sjp@stephenperse.com | Tel: 01223 454718 | Tel: 07824829155 |
| DDSL | Denise Hammersley | dha@stephenperse.com | Tel: 01223 707955 | Tel: 07932728510 |
| DDSL | Shahzad Rahman | ssr@stephenperse.com | Tel: 01223 454700 | Tel: 07984 876458 |

| <u>Dame Bradbury's School</u> | | | | |
|--------------------------------------|-----------------|--|-------------------|-------------------|
| DDSL | Louise Graham | lgr@stephenperse.com | Tel: 01799 522348 | Tel: 07837 680471 |
| DDSL | Claire Matthews | cma@stephenperse.com | Tel: 01799 522348 | Tel: 07794 539266 |

| <u>SPF International , boarding and overall Foundation deputy</u> | | | | |
|--|-------------------|--|-------------------|------------------|
| DDSL | Denise Hammersley | dha@stephenperse.com | Tel: 01223 707955 | Tel: 07932728510 |

| <u>Domestic Abuse Leads</u> | | | | |
|------------------------------------|--|--|-------------------|-------------------|
| Tracy Handford (3-11) | | tsh@stephenperse.com | Tel: 01223 454700 | Tel: 07969 805388 |
| Denise Hammersley (11-18) | | dha@stephenperse.com | Tel: 01223 707955 | Tel: 07932728510 |
| <u>Prevent Leads</u> | | | | |
| Louise Graham (3-11) | | lgr@stephenperse.com | Tel: 01799 522348 | Tel: 07837 680471 |

| | | | |
|---|--|-------------------|-------------------|
| Shahzad Rahman (11-18) | ssr@stephenperse.com | Tel: 01223 454700 | Tel: 07984 876458 |
| <u>Child Sexual Exploitation Champions</u> | | | |
| Denise Hammersley | dha@stephenperse.com | Tel: 01223 707955 | Tel: 07932728510 |
| <u>"Looked after children" Leads</u> | | | |
| Tracy Handford (1-11) | tsh@stephenperse.com | Tel: 01223 454700 | Tel: 07969 805388 |
| Bethan Uden (11-18) | bdu@stephenperse.com | Tel: 01223 454700 | |
| <u>Online Safety Lead</u> | | | |
| David Hewlett | dhe@stephenperse.com | Tel: 01223 346140 | Tel: 07526 176790 |

7. PROCEDURES FOR DEALING WITH SAFEGUARDING AND CHILD PROTECTION CONCERNS OR SUSPICIONS OF ABUSE OR NEGLECT

7.1. All action is taken in accordance with the following guidelines:

- a. Keeping Children Safe in Education (DfE 2020)
- b. Working Together to Safeguard Children (DfE 2018, updated December 2020)
- c. PREVENT Duty - Counter Terrorism and Security Act (HMG 2015)
- d. Effective Support for Children and Families in Peterborough and Cambridgeshire (2018)
- e. Essex Safeguarding Children Board Guidelines - the SET Child Protection Procedures (ESCB 2019)
- f. Effective Support for Children and families in Essex (ESCB 2017)

7.2. The Foundation treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our Foundation staff are made aware of their duty to safeguard and promote the welfare of children in the Foundation's care, the safeguarding arrangements in place, the name of the DSL (and deputies) and how to share concerns with them. Staff members are alerted to the particular potential vulnerabilities of looked after and previously looked after children. For 1-11 years, Tracy Handford is the appropriate staff member for liaising with virtual school heads for those looked after children in the Foundation. For 11-18 years, Bethan Uden is the appropriate staff member for liaising with virtual school heads for those looked after children in the Foundation. These members of staff have access to, and know how to access, relevant information relating to a looked after child, including contact arrangements with birth parents or those with parental responsibility and care arrangements. In their absence, the relevant DDSL can be contacted and will liaise with virtual school heads. The DSL has details of the child's social worker and the name of the virtual school head in the authority that looks after the child. Where a child ceases to be looked after and becomes a care leaver, the DSL will also have details of local authority Personal Advisor appointed to guide and support that care leaver, and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

8. Initial Suspicion, Allegation or Complaint

8.1. If a member of staff suspects or hears **any** allegation or complaint of abuse or neglect from a child or any third party, or if knowledge of possible abuse or neglect comes to his/her attention, they must follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

8.2. It is the duty of all staff to listen carefully, avoid asking leading questions, reassure the individual that the allegation/complaint will be taken seriously, not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken. On hearing an allegation of abuse or complaint about abuse directly from a child, a member of staff should limit questioning to the minimum necessary for

clarification. Leading questions should be avoided. No inappropriate guarantees of confidentiality should be given; rather the child should be told that the matter will be referred on in confidence to the appropriate people in positions of responsibility.

- 8.3. Staff must keep a sufficient written record of the conversation in MyConcern and note of signs or indicators of abuse (using a body map, if appropriate) completed at the earliest possible time. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence. The record should use names, not initials. The record must be kept secure including due care must be given to the visibility of the screen when completing the record in MyConcern. Where the allegation relates to harmful sexual behaviours, if possible, the disclosure should be managed with two members of staff present (preferably one of them being the DSL or a DDSL).
- 8.4. Where the allegation or complaint is made by an adult, the DSL will ask for a written and signed statement from that person and inform them that their evidence may be passed on to a third party. If, after due consideration, the Foundation decides to pass the information onto an outside agency in accordance with this policy, the DSL will contact the disclosing party (unless the Foundation is advised otherwise by that agency) to inform them of this and that they should expect further contact from the agency. All evidence (for example, scribbled notes, mobile phones containing text messages, clothing, computers), must be stored securely, preserved, notified and passed on when reporting the matter.
- 8.5. If any member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in the Foundation, have any concerns about a child's welfare, they should act on them immediately. Staff should report any concerns (including those where a pupil may benefit from early help or where it includes alleged abuse by one or more pupils against another pupil) to the DSL and submit an accurate written record of the disclosure or concerns. However, any staff member can make a direct referral to children's social care or other external services such as early help services in accordance with the referral threshold set out by the [Cambridgeshire and Peterborough Safeguarding Children Partnership Board](#) or [Essex Safeguarding Children Board](#) (for Dame Bradbury's).

9. Children at immediate danger or at risk of harm

- 9.1. Where staff have concerns that a child is in **immediate** danger, is at risk of harm or if a crime has been committed, a referral should be made to children's social care and/or the police immediately. **Anyone** can make a referral. If anyone other than the DSL makes a referral, they should inform the DSL that a referral has been made as soon as possible. Staff must share information with children's social care and/or the police where there are any concerns that a child may be at risk of harm or neglect.
- 9.2. If staff members are unsure about whether or not a referral should be made, they should speak to the DSL. The DSL will contact the Local Authority Designated Officer (LADO also known as DO) for advice or direction. The DSL will refer **all** allegations or suspicions of abuse or cases where there is reasonable cause to suspect a child is suffering, or is likely to suffer significant harm, to the LADO within 24 hours.

- 9.3. For all pupils who live in Essex, the DSL or DDSL will immediately refer cases of suspected abuse or allegations to the Children and Families Hub by telephone (Appendix 5) and in accordance with the procedures outlined in the SET procedures (ESCB, 2017) and in “Effective Support for Children and Families in Essex” (ESCB, 2017).
- 9.4. The telephone referral to the Children and Families Hub will be confirmed in writing within 48 hours with the [Children and Families Request for Support form](#). Essential information will include the pupil’s name, address, date of birth, family composition, the reason for the referral, whether the child’s parents are aware of the referral plus any other relevant information or advice given.
10. Children in need / early help
- 10.1. The Foundation recognises that there may also be children who, whilst not suffering harm or at immediate risk, may benefit from early help or may require additional support from external agencies. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.
- 10.1.1. Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- 10.2. Where appropriate, the Foundation may consult with the child concerned and their parents regarding a referral to external agencies (such as children's social care). This may lead to a written plan to support a child in need being drawn up or an early help assessment, such as the Family Common Assessment Framework (Family CAF), being carried out. In either case, the Foundation will liaise and take advice from external agencies as appropriate.
- 10.3. Children who are in need of additional support will be discussed with the LADO without identifying individuals in the first instance and following discussions the LADO will judge whether or not an allegation or concern meets the relevant threshold in the [Cambridgeshire and Peterborough SCB Threshold Document 2018](#) or [Effective Support for Children and Families in Essex \(July 2017\)](#) to ensure that children’s needs are met at the earliest

opportunity - where a child's needs are such that they require a more urgent response, this is provided in a timely and swift manner by high quality services through inter-agency assessment and intervention using the Family CAF.

- 10.4. If a referral is made by telephone, this should be followed up in writing. Confirmation of the referral and details of the decision as to what course of action will be taken should be received from the local authority within one working day. If this is not received, the DSL (or the person that made the referral) should contact children's social care again.
- 10.5. Where the outcome of a referral is not reported to the referring member of staff or DSL and/or where a child's situation does not appear to be improving, the Foundation will follow this up with the children's social care and push for reconsideration where appropriate. Any member of staff who has concerns that a child's situation does not appear to be improving should press for reconsideration.
- 10.6. The Foundation will not do anything that may jeopardise any external investigation. Once the matter has been referred, all further responsibility for gathering information and deciding what happens next will rest with social services and the police.
- 10.7. With regard to the Prevent Duty, the Foundation will co-operate with Channel panels and the Police when assessments are being undertaken. Foundation staff understand how to identify those who might benefit from Channel support and how to make a referral. A flowchart setting out the referral process for Essex is at Appendix 4.
- 10.8. In the case of pupil-on-pupil abuse which the Foundation has reported to the LADO and which the LADO or statutory child protection authority decides not to investigate further, the matter will be dealt with under the Foundation's Behaviour, Rewards and Sanctions Policy after discussion with the LADO.
- 10.9. Where the suspicion or complaint is in relation to terrorism or extremism ideas involving a pupil, staff must firstly raise this with the Prevent Lead or DSL without delay. The Prevent Lead or DSL will consult with external agencies, as appropriate in accordance with this policy. Where the level of risk is such that there is an immediate risk of harm or staff have a genuine concern that there is an immediate risk of harm, any member of staff may make a referral directly to children's social care or the police. The Foundation will not discuss any concerns in relation to possible radicalisation without first agreeing with children's social care or the police what information can be disclosed.
- 10.10. The DSL or DDSL will report safeguarding concerns to the Principal (provided they do not concern the Principal).
- 10.11. Please see Appendix 7 for Cambridgeshire County Council Education Child Protection Service Safeguarding Flowchart.
- 10.12. For children in need of additional support from one or more agencies, the Foundation will make contact with the relevant external agency and will arrange for any necessary meetings to occur and for in school support. The Foundation's local authority is Cambridgeshire for all schools within the Foundation other than Dame Bradbury's where Essex is the relevant local

authority. The points of contact are as follows:

11. EXTERNAL AGENCY CONTACT INFORMATION

The Foundation's points of contact for children who are the focus of concern are as follows:

