

Safeguarding and Child Protection Policy

Evolve Church Academies Trust



Written in line with 'Keeping Children Safe in Education 2021'
Including January 2021 update

This document is to be used and referenced when needed in conjunction with the most up to date government policy regarding safeguarding in schools and colleges (KCSIE 2020/21)

Boddington CE, Chacombe C.E., Culworth C.E. and St. Loys Primary Academies recognise their responsibility for safeguarding and child protection.

The policy must be reviewed and updated at least every 12 months.

September 2021

Signed..... NameChair of Governors

HEAD TEACHER

Next review September 2022

EVOLVE Church Academy Trust (ECAT)

“A Child centred and coordinated approach to safeguarding”

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Safeguarding Overview

The safety of all the children and adults in their school environments within Evolve is our first priority. With this in place, we are then able to ensure that everybody is happy and thriving in their learning and play and that the outcomes achieved by all throughout their time in our schools is the best that each individual can achieve.

To be able to ensure that we do all we can to fulfil our promise to keep everyone safe, the board of trustees works with each academy to support them in policy and procedures aligned to safeguarding. Activities are conducted by governors at local level at board level to ensure that high standards of safeguarding procedures are maintained throughout the trust. These activities are as follows:

- An annual safeguarding audit in all schools
- An audit of safeguarding qualifications amongst academy staff and governors
- An annual review of safeguarding practices in line with KCSIE and updates in guidance for Safer Recruitment

Across the academies within our trust, the use of technology plays an increasing role in the education of our children, both in school and at home. In alignment with our policy for the safer use of technology, our children and parents are educated and advised as to how to keep themselves safe when online.

SAFEGUARDING INFORMATION FOR ALL STAFF
WHAT ALL SCHOOL MEMBERS SHOULD KNOW AND DO
PART 1

EVOLVE Church Academy Trust (ECAT) Safeguarding Statement
“A Child centred and coordinated approach to safeguarding”

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- Keeping Children Safe in Education” 2021
- “Working Together to Safeguard Children”
- Education (Independent School Standards) Regulations 2014, Part 3
- “Framework for the Assessment of Children in Need and their Families”, NCC
- “What to do if you are worried a Child is being Abused”
- Information sharing
- Northamptonshire Safeguarding Children Partnership Procedures (LSCBN) particularly “Thresholds and Pathways”.

New information for all staff

January Update

(To appear in whole policy revision of safeguarding procedures for September '21 in line with KCSIE review '21

To reflect the end of the Brexit transition period, the Government has updated Keeping Children Safe in Education. The relevant paragraphs that need attention are:

149. *From 01 January 2021 the TRA Teacher Services system will no longer maintain a list of those teachers who have been sanctioned in EEA member states. Advice about how information about a teacher's past conduct may be obtained can be found at paragraph 172.*

172... *In addition, schools and colleges must make any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered. These checks could include, where available:*

- criminal records checks for overseas applicants – Home Office guidance can be found on GOV.UK; and for teaching positions;
- obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional body applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC. obtaining a letter of professional standing from the professional regulating authority in the country in which the applicant has worked. Advice about which regulatory or professional bod applicants should contact is available from the National Recognition Information Centre for the United Kingdom, UK NARIC.

September Update

- It's been clarified that all staff should:
 - Reassure victims that they are being taken seriously and that they will be supported and kept safe. They shouldn't be given the impression they are creating a problem or made to feel ashamed for making a report
 - Know the indicators of abuse and neglect for specific safeguarding issues such as child criminal exploitation and child sexual exploitation
 - Be vigilant as multiple safeguarding issues will overlap with one another
 - Be aware of the risk factors that increase the likelihood of involvement in serious violence

- Updated list of factors which may indicate a child may benefit from early help - to include children with:

health conditions, a mental health need, a family member in prison or affected by parental offending, a risk of honour-based abuse such as female genital mutilation (FGM) or forced marriage, and persistent absence from education (including absences for part of the day)

New expectations around peer-on-peer abuse (paragraphs 24, 29, 46, 47, 48 and 50)

There's new expectations that all staff should:

- Be aware that technology is a significant component in many safeguarding and wellbeing issues, and that children are at risk of online abuse (as well as face to face)
- Be aware that children can abuse their peers online through:
 - Abusive, harassing, and misogynistic messages
 - Non-consensual sharing of indecent nude and semi-nude images and/or videos, especially around chat groups
 - Sharing of abusive images and pornography, to those who don't want to receive such content
- Recognise the indicators of peer-on-peer abuse, know how to identify it and respond to reports
- Recognise that peer-on-peer abuse may be taking place, even if not reported
- Understand their role in preventing it and responding to it if they believe a child may be at risk
- Understand the importance of challenging inappropriate behaviours between peers. If they don't, it can create an unsafe environment and lead to a culture that normalises abuse
- Abuse can take place inside and outside of school or online

Updated guidance on the types of peer-on-peer abuse (paragraph 49)

- Updated the definition of bullying to include prejudiced-based and discriminatory bullying
- Added abuse in intimate personal relationships between peers
- Updated the definition of physical abuse to include an online element which facilitates, threatens and/or encourages physical abuse
- Updated the definition of sexual violence to include an online element which facilitates, threatens and/or encourages sexual violence
- Added causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Updated the definition of 'sexting' to refer specifically to the consensual and non-consensual sharing of nude and semi-nude images and/or videos
- Updated the definition of 'upskirting' to specify that it typically involves taking a picture under a person's clothing without their permission (previously this was 'without them knowing')
- Updated the definition of initiation/hazing type violence to include an explanation of what may be involved, including an online element

New information on child criminal exploitation (CCE) and child sexual exploitation (CSE) (paragraphs 32 to 39)

The new paragraphs on CCE explain that:

- It can include vehicle crime and threatening/committing serious violence (previous examples located in annex B)
- Children may become trapped as they or their families may be threatened with violence and they may be coerced or entrapped into debt or into carrying weapons. They may carry weapons as a form of protection
- Children involved in criminal exploitation need to be treated as victims themselves (particularly older children), even though they may commit crimes themselves
- You should be aware that girls are at risk of criminal exploitation too, even though their experience may be different

The new paragraphs on CSE:

- Explain that it's a form of child sexual abuse
- Specify the types of activities that it covers, including physical contact and non-contact activities
- Add details on which pupils it can affect (previously located in annex B)
- Clarify that some children may not realise they've been exploited (e.g. they believe they're in a romantic relationship)

Definitions

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- Taking action to enable all children to have the best outcomes

But, we know Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act.

It relates to broader aspects of care and education too, including:

- Children's health, safety and well-being;
- Meeting the needs of children and learning with medical conditions;
- Providing first aid;
- Intimate care and emotional well-being
- Educational visits
- The use of reasonable force;
- Online safety and associated issues;
- Appropriate arrangements to ensure children's and learner's security, taking into account the local context.

Children may be vulnerable to neglect and abuse or exploitation from within the family and from individuals they come across in their day to day lives. These threats can take a variety of different forms including:

- Sexual, physical and emotional abuse
- Neglect
- Exploitation from criminal gangs and organised crime (County Lines)
- Trafficking
- Online Abuse
- Sexual exploitation
- The influence of radicalisation and/or extremist behaviour

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking.

Principles which underpin good practice

In accordance with Keeping Children Safe in Education, September 2021 each school will,

- Promote and prioritise the safety and welfare of all children and young people
- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection
- Ensure all staff had read Part 1 of this document and part 1 of KCSIE and have completed a signed record to say they have done so
- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Ensure in the event of incidents/concerns of abuse, appropriate action is taken, and support provided to the individual/s who raise the concern
- Ensure that confidential detailed and accurate records of all safeguarding and child protection are maintained and securely stored
- Prevent the employment / deployment of unsuitable individuals
- Help protect children and young people from exploitation including radicalisation, sexual and criminal (County Lines)
- Ensure robust safeguarding arrangements and procedures are in operation in school

EVOLVE Church Academy Trust will ensure the Child Protection Policy is available publicly both via the trust and school websites and by other means.