The telephone numbers for Children's social care are:

| | |
|--|--------------------|
| Cambridgeshire Direct Contact Centre (Social Care) | Tel: 0345 045 5203 |
| Cambridgeshire Emergency duty Team (out of hours) | Tel: 01733 234724 |
| Essex Direct Contact Centre (Social Care) | Tel: 0345 603 7627 |
| Essex Direct Contact Centre (social Care out of hours) | Tel: 0345 606 1212 |

Cambridgeshire (all schools apart from Dame Bradbury's)

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| Cambridgeshire website for child protection | https://www.safeguardingcambspeterborou.gh.org.uk/children-board/ |
| Cambridgeshire named Senior Officer for allegations: Education Adviser - Chris Meddle Education Adviser - Diane Stygal | Tel: 01223 703 564 Tel: 01223 507 115 |
| Cambridgeshire Local Area Designated Officer (LADO or DO) | Tel: 01223 727 967 |
| Cambridgeshire Education Child Protection Service Advice Line | Tel: 01223 703 800 |
| Cambridge Direct Contact Centre (Social Care) | Tel: 0345 045 5203 |
| Cambridgeshire Emergency Duty Team (out of hours) | Tel: 01733 234 724 |
| Education Safeguarding Team | ECPSGeneral@cambridgeshire.gov.uk |
| Cambridgeshire Police Child Abuse Investigation Unit | Tel: 101 |
| Early Help Hub (EHH) | Tel: 01480 376 666 |
| Multi-Agency Safeguarding Hub (MASH) - referrals and professional consultation | Tel: 0345 045 5203 MASH.C&F@cambridgeshire.gcsx.gov.uk |
| Cambridge Assessment and Children in Care Team | Tel: 01223 507255 |

Essex (Dame Bradbury's)

| | |
|---|--|
| Essex local authority website for child protection | www.escb.co.uk |
| Essex North Local Area Designated Officer (LADO or DO) Jacquie Wilkes | Tel: 03330 139 797 |
| Essex Child Protection Referral (Children and Families Hub (CFH)) | Tel: 0345 603 7627 |
| Out of hours Emergency Duty Team | Tel: 0345 606 1212 |
| Police Emergency | 999 |
| Police Non-emergency | 101 |

| | |
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| OFSTED Safeguarding Children | Tel: 08456 404 046 (Mon-Fri, 8am-6pm) |
| | Whistleblowing@ofsted.gov.uk |
| Extremism - Department for Education dedicated helpline for staff and governors | Tel: 020 7340 7264 counter-extremism@education.gsi.gov.uk |

Other useful contacts

| | |
|---|--------------------|
| Disclosure and Barring Service PO Box 181, Darlington, DL1 9FA | Tel: 01325 953 795 |
| Teaching Regulation Agency | Tel: 0370 000 2288 |
| Forced Marriage Unit | Tel: 020 7008 0151 |
| NSPCC | Tel: 0808 800 5000 |

12. **DESIGNATED SAFEGUARDING LEAD (DSL) AND DEPUTY DESIGNATED SAFEGUARDING LEADS (DDSL) ROLE AND TRAINING**

- 12.1. The DSL and DDSLs, named in the table on page 8, have been fully trained for the demands of these roles in child protection and inter-agency working in accordance with the locally-agreed inter-agency procedures and as set out in Annex B of KCSIE 2020. They are typically members of the Senior Leadership Team or deputy head teachers at the Foundation.
- 12.2. The DSL and DDSLs' training meets the requirements as set out in Annex B of KCSIE 2020.

12.3. Both the DSL and DDSLs undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSLs and DDSLs also attend refresher training updated at regular intervals, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their roles. They all have a job description which explicitly details their safeguarding roles and key activities including responsibility for online safety.

12.4. The DSL's role is to take lead responsibility for safeguarding and child protection matters in the Foundation, including online safety. This lead responsibility should not be delegated. The DSL's responsibility (activities of which may be delegated to a DDSL, provided the lead responsibility remains with the DSL) is to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.
- act as a point of contact with the three safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, the healthcare practitioners, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies;
- act as a source of support, advice and expertise for all staff;
- ensure the school's or college's child protection policies are known, understood and used appropriately;
- ensure the school's or college's 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;
- 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;
- 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; and
- 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.

- 12.5. The DSL and/or the DDSLs can be contacted at any time (during and outside of school hours) for staff in the Foundation to raise or discuss any safeguarding concerns. In the first instance, contact should be made with the DSL or DDSL for the Foundation school where the child is based. If in very exceptional circumstances the DSL and the DDSL are not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the relevant SLT and or taking advice from the relevant Children's Safeguarding Board. In these circumstances, any action taken should be shared with the DSL and/or a DDSL as soon as possible.
- 12.6. The Foundation has appointed a DDSL for the Early Years Foundation Stage ('EYFS').
- 12.7. The DSL maintains close links with the Cambridgeshire and Peterborough LSCB and Essex SCB and reports at least once a year to the Governors on the child protection issues outlined above. The DSL will make prompt contact with children's social care where there are concerns that a child may be in need of help or is at risk of harm. The DSL will also make prompt contact with the Local Authority Designated Officer ("LADO") in relation to allegations against someone working at the Foundation and/or the police if a criminal offence is suspected. [NPCC - When to call the police](#) should assist the DSL and/or the DDSLs to understand when they should consider calling the police, in relation to incidents on school and college premises where students have potentially committed a crime, and what to expect when they do.

13. CHILD'S WISHES

- 13.1. Where there is a safeguarding concern the Foundation will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The Foundation will operate processes and take actions and decisions which will be led by what is considered to be in the best interests of the pupil.

14. PARENTS

- 14.1. In general, we believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings with parents. However, concerns of this nature must be referred to the DSL or the Principal who will decide on the appropriate response. In very few cases, it may not be right to inform parents of our concerns immediately as that action could prejudice any social care/police investigation, or place the child at further risk (for example where allegations of sexual abuse or physical abuse are made against family members or carers or it may lead to the loss of evidence). In such cases, advice will be sought from the LADO or the Children and Families Hub and/or Essex Police in making decisions about when it is appropriate to share information with parents/carers.

15. TRANSPARENCY

- 15.1. The Foundation prides itself on its respect and mutual tolerance. Parents/guardians/carers have an important role in supporting the Foundation. Copies of this policy, together with our other policies relating to issues of child protection are on our website and available on request and we hope that parents/guardians/carers will always feel able to take up any issues or worries that they may have with the Foundation. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.
- 15.2. The Foundation works with external agencies where appropriate including inter-agency working and attendance at Strategy Discussions.

16. RECORD KEEPING

- 16.1. Well-kept records are essential to good child protection practice. The Foundation is clear about the need to record any concern held about a child or children within the Foundation, the status of such records and when these records should be shared with other agencies. Records will be clear, detailed and accurate (noting the date, event and action taken).
- 16.2. The Foundation records all safeguarding and child protection concerns on MyConcern, a purpose-made, secure platform used for recording and managing safeguarding concerns used by many educational institutions across the UK. All concerns, discussions and decisions (with reasons) made in accordance with this policy will be recorded on MyConcern. All staff need to ensure that confidentiality protocols are adhered to and information shared appropriately. If in doubt about confidentiality of records/information, staff will seek advice from the DSL or DDSL. Staff may wish to refer to the DfE advice "[Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers \(July 2018\)](#)".
- 16.3. Parents do not have an automatic right to access child welfare records and consideration will be given as to what the consequences of information sharing might be. Unless it would place the child at risk of significant harm, parents will be informed that a concern has been logged in MyConcern, where it will be stored and what will happen to it when the child leaves the setting.
- 16.4. When the child about whom there have been child welfare concerns (whether subject to a child protection plan or not) leaves the Foundation or transfers to another setting, the DSL should ensure that the child's child welfare file will be transferred, separately from the main pupil file, to the receiving setting using the following protocol:
 - 16.4.1. The DSL or DDSL will contact the receiving setting by telephone to make them aware that there is a child welfare file and, once sent, ask them to confirm as soon as possible that they have received the file. The relevant Foundation school will keep a record that the file has been received in order to be able to identify its location.

- 16.4.2. Hard copy files: the file will be marked 'confidential, addressee only' and sent to the Designated Person, if known, of the receiving setting. The file will be delivered by hand if possible; otherwise sent by delivery that can be tracked and signed for.
 - 16.4.3. Electronic files stored on MyConcern: the file will be transferred securely following the procedure established by MyConcern and with the assistance of the MyConcern support team if required.
 - 16.4.4. The Foundation will not keep a copy of transferred records but will keep a record of the current file location and date the file was transferred.
 - 16.4.5. If an individual child welfare files cannot be transferred for any reason, the Foundation will archive them for 25 years from the child's date of birth¹. In addition to the child welfare file, the DSL should also consider whether it would be appropriate to share any information with the new school or college in advance of a child leaving.
- 16.5. All actions and decisions will be led by what is considered to be in the best interests of the child and a record of the decision-making process will be kept.

17. CONFIDENTIALITY AND INFORMATION SHARING

- 17.1. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. While the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm, where in the circumstances consent cannot be given or if it cannot be reasonably expected that we obtain consent.
- 17.2. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Record of Processing Activities and regularly reviewed. Our Foundation privacy notices accurately reflect our use of data for child protection purposes.
- 17.3. Staff will ensure confidentiality protocols and that relevant and proportionate information is shared appropriately. The setting works within the guidelines set out in the DfE Information Sharing Advice for Safeguarding Practitioners (July 2018).
- 17.4. The DSL or DDSL may disclose any information about a child to other members of staff on a 'need to know' basis only.

¹ The national Independent Inquiry into Child Sexual Abuse (the **Inquiry**) has confirmed that all institutions have an obligation to preserve records for the Inquiry for as long as necessary to assist the Inquiry. Archived files which otherwise would have been destroyed in accordance with the Foundation's retention policy set out above, will therefore be kept for at least the duration of the Inquiry and then under review.

- 17.5. All staff must be aware that they have a professional responsibility to share relevant and proportionate information with other agencies in order to safeguard children.
- 17.6. The Foundation will notify the relevant Social Care Team immediately if:
- 17.6.1. it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
 - 17.6.2. there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
 - 17.6.3. there is any change in circumstances to a pupil who is subject to a Child Protection Plan.
- 17.7. If a child discloses information that may indicate that they are at risk of abuse or neglect, the staff member will be clear that they cannot promise to keep the information a secret. The staff member will be honest to the child and explain that it will be necessary to tell someone else in order to help them and keep them safe.
- 17.8. A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils).
- 17.9. The DSL or DDSLs will aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner. Parental consent is not required for referrals to statutory agencies such as the police and children's social care when a child is in danger or at risk of harm. The DSL or DDSLs will record decisions made to share or withhold information, who information has been shared with and why.
- 17.10. While the Foundation will share information with those involved where and when it is appropriate to do so, it may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies

18. USE OF MOBILE PHONES AND CAMERAS

- 18.1. Neither staff nor children may use their own personal cameras or mobile phones to take photographs within the Foundation. Please see the Foundation's policy on taking photographs and videos of pupils on Foundation devices at Appendix 3.