Evolve CAT takes seriously its responsibility under Section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure that adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their need;

- **The local authority (LA)**
- **A clinical commissioning group for an area within the LA**
- **The chief officer of police in a police area in the LA areas**

Roles and responsibilities

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

No single professional can have a full picture of a child’s needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding Documentation for ALL

- Part One and Annex A of “Keeping Children safe in Education 2020: Information for all School and College Staff” (National)
- The School Safeguarding / Child Protection Policy including Managing Allegations (School)
- The Staff Code of Conduct (School)
- The Online-Safety Policy and The Acceptable Use of the Internet policy (School)
- The Behaviour Policy (School)
- The Whistleblowing Policy (School)

Staff Code of Conduct – trust wide

Every school in the trust will have a clear code of conduct for all staff and volunteers. The government has advised that schools should take account of the advice given in “Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings” in designing a code of conduct for staff.

The Induction of all new staff including supply teachers

At the earliest convenience all new staff should be made aware of the school’s systems which support safeguarding and these should be explained to them as part of their induction. All allied school policies will be found in the school’s Safeguarding Folder. This is available for all school staff and is located in the staffroom of each school.

The Designated Safeguarding Lead (DSL)

- Is a member of the senior leadership team.
- Manages Referrals
- Works with others as required
- Training
- Raises and maintains awareness
- Keeps Child Protection and Records up to date
- Makes themselves available
- Provides information, liaises and works with the Local Safeguarding Children Partnership, The LA and other agencies in line with Working Together

The Executive Head teacher and Head of School

- **Headteachers should make sure the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.**
- Training for self and all staff to ensure understanding of safeguarding / child protection (every 2 years in line with NSCP requirements);
- Ensure regular updates for all staff to develop their skills, understanding and expertise in regard to safeguarding and child protection;
- Ensure policies and procedures are in place and are followed by all staff;
- Ensure resources and time are available for DSL(s) to carry out role effectively
- Ensure whistle blowing ethos, policy and procedures are in place;

- Deal with allegations against staff (together with Designated Officer from LADO)

The Governing Body

- **Governing boards should facilitate a whole school or college approach to safeguarding. Safeguarding and child protection to be "at the forefront" and underpin all relevant aspects of process and policy development.**
- **Governing boards should ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some children with SEND.**
- The Governing Body has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements
- The governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation
- The governing board will appoint a senior level lead to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.
- The chair of Governors will act as the "case manager" with the LADO in the event that an allegation of abuse is made against the headteacher.
- All governors will read Keeping Children Safe in Education, Part 1. Part 3 of this policy has the information which expands on the role of lead governor and governors.

Looked After and previously Looked After Children Designated Teacher

Evolve CAT will ensure that staff in all schools will have the skills, knowledge and understanding to keep looked after children and previously looked after children safe. In particular, the school will ensure that:

- Appropriate staff will have relevant information about child's looked-after status, contact arrangements with birth parents or those with parental responsibility and care arrangements.
- The DSL has details of the child's social worker and relevant virtual schools head.

The designated teacher is responsible for promoting the educational achievement of looked-after children and previously looked-after children in accordance with statutory guidance.

The designated teacher will:

- work closely with the DSL to ensure that any safeguarding issues are quickly responded to
- work with virtual schools head to promote educational achievement including discussing how pupil premium funding can be best used to support the looked-after child.

National Instruction for all Schools

Physical Intervention

- Such events should be recorded and signed by a witness
- We recommend that staff who are likely to use physical intervention should be trained appropriately.
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- See full details in our physical intervention policy

Using cameras and Mobile Phones in the Classroom

- During times of remote learning, where cameras are used for interaction between home and school, ensure that the policy on remote learning is adhered to
- All staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
- All staff must ensure that their mobile phones, personal chargers and recording devices are stored securely during working hours on school premises or when on outings
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put in the school system as soon as possible and not sent or kept on personal devices.
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.
- All telephone contacts with parents and carers must be made on the school phone and a note kept. Personal mobiles should not be used.
- Parents and carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social media sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff parent or child.