19. ONLINE SAFETY

- 19.1. The Foundation will ensure that:
- 19.1.1. appropriate filters and monitoring systems are in place to keep children safe online. The Foundation uses a Smoothwall firewall for web filtering and monitoring, only essential ports and services are allowed. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online;

reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of being subject to, or causing, harm;

19.1.2. children are taught about safeguarding, including online safety.

19.2. The Foundation's Technology Acceptable Use Policies for staff and students and the Online Safety Policy also sets out the Foundation's approach to online safety and are reviewed annually.

20. SUPPORTING CHILDREN

20.1. The Foundation recognises that **any** child may be subject to abuse and neglect and as such will support all our pupils. The Foundation recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety (contextual safeguarding).

20.2. Staff will be made aware that safeguarding issues can manifest themselves in many ways and can often overlap with one another. Some behaviours linked to drug taking, alcohol abuse, truancy, gender based violence and sexting also put children in danger.

21. WHAT IS CHILD ABUSE?

21.1. The DfE advice: '[What to do if you are worried a child is being abused - Advice for Practitioners](#)' should be referred to by all staff in raising their awareness of and helping them to identify the signs of child abuse. [The NSPCC website](#) also provides helpful information on types of abuse and what to look out for which staff are encouraged to refer to. Please see Appendix 1 for types of abuse and neglect.

21.2. Annex A of KCSIE 2020 identifies the following specific safeguarding issues:

- children and the court system
- children missing from education
- children with family members in prison
- child sexual exploitation
- child criminal exploitation: county lines
- domestic abuse
- homelessness
- so-called 'honour-based violence'
- preventing radicalisation
- peer on peer abuse
- sexual violence and sexual harassment between children in schools and colleges
- upskirting

21.3. CHILDREN AT RISK OF RADICALISATION

21.3.1. We recognise that it is a key role of the Foundation to support children and that the Foundation may provide stability in the lives of children who may be at risk of harm. We also recognise that our pupils can be vulnerable and exploited by others. Staff will be alert to the

signs of vulnerability and/or susceptibilities to any extremist indoctrination. The Foundation has regard to “The Prevent Duty, Departmental advice for schools and childcare providers (DfE, June 2015) and the “Revised Prevent Duty Guidance: For England and Wales” (HM Government, July 2015).

- 21.3.2. Page 89 of KCSIE 2020 defines ‘radicalisation’ as *‘the process by which a person comes to support terrorism and forms of extremism.’* It refers to the definition of ‘extremism’ as *‘vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs.’*
- 21.3.3. Staff acknowledge the need for a culture of vigilance to be present in the Foundation to support safeguarding. This includes awareness and sensitivity to attitudinal changes of pupils which may indicate they are at risk of radicalisation and may need help or protection. However, the Foundation acknowledges that there is no single way of identifying an individual who is likely to be susceptible to an extremist ideology and family, friends and online influences can all play a major factor in the radicalisation of young people. Staff should make reference to information available on the [Lets Talk About It](#) website which provides practical help and guidance to identify signs of radicalism.
- 21.3.4. Staff will consider the level of risk to identify the most appropriate referral. In the first instance, if a member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism they should speak with the DSL/Prevent Lead. A referral could include reference to Channel or Children's Social Care. The Foundation, in recognition that pupils may be at risk of being drawn into terrorism, carries out appropriate risk assessments (following consultation with local partners, such as the police) of the potential risk in the local area. Such risk assessments are discussed with the Principal, DSL and DDSLs and Governors responsible for safeguarding to ensure the Foundation's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.
- 21.3.5. The Foundation seeks to address its Prevent duty through risk assessment, working in partnership with local partners and other agencies, staff training and IT policies. The Foundation ensures that pupils’ exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems. The Foundation uses a Smoothwall firewall for web filtering and restricts access for pupils to only essential ports and services.
- 21.3.6. If there is significant immediate risk of a child being drawn into terrorism; call 999, otherwise a referral can be made using the usual referral form marking on the form that it is a ‘prevent referral’. A copy should also be sent through to MASH (mash.cp@cambs.pnn.police.uk) or call them directly using the number in the Key External Contacts section at the beginning of this policy. Advice and support can also be sought from the police using the contact details in the Key External Contacts section.
- 21.3.7. The Prevent Leads for the Foundation are Louise Graham (3-11) and Shahzad Rahman (11-18).

21.4. CHILDREN MISSING FROM EDUCATION

- 21.4.1. A child going missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding possibilities including abuse, neglect, risk of radicalisation, child sexual exploitation and child criminal exploitation, mental health problems, risk of travelling to conflict zones, a risk of FGM or forced marriage. Unauthorised absences from the Foundation will be managed in accordance with the Children Missing from Education Policy.
- 21.4.2. The Foundation will monitor all pupil absences and promptly address concerns about patterns of absence with the parent/guardian/carer. The Foundation endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern. A pupil who fails to attend the Foundation regularly or has been absent from the Foundation without the Foundation's permission for a continuous period of 10 school days or more will be reported to the local authority. Similarly, attendance concerns in the boarding environment - such as a student not returning as planned from an exeat without a clear explanation or if there are concerns about the supervision of a student during the holidays - should be raised with the relevant DDSL. For further details on when the Foundation has a duty to report to the local authority, please see the Children Missing from Education Policy.

21.5. CHILDREN MISUSING DRUGS OR ALCOHOL

- 21.5.1. The discovery that a pupil is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the Foundation will consider such action when there is evidence or reasonable cause:
- To believe the pupil's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
 - To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
 - Where the misuse is suspected of being linked to parent/carer substance misuse;
 - Where the misuse indicates an urgent health or safeguarding concern;
 - Where the pupil is perceived to be at risk of harm through any substance associated criminality.

21.6. CHILDREN LIVING WITH SUBSTANCE MISUSING PARENTS/CARERS

- 21.6.1. Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.
- 21.6.2. When the Foundation receives information about drug and alcohol abuse by a pupil's parents/carers they will follow appropriate procedures.
- 21.6.3. This is particularly important if the following factors are present:
- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children;

- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers;
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour;
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance;
- Disturbed moods as a result of withdrawal symptoms or dependency;
- Unsafe storage of drugs and/or alcohol or injecting equipment;
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

21.7. CHILDREN LIVING WITH DOMESTIC ABUSE

- 21.7.1. Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.
- 21.7.2. The Foundation recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.
- 21.7.3. Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The Foundation will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.
- 21.7.4. The Foundation works in partnership with Cambridgeshire Police (and Essex Police for Dame Bradbury's) to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass. Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where a pupil of the Foundation has been present, with the Foundation's DSL and/or the Domestic Abuse Leads.
- 21.7.5. On receipt of any information, the DSL/Domestic Abuse Lead will decide on the appropriate support the child may require.
- 21.7.6. All information sharing and resulting actions will be undertaken in accordance with the 'Operation Encompass Cambridgeshire and Peterborough Joint Agency Protocol for Domestic Abuse - Notifications to Schools, Colleges and Early Years settings' and equivalent guidance provided Operation Encompass in Essex.

21.8. CHILDREN AT RISK OF CHILD SEXUAL EXPLOITATION

21.8.1. Child Sexual Exploitation (**CSE**) is a form of child abuse, which can happen to boys and girls from any background or community.

21.8.2. The Foundation has adopted the definition of CSE from the DfE's guide, "Child sexual exploitation Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation" (February 2017):

"Child sexual exploitation is a form of child sexual abuse. It occurs when 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."

21.8.3. The Foundation recognises that children who are victims of CSE may go missing from education. The Foundation staff are alert to the signs and indicators of a child becoming at risk of, or subject to, CSE and will take appropriate action to respond to any concerns which will be managed in accordance with this policy. The DSL is the named CSE Lead in school on these issues and will work with other agencies as appropriate.

21.8.4. The DSL or the DDSL, as appropriate, will complete the relevant SCB Child Exploitation Risk Assessment and refer to the Multi-Agency Safeguarding Hub (MASH) if there is a concern that a young person may be at risk.

21.9. SERIOUS VIOLENCE

21.9.1. There are indicators which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions may also indicate that children have been approached by, or involved with, individuals associated with criminal networks or gangs. Staff will refer to the 'Preventing youth violence and gang involvement' and the 'Criminal exploitation of children and vulnerable adults: county lines' Home Office guidance.

21.10. CHILDREN AT RISK OF SO-CALLED 'HONOUR BASED' VIOLENCE ('HBV')

21.10.1. So-called HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community and can include forced marriage and Female Genital Mutilation (**FGM**). All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the DSL (or DDSL). Foundation staff will be alert to possible indicators of HBV. Guidance on the warning signs of HBV can be found on pages 38-41 of the [Multi-agency statutory guidance on FGM, April 2016](#) (updated October 2018) and pages 13-14 of the [Multi-agency practice guidelines: Handling cases of forced marriage, 2014](#). Pages 32-36 focus on the role of schools and colleges.

- 21.11. FGM
- 21.11.1. FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. FGM is illegal in the UK. It is frequently a very traumatic and violent act for the victim and can have serious and harmful long-term psychological and physical effects (Multi-agency statutory guidance on FGM, April 2016 (updated October 2018)).
- 21.11.2. All staff should speak to the DSL (or DDSL) with regard to any concerns about FGM.
- 21.11.3. All teachers (along with social workers and healthcare professionals) in England and Wales have a statutory duty to report to the police where they discover (either through disclosure by the victim or by observing physical signs) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils.
- 21.11.4. For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows (including through distance learning or computer aided techniques):
- 21.11.4.1. planning and preparing lessons and courses for pupils;
 - 21.11.4.2. delivering lessons to pupils;
 - 21.11.4.3. assessing the development, progress and attainment of pupils; and
 - 21.11.4.4. reporting on the development, progress and attainment of pupils.
- 21.11.5. These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and supervision of a qualified teacher or other person nominated by the Head of School or Principal to provide such direction. The mandatory reporting duty will not therefore apply to supervised teaching assistants.
- 21.11.6. If teachers have concerns that FGM has taken place, as well as reporting this to the police, they should also activate local safeguarding procedures using existing and national and local protocols. For Cambridgeshire (all schools in the Foundation apart from Dame Bradbury's) the link is <http://www.safeguardingcambspeterborough.org.uk/children-board/>. For Essex (Dame Bradbury's) the link is www.escb.co.uk.
- 21.11.7. Unless the teacher has a good reason not to, they should still consider and discuss any case of FGM with the DSL (or DDSL) and involve children's social care as appropriate. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation: procedural information](#), April 2015 (updated January 2020).
- 21.11.8. The police child abuse investigation unit telephone number is: 101.

21.12. MENTAL HEALTH

- 21.12.1. All Foundation staff are made aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. A number of staff have been trained in Youth Mental Health First Aid by Mental Health First Aid (MHFA) (England). The Foundation is following the new Relationships Education, Relationships and Sex Education (RSE) curriculum, which enables schools to promote the mental development of pupils at school, and support them to develop resilience, to know how and when to ask for help, and to know where to access support.
- 21.12.2. The Foundation recognises that where children who have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are made aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL and/or a DDSL.
- 21.12.3. Further information can be found in the DfE guidance [Mental Health and Behaviour in Schools](#), (November 2018) and the Foundation's Mental Health Policy.

21.13. CHILDREN WHO HAVE RETURNED HOME TO THEIR FAMILY FROM CARE

- 21.13.1. The Foundation recognises that a previously looked after child potentially remains vulnerable. The Foundation will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures' (for Cambridge schools) and the SET Procedures for Dame Bradbury's.

21.14. CHILDREN SHOWING SIGNS OF ABUSE AND/OR NEGLECT

- 21.14.1. The Foundation recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.
- 21.14.2. The Foundation will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

21.15. CHILDREN WITH DISABILITIES, ADDITIONAL NEEDS OR SPECIAL EDUCATIONAL NEEDS

21.15.1. We recognise that, statistically, children with special educational needs, emotional and behavioural difficulties and other disabilities are most vulnerable to abuse including peer on peer abuse. All staff also need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities, including young carers. Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect. Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL or DDSL as appropriate.

21.16. YOUNG CARERS

21.16.1. The Foundation recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

21.16.2. The Foundation will seek to identify young carers, offer additional support internally, signpost to external agencies, be particularly vigilant to the welfare of young carers and follow the procedures outlined in this Policy, referring to Early Help or Social Care as required if concerns arise.

21.17. CHILDREN AT RISK OF CHILD CRIMINAL EXPLOITATION (CCE)

21.17.1. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

21.17.2. Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

21.17.3. The Foundation will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

21.17.4. The DSL and DDSLs will complete the relevant Safeguarding Partnership Board's /Child Risk Assessment and refer to social care if there is a concern that a young person may be at risk of criminal exploitation.

21.17.5. The Foundation recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure an appropriate response to children and young people who go missing, particularly on repeat occasions.

21.18. PRIVATELY FOSTERED CHILDREN

21.18.1. Private fostering is when a child under the age of 16 (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

21.18.2. The Foundation will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Specialist Fostering Team.

21.19. CHILDREN WHO HAVE FAMILY MEMBERS IN PRISON

21.19.1. The Foundation is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

21.19.2. The Foundation recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

21.19.3. The Foundation will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

21.19.4. The Foundation will work with the family and the child to minimise the risk of the child not achieving their full potential.

21.20. SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN

21.20.1. Sexual violence and sexual harassment are never acceptable and will not be tolerated. The Foundation follows Part Five of KCSIE 2020 and the DfE advice on [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges, May 2018](#).

21.20.2. 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. For the purpose of the advice, a child is anyone under the age of 18.

21.20.3. The DfE advice covers the following:

- Definitions of sexual violence, sexual harassment and harmful sexual behaviours.
- Schools' and colleges' legal responsibilities.
- A whole school approach to safeguarding and child protection, for example: safeguarding procedures with regard to sexual violence and harassment within the broader approach to safeguarding; the role of education in prevention and specialist support and interventions.
- How to respond to reports of sexual violence and sexual harassment, covering: immediate response to a report; action following a report; children sharing a classroom and the ongoing response, including working with parents and carers.

21.20.4. In accordance with the DfE advice, ultimately any decisions are for the Foundation to make on a case-by-case basis, with the DSL (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the

police as required.

- 21.20.5. The Foundation recognises that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. Consequently all staff receive training on how to manage a report of child-on-child sexual violence and sexual harassment.
- 21.20.6. In the event of disclosures about pupil-on-pupil abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Foundation and support from external agencies will be sought, as appropriate. See also the section entitled “Prevention of Peer-on-Peer Abuse” below.
- 21.21. When there has been a report of sexual violence, the 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 should consider:
- the victim;
 - the alleged perpetrator; and
 - the other children (and, if appropriate, staff) at the Foundation.
- 21.22. Risk assessments will be recorded and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever be made to feel ashamed for making a report. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport.
- 21.23. PREVENTION OF PEER ON PEER ABUSE
- 21.23.1. The Foundation recognises that children are capable of abusing their peers. Peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual bullying, being coerced into sending sexual images (sexting), sexual assault, sexual harassment, upskirting and teenage relationship abuse. The Foundation's approach to sexting is to include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online. The Foundation also recognises the different gender issues that can be prevalent in peer on peer abuse, for example, girls being sexually touched or boys being subjected to initiation/hazing type violence and rituals. All peer on peer abuse is unacceptable and will be managed in accordance with this policy. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm and will warrant a response under these procedures rather than the Foundation's Behaviour, Rewards and Sanctions Policy. Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young

people, as "banter", "just having a laugh" or simply "part of growing up". Behaviour such as initiation violence or any form of sexual harassment is not acceptable. Additional guidance on sexting can be found in 'Sexting' in schools: advice and support around self-generated images - what to do now and how to handle it', published by CEOP. Further information and sexting advice for schools and colleges has been issued by [The UK Council for Child Internet safety](#).

21.23.2. A pupil against whom an allegation of abuse has been made may be suspended from the Foundation during the investigation. The Foundation will take advice from the relevant SCB (see 'external agency contact information' earlier in this Policy) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the Foundation will ensure that, subject to the advice of the SCB, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult and until the investigation is completed. Confidentiality will be an important consideration for the Foundation and advice will be sought as necessary from the SCB or police as appropriate. Allegations of peer on peer of abuse will be recorded in MyConcern in the same way as other safeguarding concerns.

21.23.3. Victims and perpetrators of peer on peer abuse will be offered support by the Foundation, as appropriate from the tutor, pastoral leader or counsellor.

21.24. UPSKIRTING

21.24.1. 'Upskirting' typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm. It is now a criminal offence.

22. PROMOTING A PROTECTIVE ETHOS

22.1. The Foundation's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the Foundation. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All staff, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in the Foundation's Behaviour, Rewards and Sanctions Policy and in enforcing the Foundation's Anti-Bullying Policy.

22.2. As part of the PSHEE curriculum, children will be taught personal safety skills commensurate with their age, ability and need. This includes how to recognise if they are feeling unsafe, how to ask for help and how to manage risk including in a digital context.

22.3. Time is also allocated in PSHEE to discussions of what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RE lessons are used to promote tolerance and mutual respect and understanding.

22.4. All pupils know that there are adults to whom they can turn to if they are worried, including the Foundation counsellor and pastoral leaders. Details of the Foundation's Independent Listener for boarding and external sources of support are made available to boarding students on posters displayed in relevant Foundation buildings. If the Foundation has concerns about a child there is always a recognised requirement for sensitive communication and designated staff members are aware of the need to avoid asking leading questions.

22.5. INDUCTION AND TRAINING

22.5.1. All staff receive appropriate safeguarding and child protection training which is regularly reviewed and updated in line with advice from the Cambridgeshire and Peterborough and Essex Safeguarding Boards.

22.5.2. Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the Foundation, receives appropriate induction training on their responsibilities in being alert to the signs of abuse and neglect, bullying or children at risk of radicalisation, their responsibility to provide a safe environment in which a child can learn, their role in the early help process and on the procedures for recording and referring any concerns to the DSL or DDSL at each school and, if required, to the main points of local procedures of Cambridgeshire and Peterborough/Essex Local Authorities to which referrals are made or, in certain circumstances, the police. Child Protection training is also given to new governors and volunteers.

22.5.3. Training in child protection and safeguarding is an important part of the induction process and includes the following elements:

- Safeguarding and Child Protection basic awareness training including the names of DSL and DDSLs
- Prevent training (including referrals to Channel programmes)
- Prevent e-learning (*online: before starting work*) - <https://www.elearning.prevent.homeoffice.gov.uk/m/screen1>
- Keeping Children Safe in Education received and relevant Part 1 and Annex A read (*must be signed before starting work*)
- Keeping Children Safe in Education Quiz
- Guidance for safer working practice for those working with children and young people in education settings (2019) received
- Code of Conduct for All Staff Working with Young People
- Staff Technology Acceptable Use including E-Safety
- Behaviour, Rewards and Sanctions Policy
- Online Safety
- Whistleblowing Policy
- EYFS-specific (in consultation with Leader of EYFS: see separate record, to include EYFS safeguarding, ratios, and use of mobile phones etc)
- Safeguarding response to children who go missing in education (Children Missing in Education Policy)
- Managing a report of child on child sexual violence and sexual harassment

- 22.5.4. Training also promotes staff awareness of child sexual exploitation, so called 'honour based' violence, forced marriage and female genital mutilation. Training on the early help process and process for making a referral to children's social care and for statutory assessment that may follow a referral (including what role they may be expected to play in such an assessment) will also be provided, together with the importance of maintaining an appropriate level of confidentiality whilst at the same time liaising with relevant professionals.
- 22.5.5. Staff are made aware of the signs, symptoms and indicators of such practices and are required to take action *without delay* if such a practice is suspected.
- 22.5.6. All staff receive safeguarding and child protection updates, including informal updates, as required, but at least annually to provide them with relevant skills and knowledge to safeguard children effectively, including looked after and previously looked after children.
- 22.5.7. The DSL and DDSLs undergo training at least every two years in order to provide them with the knowledge and skills to carry out their role. Both the DSL and the DDSLs also receive regular updates, including informal updates, as required, but at least annually to ensure that they remain conversant with best practice and to keep up with developments relevant to their role.
- 22.5.8. Designated Safeguarding Governors receive regular safeguarding and child protection training with the Local Authority and updates, including informal updates through Committee Meetings.

22.6. SAFER EMPLOYMENT PRACTICES

- 22.6.1. The Foundation follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. Please also see the Foundation's Safer Recruitment, Recruitment Pack, Induction Policy and Code of Conduct for All Staff Working with Young People.
- 22.6.2. In line with Part 3 of KCSIE 2020, the governing body prevents people who pose a risk of harm from working with pupils by adhering to statutory responsibilities to check all staff who work with children, taking proportionate decisions on whether to ask for any checks beyond the minimum required, and ensuring volunteers are appropriately supervised. Organisations providing contractors or consultants working on site are asked for assurances that, where relevant and required, their staff have been suitably vetted in line with legal requirements.

22.7. STAFF OBLIGATIONS

- 22.7.1. All staff in the Foundation are required to notify the Foundation immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration.
- 22.7.2. The Foundation takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children

must notify their manager and Human Resources immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

22.8. PROCEDURES FOR MANAGING ALLEGATIONS OF ABUSE AGAINST STAFF, VOLUNTEERS, THE HEADS OF SCHOOL AND PRINCIPAL

22.8.1. The Foundation's procedures for dealing with allegations against any staff member (and volunteers who work with children) aims to strike a balance between the need to protect children from abuse and the need to protect staff and volunteers from vexatious allegations. The Foundation will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. The Foundation will have regard to Part 4 of KCSIE 2020.

22.8.2. The Foundation will liaise with the Named Senior Officer for allegations Education Adviser, (see above external agency contact information) LADO, police and social services as to managing confidentiality as appropriate. The Foundation's procedures for managing allegations against staff (including the Principal, Head of Schools and DSL and DDSLs) and volunteers follows DfE guidance and Cambridgeshire and Peterborough/Essex SCB arrangements and apply when staff, including volunteers, have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child in a way that indicated that they 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.