Safer Recruitment Policy, MATwide

- Every recruitment panel will include at least one person trained in "Safer Recruitment";
- References will be obtained before interview;
- Interviews may feature safeguarding related questions or scenarios; Whilst there are restrictions upon face to face meeting, where possible, interviews will be conducted via a video calling facility and will follow normal interview protocol. Interviewees will be asked to ensure that their background is neutral and gives away no personal, sensitive information. School will ensure the same.
- DBS checks will be made on staff requiring enhanced checks, Barred List checks and other Prohibition and conduct checks;
- Identity checks will be made on ALL staff, volunteers, governors, contractors/providers and visitors;
- Supervision of non-DBS checked persons is vital and a risk assessment must be in place for any such person;
- The Single Central record must have no gaps and contain clear evidence of identity checks as well as DBS numbers, barred list checks, prohibition from teaching checks, right to work in the UK checks, further overseas checks, qualification checks, Section 128 checks.

Online safety Policy, trust wide

The school will protect and educate pupils and staff in their use of technology and it will have the appropriate mechanisms to intervene and support any incident where appropriate.

There are three areas of risk

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with others;
- Conduct: personal online behaviour that increases the likelihood of, or causes harm.

For any additions/alterations to policy during times of partial school opening as a result of enforced, COVID linked measures, see safety policy

Whistleblowing Policy, MATwide

There is a Whistle blowers policy for all schools which ensures that all people employed by the school, whether paid or unpaid, know what to do and who to speak to if they have concerns about a member of staff.

EVOLVE CAT school procedures and monitoring arrangements

EVOLVE Church Academy Trust will ensure that:

- Our schools provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying where children can learn and develop happily.
All schools will conduct an annual safeguarding audit to ensure compliance with latest national local guidance
- All staff receive appropriate safeguarding and child protection training which is regularly updated
Annual Training for all staff, DSL accreditation, Induction for new staff, Governor training certificate evidenced by school Safeguarding training record signed off by school
- All staff will receive safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
Annual training confirmed by individual staff declaration
- All staff will be aware of Northamptonshire County Council's local early help processes and understand their role in it.
Evolve Policy, staff safeguarding noticeboard, school safeguarding folder
- All staff will be aware of the process for making referrals to children's social services that may follow a referral along with the role they might be expected to play in such assessments, school safeguarding folder
Evolve policy, school safeguarding noticeboard,
- All staff will know what to do if a child tells them he/she is being abused or neglected.
- Staff will know how to manage the requirement to maintain an appropriate level of confidentiality.

Other Evolve MAT and school policies linked to this safeguarding policy

Behaviour management
Emergency Plan / Critical Incident
Anti – bullying
Restraint, Positive handling

First Aid
Administration of Medicine
Health and safety
Relationships and Sex Education

Special educational Needs	Intimate Care
Educational visits	Online Safety
Whistle Blowing	Safer Recruitment
Allegations made against staff / volunteers	Photography
Induction	Code of conduct and staff handbook
Complaints	Health and safety
Attendance	Equality
Sex and relationships education	Curriculum
Privacy notices	

School Safeguarding Folder

Induction of all new staff including supply teachers

At the earliest convenience all new staff should be made aware of the school's systems which support safeguarding and these should be explained to them as part of their induction. All allied school policies will be found in the school's Safeguarding Folder.

This folder can be found in the Safeguarding and Child Protection folder located in the staffroom.

This should include:

- Child Protection Policy, Part 1, Part 2 and Part 3
- Part 1 and Annex A of "Keeping Children Safe, 2020"
- Behaviour Policy
- Staff Code of Conduct
- Physical Intervention Policy
- Online Safety Policy and ICT Acceptable Usage Policy
- Safeguarding response to children who go missing from education
- Whistleblowing Policy
- Managing allegations about staff or volunteers
- What to do if they have a concern about a child
- The school Safeguarding Team

A SAFE SCHOOL CULTURE

Safeguarding team

Executive Headteacher: Mr Oliver Johnson

Head of School: Carla Thom

Designated Safeguarding Lead (DSL): Carla Thom

Deputy Designated Safeguarding Lead (DDSL): Zoe O'Malley and Hazel Williams

SENCO: Ginny Bootman

Looked-After Designated Teacher: Mrs Ginny Bootman

Chair of Governors: Mrs Gill Nunn

Safeguarding Governor: Mr John Moffitt

EVOLVE Chair: Mrs Gill Nunn

Local Authority Designated Officer (LADO): DOReferral@northamptonshire.gcsx.gov.uk,