22.8.3. Any allegations of abuse against staff (or any adult working with children) should be referred immediately to the Principal. Should the allegation of abuse concern the DSL, the member of staff should inform the Principal and the DDSL who will act in the place of the DSL. Should the allegation be against the Principal or School Governor the Chair of Governors should be informed, who will discuss this with the DSL, without the Principal or School Governor being informed first. It will be the Chair's responsibility to contact the Named Senior Officer for allegations Education Adviser/LADO (see external agency contact information above). If the allegation is against the Chair of Governors, the allegations Education Adviser/LADO should be contacted directly without the governors being informed first.

22.8.4. The Foundation will also inform Ofsted about allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practicable and within 14 days at the latest.

22.8.5. The Foundation will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 22.8.6. Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 22.8.7. Alternative accommodation will be arranged (away from pupils) in cases where a member of boarding staff, who has accommodation on site, is suspended pending an investigation of a child protection nature. This may be of a different standard and location to the accommodation that the member of staff normally resides in.
- 22.8.8. Where the Foundation is considering an allegation against an individual not directly employed by them, where the disciplinary procedures do not fully apply, the Foundation will ensure that allegations are dealt with properly. The Foundation will not cease to use a supply teacher without finding out the facts and liaising with the LADO to determine an appropriate outcome. The Foundation will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst an investigation is carried out.
- 22.8.9. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 22.8.10. The Foundation will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, paid and unpaid, receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 22.8.11. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 22.8.12. The Foundation will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.
- 22.8.13. The paragraph below applies to all school sites apart from Dame Bradbury's Where an allegation of abuse is made against staff (or any adult working with children) the Principal or Chair of Governors will contact the Cambridgeshire Local Authority Named Senior Officer - Chris Meddle on 01223 703564 (see external agency contacts above) - who will consult with the LADO. In normal circumstances the Principal or Chair of Governors should not seek to interview the child/ren or member/s of staff involved until advice has been sought as to do so may compromise any police interviews that may be necessary.

- 22.8.14. The paragraph below applies to Dame Bradbury's Where an allegation of abuse is made against staff (or any adult working with children) the SET procedures (ESCB, 2017) will be followed. The Principal or Chair of Governors must inform the LADO in the Children's workforce Allegations Management Team on 03330 139 797 immediately (see above external agency contact information). Advice can then be given on how to proceed and whether the matter requires police involvement.
- 22.8.15. If the allegation concerns a member of staff, the Principal or a volunteer, he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. Advice will always be sought from the LADO first, however. The Foundation will normally appoint a member of staff to keep the person informed of the likely course of action and the progress of the case.
- 22.8.16. The outcome of an investigation of an allegation will record whether it is substantiated (sufficient evidence to prove the allegation), unsubstantiated (insufficient evidence either to prove or disprove the allegation), unfounded (no evidence or proper basis which supports the allegation being made), false (sufficient evidence to disprove the allegation) or malicious (sufficient evidence to disprove the allegation and there has been a deliberate act to deceive). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. A copy will only be provided to the individual concerned following consultation with appropriate agencies and agreement has been reached as to what information can be disclosed. Allegations proven to be false, unsubstantiated or malicious will not be included in employer references.
- 22.8.17. In accordance with KCSIE 2020, the possible risk of harm to children posed by an accused person should be evaluated and managed and in some cases this may require the suspension of the staff member. Suspension should only be considered where there is a cause to suspect a child or children at the Foundation is/are at risk or harm or the case is so serious that it might be grounds for dismissal. The reasons and justification for suspension will be recorded and the staff member informed of them. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements must be put in place for alternative accommodation away from children. The Foundation recognises it has a duty of care to staff but may take action in the event of allegations against staff in accordance with its disciplinary procedures. The Foundation will ensure support is in place for individuals facing an allegation and a representative will be appointed to keep the individual informed of progress of the case and to consider what other support is available and appropriate for the individual.
- 22.8.18. During the course of the investigation, the Foundation, in consultation with the LADO, will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision, due consideration will be given to the provisions in the Education Act 2011 and in KCSIE 2020 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.
- 22.8.19. Allegations against a member of staff who is no longer at the Foundation (including historical allegations) should be referred to the police.

- 22.8.20. Any pupils who are involved will receive appropriate care.
- 22.8.21. Staff should also have regard to the Foundation's Code of Conduct for All Staff Working with Young People and to minimise the risk of allegations being made.

22.9. WHISTLEBLOWING

- 22.9.1. If staff and volunteers have concerns about poor or unsafe practices or potential failures in the Foundation's safeguarding regime, these should be raised in accordance with the Foundation's Whistleblowing Policy. Concerns regarding the behaviour of colleagues, including supply staff and volunteers, which are likely to put pupils at risk of abuse or other serious harm may be dealt with in accordance with the Foundation's Managing Allegations of Abuse against Staff procedure (see above). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.
- 22.9.2. If staff and volunteers feel unable to raise an issue with the Foundation or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC Whistleblowing Advice Line (tel: 0800 028 0285 or email: help@nspcc.org.uk).

22.10. EXTERNAL REFERRALS

- 22.10.1. We follow Disclosure and Barring Service (DBS) guidance and procedures regarding referrals and barring decisions and the Safeguarding Vulnerable Groups Act 2006 and the Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009. Separate to the involvement of the LADO, the Foundation has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, where:
- the harm test is satisfied in respect of that individual;
 - the individual has received a caution or conviction for a relevant offence, or if there is reason to believe they have committed a listed relevant offence; and
 - the individual has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left.
- 22.10.2. The Foundation will, in accordance with KCSIE 2020, make such a referral as soon as possible, and ordinarily on conclusion of an investigation, when an individual (whether employed, contracted, a volunteer or a student) is removed from regulated activity because they are considered unsuitable to work with children. This could include dismissal, suspension, redeployment to work that is not regulated activity, non-renewal of a fixed term contract, no longer using supply teachers engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.
- 22.10.3. When an allegation is made, an investigation should be carried out to gather enough evidence to establish if it has foundation, and the Foundation should ensure that there is sufficient information to meet the referral duty criteria explained in the DBS referral guidance, available on gov.uk.

- 22.10.4. The Foundation will make a referral even if a significant period of time has passed between the allegation and the gathering of evidence to support a decision to make a referral.
- 22.10.5. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the Foundation will consider making a referral to the Teaching Regulation Agency (**TRA**) as required by sections 141D and 141E of the Education Act 2002 and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence). The Secretary of State may investigate the case, and if s/he finds there is a case to answer, must then decide whether to make a prohibition order in respect of the person.
- 22.10.6. The Foundation will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.
- 22.10.7. Should historical allegations of child abuse be made against a teacher who is no longer teaching, the Foundation will, in accordance with KCSIE 2020, report the matter to the police. Similarly, allegations against a teacher who is no longer working at the Foundation will also be referred to the police. All allegations of historical abuse should be referred to the Principal or DSL straight away.

22.11. POSITION OF TRUST

- 22.11.1. As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm of vulnerable young people and all members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.
- 22.11.2. Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident with this potential. Staff should refer to the Foundation's Staff Handbook and the Online Safety Policy.

23. MONITORING AND EVALUATION OF THIS POLICY

- 23.1. The Foundation monitors and evaluates its safeguarding policy and procedures through the following activities:
- Governing Body visits to the Foundation;
 - Senior Leadership Team discussion sessions with children and staff;
 - Frequent scrutiny of attendance data;
 - Regular analysis of a range of risk assessments;
 - Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the Foundation;
 - Frequent scrutiny of Governing Body meeting minutes;
 - Logs of bullying and/or racist behaviour incidents are reviewed regularly by the Senior Leadership Team and the Governing Body;

- Regular review of parental concerns and parental questionnaires;
- Regular review of the use of pupil-specific leisure rooms and clubs at lunchtime and after school;
- Regular review of training offered to staff, including e-safety training; and
- Attending safeguarding annual conferences.

Authorised by: Professor Rob Foale

Date: 24 September 2020

Date of next review: September 2021 (or earlier as required)

APPENDIX 1 (From pages 8- KCSIE 2020) TYPES OF ABUSE AND NEGLECT

1. TYPES OF ABUSE

- 1.1. Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or another child or children.
- 1.2. KCSIE 2020 defines the following types of abuse, however, staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label and in most cases, multiple issues will overlap with one another.
- 1.3. Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 1.4. 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 insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. 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.
- 1.5. Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
 - 1.5.1. Sexual abuse also includes sexual violence and sexual harassment which 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. Sexual violence is sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment is likely to violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include sexual comments, such as telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual "jokes" or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment, which might include non-consensual sharing of sexual images and videos and sharing sexual images and videos (both often referred to as sexting); inappropriate sexual comments on social media; exploitation; coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.

- 1.6. 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, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

APPENDIX 2

1. GENERAL INDICATORS OF ABUSE

- Significant changes in behaviour without explanation
- Deterioration in work
- Poor attendance at school
- Low self esteem
- Withdrawn
- Running away
- Self Harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Aggressiveness, anger, anxiety, tearfulness

2. PHYSICAL ABUSE

2.1. Physical indicators may include:

- Bruises/marks – on soft parts of the body e.g. cheeks, forearm (in defence), hips, stomach, upper arms, shoulders and neck
- Bruises/marks that carry the imprint of an implement or hand
- Bruises on any site, of any size, in a pre-mobile baby or a child who is not independently mobile²
- Bite marks, burns/scalds, weals
- Unexplained recurrent injuries, burns or bruises
- Untreated injuries

3. Behavioural indicators may include:

- Refusal to discuss injuries or improbable explanations
- Flinching from physical contact
- Acceptance of excessive punishment
- Pattern of absences which may serve to hide bruises or other physical injuries
- Wearing clothes that may cover bruises, particularly in hot weather
- Fear of undressing for PE, for example
- Aggression towards others
- Over compliant behaviour or a 'watchful attitude'

4. Common sites for accidental injury

| | | | | |
|----------|---------|-------|--------|------|
| Forehead | Forearm | Nose | Hips | Chin |
| Knees | Spine | Shins | Elbows | |

² See the [NICE guideline](#) 'When to Suspect Child Maltreatment (Clinical Guideline 89, updated October 2017)' and the [Bruising In Pre-Mobile Babies: A Protocol for Assessment, Management And Referral By Professionals](#)

5. **Common sites for non-accidental injury**

- Eyes: bruising/black (particularly both eyes)
- Skull: fracture, bruising/bleeding under skull (from shaking)
- Cheek/side of face: bruising/finger marks
- Mouth: torn frenulum
- Neck: bruising/grasp marks
- Shoulders: bruising/grasp marks
- Chest: bruising/grasp marks
- Upper or inner arms: bruising/grasp marks
- Back, buttocks, thighs: linear bruising (outline of belt/buckles) scalds/burns
- Genitals: bruising
- Knees: grasp marks

6. **Under S58 of the Children Act 2004:**

- 6.1. The term “reasonable punishment” was brought in to replace the term “reasonable chastisement”. The law states that it is unlawful for a parent or carer to smack their child unless the smack constitutes “reasonable punishment”.
- 6.2. The decision about whether the smack is “reasonable” will depend on the circumstances but will take into consideration factors like the age of the child and the nature of the punishment.
- 6.3. Physical punishment will be considered “unreasonable” if it leaves a mark on the child or an implement is used.

7. **SEXUAL ABUSE**

7.1. **Behavioural Indicators may include:**

- Provocative sexual behaviour, overly affectionate
- Sexual awareness inappropriate to the child’s age – shown, for example, in drawings, language, games etc
- Asking other children to behave sexually or play sexual games
- Sexualises non-sexualised objects or events
- Regression to younger behaviour, e.g. bed wetting, thumb sucking
- Refusing to stay with or avoid being left alone with certain people or go to certain places
- Frequent public masturbation
- Over-compliant behaviour
- Tries to tell about abuse through hints or clues
- Self harm

7.2. **Physical Indicators may include:**

- Soreness in the genital or anal areas
- Unusual discharge
- Persistent urinary tract infection
- Tiredness, lethargy, listlessness
- Underage pregnancy particularly where the girl is not known to have a boyfriend

- Sexually transmitted infections

7.3. **EMOTIONAL ABUSE**

7.3.1. **Physical Indicators may include:**

- Delays in physical development
- Self harm
- Sudden speech disorders
- Physical complaints with no medical basis

7.3.2. **Behavioural Indicators may include:**

- Excessively withdrawn
- Delays in intellectual development
- Continual self-deprecation
- Negative statements about self
- Over-reaction to mistakes
- Fearful or anxious about doing something wrong
- 'Neurotic' behaviour – obsessive rocking, thumb-sucking, and so on
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Desperate attention seeking behaviour

7.3.3. **Family or Parental behaviour:**

- Mental ill-health – suicide attempts, depression, threats
- Domestic Violence
- Alcohol and drug abuse
- Blames or puts down child
- Humiliate their child, name-calling or negative comments
- Cold and rejecting
- Indifferent to child's problems or welfare
- Withholds affection
- Shows preferential treatment when there is more than one child in the family

7.4. **NEGLECT**

7.4.1. **Physical indicators may include:**

- Constant hunger and tiredness
- Underweight or obesity
- Poor personal hygiene
- Inadequate or poor state of clothing
- Poor skin or hair tone
- Not receiving basic health care

7.4.2. **Behavioural indicators may include:**

- Social isolation
- Frequent lateness or non-attendance at school
- Destructive tendencies
- Poor relationships with peers
- Scavenging and scrounging

7.4.3. **Parental behaviour**

7.4.3.1. **Neglect is often characterised by parents “omitting” to care appropriately for their children:**

- Leaving them at home when they are too young to care for themselves
- Exposing children to dangerous situations
- Putting their own needs before those of their children
- Leaving them with inappropriate carers
- Failing to provide adequate shelter, food or clothing
- Failing to seek medical treatment when children are ill or injured

APPENDIX 3

1. USE OF CAMERAS/IPADS/VIDEOS CAMERAS AND MOBILE PHONES

1.1. Photographs and videos

- 1.1.1. Parents/carers have given permission for their children's photographs to be taken when they join the Foundation under the terms and conditions. Staff will be made aware where permission has not been given.
- 1.1.2. Photos or videos of children should only be taken using Foundation designated devices. Storage of the images should be on Foundation storage only, on Foundation computers or other Foundation devices and on secure Foundation accounts on social media.
- 1.1.3. Before taking a photograph it is good practice to explain to the children why you want to take it and check that they are happy for this to happen.
- 1.1.4. Children in photos on display in any forum (including media and social media) should not be named by their full name.

1.2. Use of Personal Mobile Devices including cameras

- 1.2.1. All staff must silence their mobile devices when in the classroom. Personal mobile devices, including cameras, are not permitted by staff in the Early Years Foundation Stage (EYFS) setting.
- 1.2.2. All members of staff may use their mobile devices during their break times and when there are no children in the room.
- 1.2.3. If for personal reasons mobile devices need to be kept on and not silent, members of staff must discuss this with the Head of School and devices must be stored outside of the classroom.
- 1.2.4. Visitors on tours must be supervised by a member of staff. Photographs may be taken by visitors as long as no children are present and photographs must not be of child images on display.
- 1.2.5. Visitors or volunteers working alongside staff and children must turn off their mobile devices and store them outside the classroom in a lockable cupboard.

1.3. Child Protection and Taking of Images by Family and Friends

- 1.3.1. All adults will be mindful of child protection and safeguarding issues and should refer to the Foundation's Taking of Images by Family and Friends Policy which is published on the Foundation's website.
- 1.3.2. When publishing images of children in documents or on the website/for Twitter use, care shall be taken to minimise the risk of such images being modified to create inappropriate or

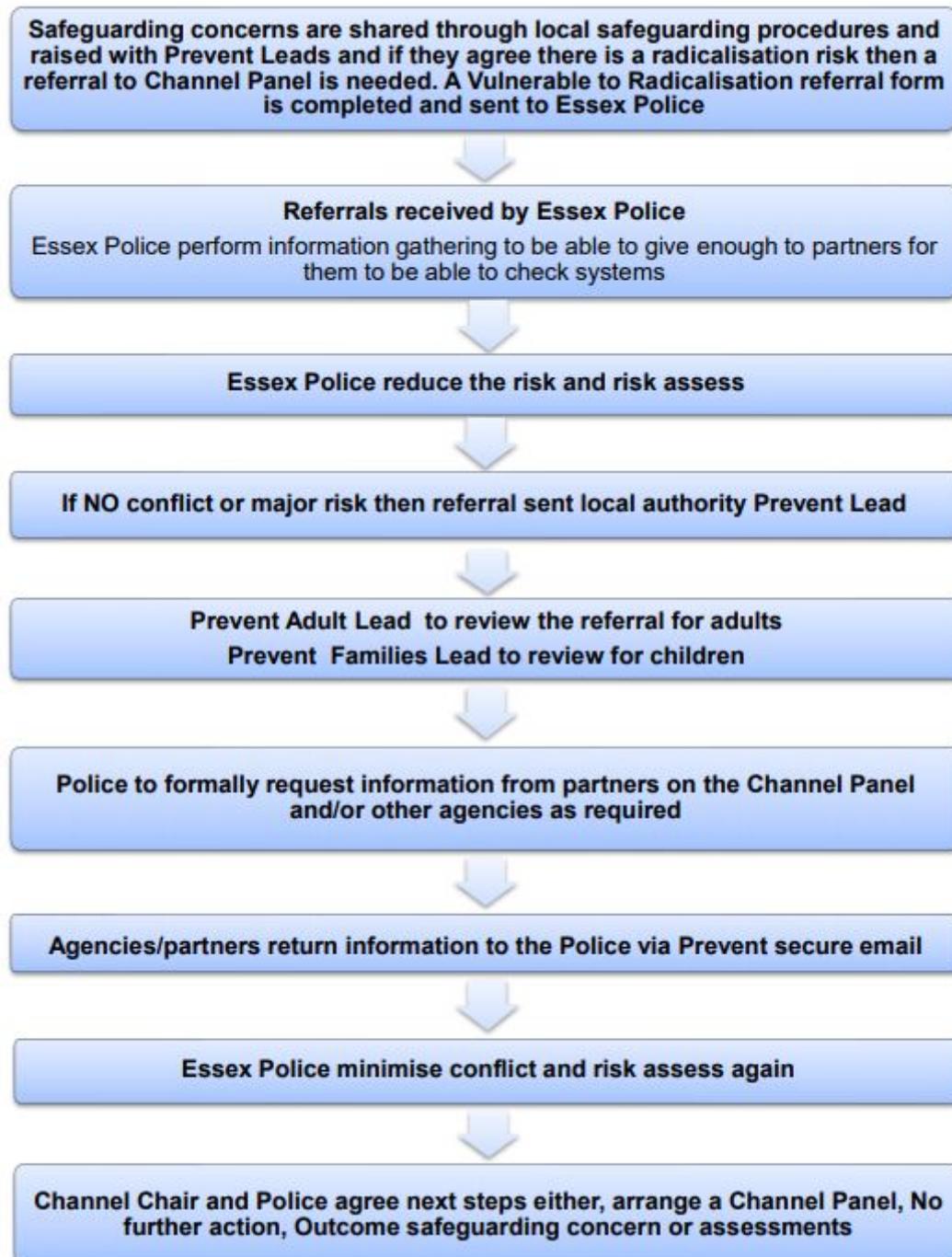
indecent images. The DSL can give specific advice as requested.

1.3.3. All adults must raise concerns with the DSL or DDSLs if they become aware of anyone:

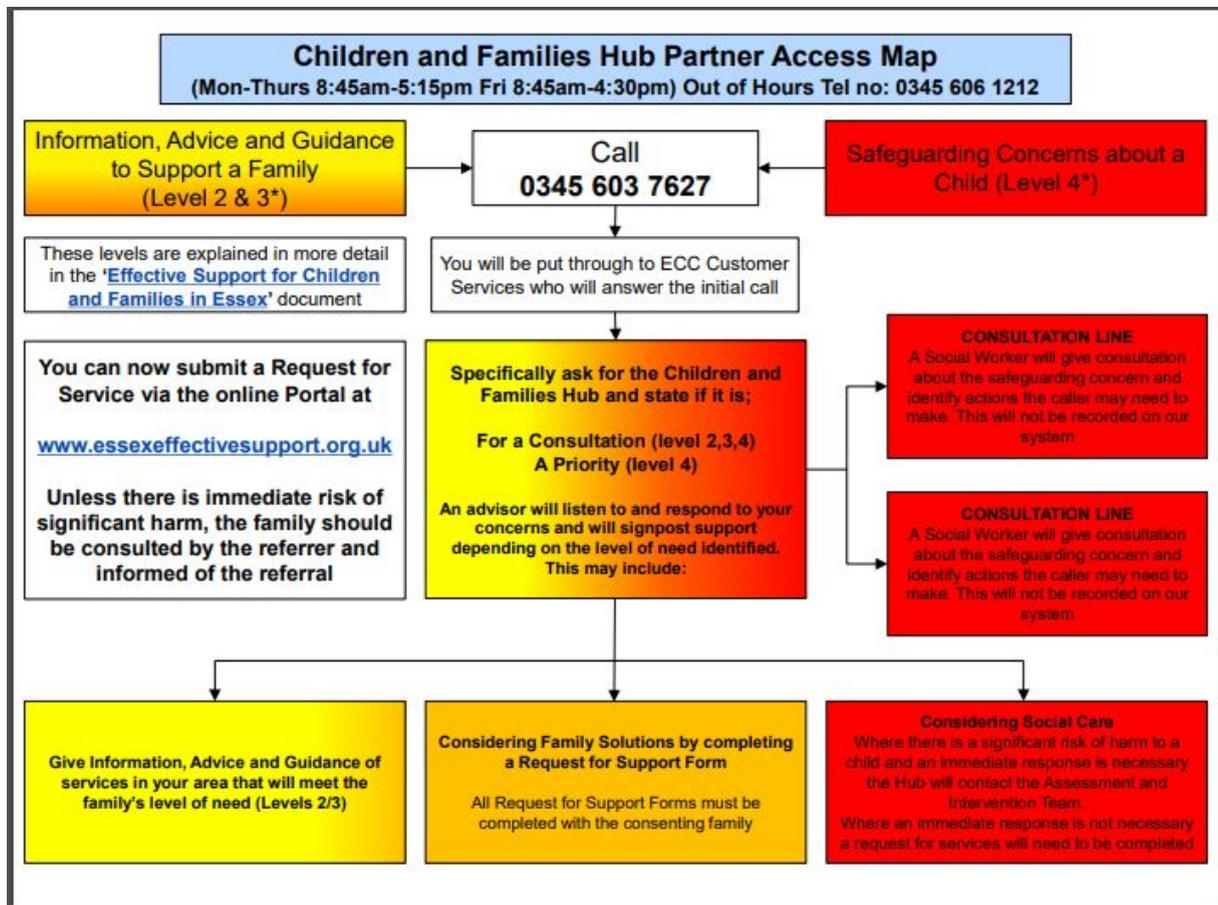
- Taking an unusually large number of images;
- Taking images in inappropriate settings such as cloakrooms, toilets or changing areas;
- Taking images of students who are apparently unaware that they are being photographed or filmed in situations where taking images would not be expected.