Andy Smith, 01604 367862

Christine York 01604 362633

EVOLVE Safeguarding Director: Mr John Moffitt

Effective child protection processes and procedures are embedded as part of a safer school culture. To establish and maintain an open and safer culture we will:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they feel listened to
- Ensure children and young people know there are adults in school they can talk to if they are worried
- Ensure that within the curriculum, children and young people are taught skills they need to recognise and stay safe from all kinds of harm, and exploitation
- Ensure that children and young people who may be particularly vulnerable, such as SEN and disabilities are supported
- Ensure that children and young people to whom English is an additional language have access to support and information that is clear, accessible and in their preferred language

What school staff need to know

All staff must be aware of the indicators of abuse or neglect so that they are able to identify cases of children who may be in need of help or protection.

During times of partial school opening due to COVID, policies and procedures within school have been put into place to ensure that teachers maintain a close contact to all pupils via video calling, phone calling and emailing and that any concerns are raised in the same way. Indicators for concern should still focus on the same things that they would, were we in school physically.

Safeguarding incidents and/or behaviours can be associated with incidents outside the school. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. This can take various forms including sexual exploitation, criminal exploitation and serious youth violence.

Types of abuse and neglect are:

Abuse: 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 institution or community setting by those known to them or, more rarely, by others. 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 by another child or children.

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. **Emotional**

Emotional abuse 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
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- 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
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

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
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)

During majority closure for COVID, schools will follow government guidelines on providing free school meals to eligible pupils and ensure that the provision is of a standard that meets the needs of pupils concerned

- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

For full details of definitions, please see Part 3, Definitions and Identification, Flowcharts, Roles and responsibilities, Job descriptions of this document

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Children Safe in Education, 2018, Paragraph 47

Staff members at our school are advised to maintain an attitude at all times of **"it could happen here"** where safeguarding is concerned.

SPECIFIC SAFEGUARDING ISSUES

Children Missing Education – all staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include:

Abuse and Neglect	Sexual Abuse	Exploitation
Mental Health problems	Risk of substance abuse	Risk of travelling to conflict zones
Risk of Female Genital Mutilation		Risk of forced Marriage

Every effort should be made to contact the child and their family. After 5 days if the child is still missing from education, the school should inform the Local Authority CME officer and the local CME procedures followed.

Keeping Children Safe in Education, 2018, Paragraph 28

Looked After and previously Looked After Children Designated Teacher

Evolve CAT will ensure that staff in all schools will have the skills, knowledge and understanding to keep looked after children and previously looked after children safe.

Peer on Peer Abuse

Peer on peer abuse is not tolerated in any way within the academies of our trust. Our approach to prevent the occurrence of this type of abuse is to educate our children, through their curriculum, as to what peer on peer abuse is and to ensure that all are aware of the impact that abuse can have both upon the victim and upon the perpetrator of the abuse in terms of their future prospects. We also communicate with families within our communities on the education that children receive and how they can support us in ensuring, as far as we can, that our children are protected from peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to: [See remote education policy for updates on measures taken to ensure that peer on peer abuse can be identified during remote education sessions.](#)

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair-pulling;
- Sexual violence, such as, rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may stand alone or be part of a broader pattern of abuse;
- Upskirting, which 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
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type of violence.

Serious Violence

Indicators here may include increased absence from school, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexpected gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks and gangs.

Children Safe in Education, 2020, Paragraph 31

Where there's been a report of sexual violence, the DSL (or a deputy) will make an immediate risk and needs assessment, considering:

- The victim, especially their protection and support
- Whether there may have been other victims
- The alleged perpetrator(s)
- All other children at the school (and adult students and staff, if appropriate), especially any actions that are appropriate to protect them

Where there's been a report of sexual harassment, the need for a risk assessment will be considered on a case-by-case basis.