1.3.4. Using photographic material of any kind to bully, harass or intimidate others will not be tolerated and will constitute a serious breach of discipline which may lead to dismissal. Appropriate action will be taken in accordance with the Foundation's anti-bullying and behaviour, rewards and sanctions policies.

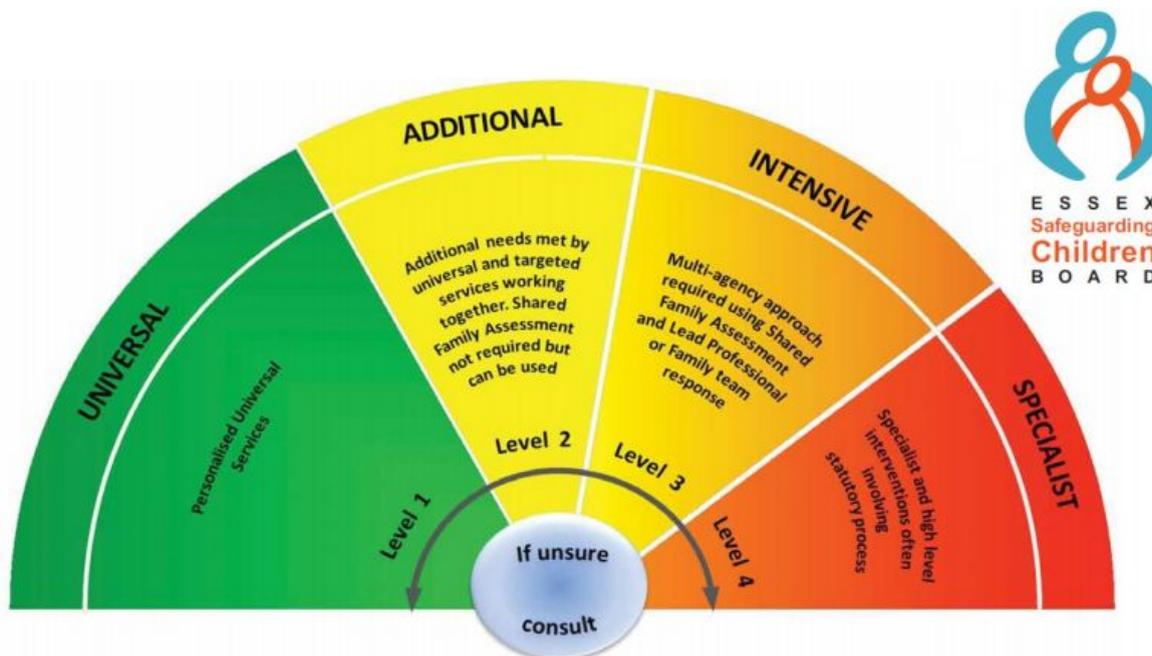
APPENDIX 4: ESCB PREVENT Referral Flowchart (Page 12, ESCB PREVENT Policy and Guidance)



APPENDIX 5: Essex Children and Families Hub flow chart

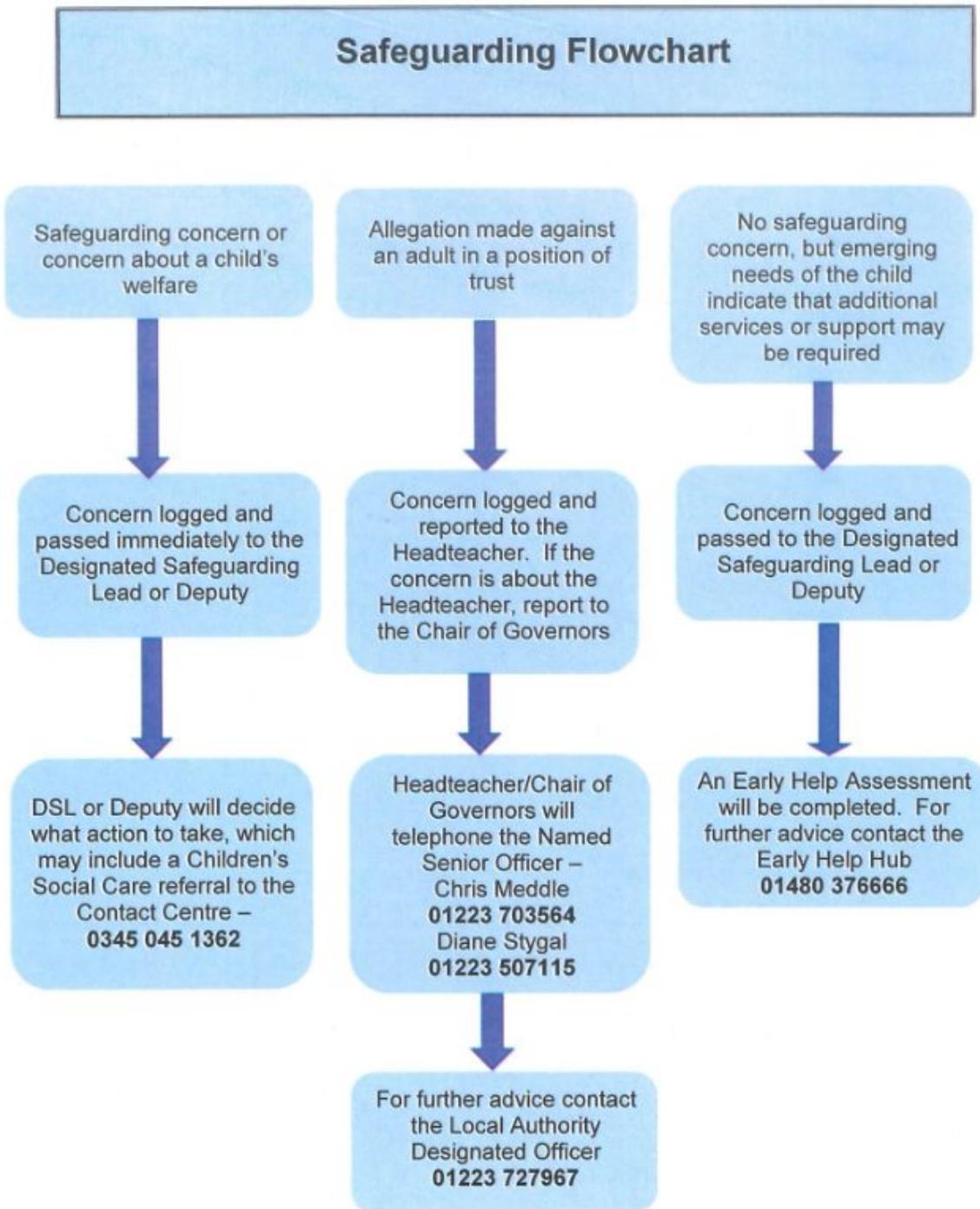


APPENDIX 6 The Essex Effective Support Windscreen (page 8, Effective Support for Children and Families in Essex 2017)

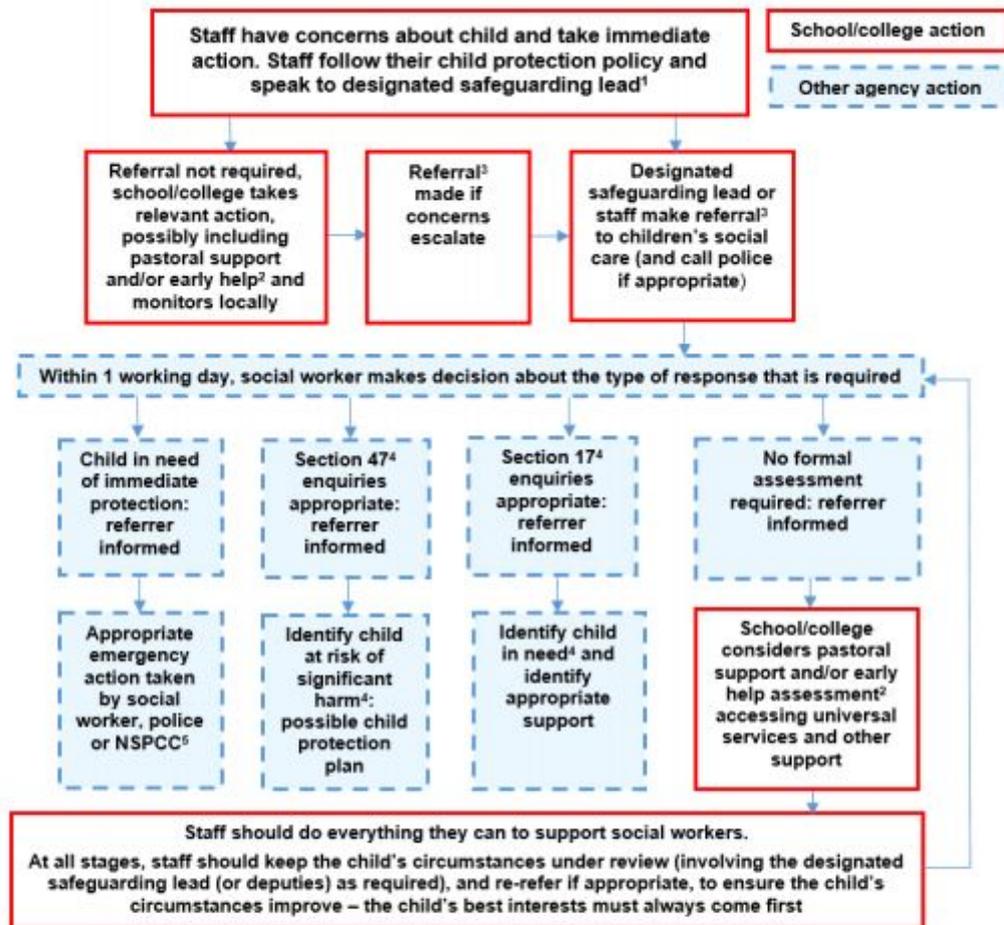


1. All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs.
2. Children with **Additional** needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.
3. For children whose needs are **Intensive**, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children’s mental health services and Family Solutions.
4. **Specialist** services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children’s Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services.

APPENDIX 7: Cambridgeshire County Council Education Child Protection Service Safeguarding Flowchart



Actions where there are concerns about a child



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).

Addendum to the Foundation's Safeguarding and Child Protection Policy - additional safeguarding arrangements during COVID-19

1. Introduction

- 1.1. This revised addendum of the Foundation's Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements during enforced school closures, to protect all children, whether attending school or remaining at home, from harm and abuse.
- 1.2. The Foundation is committed to ensuring the safety and wellbeing of all its pupils and will continue to ensure compliance with KCSIE 2020 which remains in force throughout the response to coronavirus (COVID-19).
- 1.3. The following safeguarding principles therefore remain unchanged:
 - The best interests of children must always continue to come first;
 - If anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately;
 - A DSL or DDSL should be available;
 - It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children; and
 - Children should continue to be protected when they are online.

2. Key Foundation contacts

- 2.1. The Foundation's DSL and the DDSLs, detailed in [Section 2](#) of this policy, continue to provide support remotely and on site when present. We will endeavour to have the DSL or a DDSL physically on site at the setting for vulnerable children and critical workers' children and as other children begin their phased return to school. Where this is not possible, the DSL or a DDSL will be available to be contacted via phone, email and/or video call and a senior leader will assume responsibility for coordinating safeguarding on site.
- 2.2. Concerns should also be logged and/or updated via our electronic recording system, MyConcern, as appropriate.
- 2.3. On each day, the staff on site will be made aware of which of the DSL/DSLs are available and how best to contact them.
- 2.4. The DSL or a DDSL will provide support to teachers and pastoral staff to ensure that contact is maintained with children who are not in school. Where possible, staff should try and speak directly with children to help identify any concerns.

- 2.5. The DSL, or a DDSL if appropriate, will continue to engage with social workers, the local authority virtual school head, any other relevant safeguarding or welfare partners and attend all multi-agency meetings, which are being held remotely.

3. **Supporting Children In School**

- 3.1. The Foundation is committed to ensuring the safety and wellbeing of all its pupils.
- 3.2. The Foundation's schools will continue to be a safe space for children to attend and flourish. The Foundation will ensure that, where we care for children of critical workers and vulnerable children on site, appropriate support and measures are in place for them. We recognise that for those children returning to school as vulnerable children or the children of critical workers will be challenging and staff will support children to adjust to the necessary changes to the school environment and routines. Supporting pupil wellbeing will be at the forefront of our approach and school staff will seek to provide reassurance to pupils as we manage the transition period. Staff will talk to the children about the changes to the school day in an age appropriate manner, acknowledge and listen to pupil anxieties and support children to understand the altered routines.
- 3.3. The Foundation has, with reference to the Government guidance for education and childcare settings, implemented protective measures including social distancing. These protective measures are set out in the Foundation's Coronavirus (COVID-19) Policy and Procedures document and have been communicated to staff, parents and pupils, appropriate to their age. The Foundation has carried out a detailed risk assessment for the on site provision which is reviewed as the guidance is updated. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are adequate, to maximise safety.
- 3.4. The Foundation will continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.
- 3.5. The Foundation recognises that the current circumstances may adversely affect the mental health of children and their parents. School staff have been briefed to look out for changes in behaviour or in a child's emotional state, which could range from being excessively clingy, fearful, withdrawn or aggressive as more children return to school. As always, pupil wellbeing is at the heart of our work, and school staff will seek to provide appropriate support for pupils both in school and where required from specialist services.
- 3.6. The Foundation recognises that mental health issues, especially in the current context, can bring about changes in a young person's behaviour or emotional state and will therefore have regard to the DfE guidance on [mental health and behaviour in schools](#) (2014, reviewed 2018).
- 3.7. The Foundation will ask parents and carers to ensure that all personal details held by the school, such as emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. At this time, parents and carers will also be asked to advise the school if there are any changes regarding the child's welfare, health and wellbeing that it would help school to be made aware of. Where the school is aware of

particular circumstances affecting a child or family, such as bereavement, a relationship breakdown, an incident of domestic violence, this will be shared with staff on a need-to-know basis so that children can be best supported.

4. **Supporting Children Not in School**

- 4.1. The Foundation recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at the Foundation need to be aware of this in setting expectations of pupils' work where they are at home.
- 4.2. Where the DSL has identified a child about whom there have been concerns but not currently open to social care, or who would normally receive pastoral support in school, they should ensure that a robust communication plan is in place for that child or young person. Details of this plan will be recorded, as should a record of all contact made.
- 4.3. The Foundation and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.
- 4.4. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.
- 4.5. If we are unable to contact a child about whom there have been concerns after a reasonable number of attempts, we may need to seek further advice about safe and well checks.

5. **Vulnerable children**

- 5.1. All vulnerable children continue to be eligible to attend school full time during the period of lockdown.
- 5.2. Vulnerable children include those who:
 - are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
 - have an education, health and care (EHC) plan and it is determined, following risk assessment ([risk assessment guidance](#)), that their needs can be as safely or more safely met in the educational environment
 - have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the school and local authority's discretion
- 5.3. Senior leaders, especially the Designated Safeguarding Lead (and DDSLs) know who our most vulnerable children are. They have the flexibility to offer a place to those about whom there

have been concerns but not currently open to Social Care.

- 5.4. The Foundation will continue to work with and support children's Social Workers to help protect vulnerable children. This includes working with and supporting children's Social Workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Tracy Handford.
- 5.5. There is an expectation that vulnerable children who have a Social Worker will attend an education setting, unless the child/household is shielding or clinically vulnerable. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the Social Worker and the Foundation will explore the reasons for this directly with the parent. The Foundation and Social Workers will agree with parents/carers whether children in need should be attending school – the Foundation will then follow up on any pupil that they were expecting to attend, who does not.
- 5.6. Where parents are concerned about the risk of the child contracting COVID-19, the Foundation or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- 5.7. The Foundation will encourage our vulnerable children and young people to attend a school, including remotely if needed.
- 5.8. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the Foundation will notify their Social Worker.

6. **Attendance monitoring**

- 6.1. The Foundation will continue to follow up with any parent/carer if they were expecting the child to attend and they subsequently do not attend school. Non-attendance will be followed up in line with the Foundation's normal attendance protocols.
- 6.2. The Foundation will continue to submit the DfE daily online Education Setting Status Form, in accordance with the [DfE Coronavirus \(COVID-19\): attendance recording for educational settings](#) guidance, to provide daily updates to the DfE on how many staff and children are attending the setting. Each school will resume taking typical attendance registers when it reopens.
- 6.3. The Foundation will monitor remote attendance and follow up, with parents and/or pupils as appropriate to their age.
- 6.4. The Foundation will continue to inform Children's Social Care if a child with a Social Worker does not attend school either in person or remotely.

7. **Reporting a concern**

- 7.1. Where staff have a concern about a child, they should continue to follow the process outlined in the Foundation's Safeguarding and Child Protection Policy. The Foundation uses

an electronic recording system, MyConcern, which staff are able to access from home.

- 7.2. Staff are reminded of the need to report any concern immediately and without delay.
- 7.3. Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal in accordance with the Safeguarding and Child Protection Policy. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email to the Principal. Concerns relating to the Principal should be directed to the Chair of Governors: John Dix. The contact details are on the Foundation website [here](#).

8. Safer recruitment/volunteers and movement of staff

- 8.1. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the Foundation will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE 2020.
- 8.2. In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
- 8.3. If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:
 - the individual has been subject to an enhanced DBS and children's barred list check;
 - there are no known concerns about the individual's suitability to work with children; and
 - there is no ongoing disciplinary investigation relating to that individual.
- 8.4. There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the Foundation has any concerns about an individual, new checks will be obtained in the usual way.
- 8.5. Where the Foundation is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 8.6. The Foundation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 of KCSIE.
- 8.7. The Foundation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 143 of KCSIE and the TRA's 'Teacher misconduct advice for

making a referral’.

8.8. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

8.9. Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Foundation will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 – 171 in KCSIE.

9. **Online safety in schools and colleges**

9.1. The Foundation will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place. The Foundation’s Technology Acceptable Use policies continue to be implemented during this time. Information regarding online safety can be found on the following support pages:

- [NCA-CEOP](#)
- [Internet Matters](#)
- [Childnet](#)
- [UK Safer Internet Centre](#)
- [NSPCC](#)
- [Parent Info](#)
- [BBC Own it](#)

9.2. The Government has also provided the following guidance:

- [Coronavirus \(COVID-19\): support for parents and carers to keep children safe online](#)
- [Coronavirus \(COVID-19\) - staying safe online](#)

9.3. Staff are aware that children are vulnerable in an online context and will be vigilant to any signs of bullying, grooming or radicalisation and report concerns in the usual way. It is important that parents also make the school aware of any concerns that they may have about the online activity of their child, or any particular vulnerability in this respect.

10. **Children and online safety away from school and college**

10.1. We recognise that partial and full school closures bring lots of challenges for both the Foundation staff and parents, and both are increasingly looking to the benefits of technology to continue the learning experience for children. As always, there are huge benefits to be gained from the appropriate use of technology, and accessing learning resources whilst at home is a great example of this. However, we recognise that both parents and teachers need to be aware of the potential risks that go along with this.

- 10.2. In order to deliver remote teaching and learning, the Foundation is largely facilitating technology and a communications network that the schools were already using and are therefore familiar with. The Foundation has and will continue to ensure the use of new and existing online learning tools and systems are in line with data protection and GDPR requirements.
- 10.3. The Foundation's remote teaching procedures for staff and the information issued to parents about remote teaching include considerations and requirements to ensure the safety and welfare of all our pupils as we move to remote teaching and learning. Alongside the information issued to parents regarding remote teaching, we will take the opportunity to emphasise the importance of children being safe online in our contact with parents and make parents aware of what their children are being asked to do online.

11. Peer on Peer Abuse

- 11.1. The Foundation recognises that during any closure a revised process may be required for managing any report of such abuse and supporting victims.
- 11.2. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE 2020 and of those outlined within the Safeguarding and Child Protection Policy.
- 11.3. The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
- 11.4. Concerns and actions must be recorded and appropriate referrals made.

12. Radicalisation

- 12.1. Staff continue to receive training about Prevent, in accordance with the Safeguarding and Child Protection Policy. The Foundation's Prevent Leads, Louise Graham and Shahzad Rahman, continue to be in place. All staff are aware of the need to treat concerns about radicalisation as safeguarding concerns, and immediately share them with the DSL or DDSLs. DSLs continue to refer concerns about radicalisation to partner agencies, including Channel Panel which remains operational, in line with usual procedures.
- 12.2. The DfE and the Home Office have published information here on [prevent management support for schools and colleges](#) in relation to school and college closures.

12.3. Children moving schools

- 12.4. As always, where children join our school from other settings we will seek confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely before the child begins at our school and a call is made from our DSL or a DDSL to the placing school's DSL to discuss how best to keep the child safe.

- 12.5. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed Social Worker and where relevant for the Virtual School Head.
- 12.6. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.
- 12.7. The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

13. Approval

- 13.1. This appendix has been remotely approved by the nominated safeguarding governor on 14 January 2021 and is available on the Foundation's website.

Reviewed: January 2021