These risk assessments will be recorded and kept under review.

The DSL (or a deputy) should engage with children's social care and specialist services as required:

- Where there's been a report of sexual violence, our risk assessment will be supported from social workers or sexual violence specialists within your local multi-agency safeguarding team (MASH)
-

- MASH assessments will be used to inform the school('s) approach and update risk assessments accordingly

(This is outlined in paragraphs 445 to 447 of KCSIE, linked above)

We will make ourselves aware of, and respond appropriately, to all reports and concerns about sexual violence and/or harassment both online and offline, including those that have happened outside of school.

The DSL (or a deputy) will decide how to manage the report, including when to inform the alleged perpetrator(s). This depends on a number of important considerations, including:

- The wishes of the victim and how they want to proceed - you should balance these against your responsibility to protect other children
- The nature of the alleged incident(s), including whether a crime may have been committed and consideration of harmful sexual behaviour
- The ages and developmental stages of the children involved
- Any power imbalance between the children. For example, is the alleged perpetrator(s) significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- Whether the alleged incident is a one-off or part of a sustained pattern of abuse
- That sexual violence and sexual harassment can take place within intimate personal relationships between peers
- Whether there are ongoing risks to the victim (or anyone else)
- Any related issues and wider context, including links to child sexual exploitation and child criminal exploitation

(These are outlined in paragraph 448 of KCSIE)

There are 4 likely scenarios for the next steps:

1. Manage internally, where this is considered appropriate in the circumstances, and early help or statutory interventions aren't required
2. Early help, as outlined in [chapter 1 of Working Together to Safeguard Children](#), where statutory interventions aren't required. The DSL should know what this process is and where to access support
3. Referrals to children's social care*, where a child has been harmed, is at risk of harm, or is in immediate danger
4. Report to the police** (usually in parallel with a referral to children's social care), where a report of rape, assault by penetration or sexual assault is made. Police will consider what action to take to manage the assessed risk of harm, which could include the use of police or court bail

*Where scenarios involve working with children's social care, we won't wait for the outcome of an investigation before protecting the victim and other children – The DSL (or a deputy) will work closely with children's social care to make sure the school's actions don't jeopardise a statutory investigation. There will be immediate consideration for safeguarding the victim, alleged perpetrator(s) and all other children.

Where a report is going to be made to children's social care and/or the police, the school will speak to the relevant agency to discuss next steps and how the alleged perpetrator(s) will be informed.

**Staff may confiscate devices for evidence to hand to the police, if the report includes an online element.

(You can find further information in paragraph 452 of KCSIE)

All concerns will be recorded, discussed and decisions made, along with the reasons behind them, in writing. We will reflect on the decisions and actions taken and update relevant policies with lessons learnt.

We will look out for potential patterns of concerning, problematic or inappropriate behaviour and decide how to handle any such patterns, considering whether there are wider issues at play relating to your school's culture.

(This is set out in paragraph 452 of KCSIE)

How to support the pupils involved

The victim

Victims of this abuse will likely find the experience distressing, which can affect their progress in school. This can be made worse if the alleged perpetrator(s) attends the same school.

We will reassure them that we will take them seriously and that they'll be supported and kept safe. A reasonable distance will be maintained from the alleged perpetrator(s) on school premises, including at before and after-school activities

How we support the victim will depend on:

- The age and developmental stage of the victim, the nature of the allegations and the potential risk of further abuse
- The needs and wishes of the victim

We will also be aware that:

- Victims may not disclose the whole picture immediately, so dialogue should be kept open and encouraged
- Girls are more likely to be victims and boys are more likely to be perpetrators
- There may be more than one perpetrator, which is why KCSIE refers to 'perpetrator(s)' rather than 'perpetrator'

(See more in paragraphs 456 to 463 of KCSIE)

The alleged perpetrator(s)

It can be difficult to balance the need to safeguard the victim (and other children) with providing the alleged perpetrator(s) with an education and safeguarding support and implementing disciplinary sanctions.

We will consider support (and sanctions) on a case-by-case basis. This includes:

- The age and developmental stage of the alleged perpetrator(s)
- The nature and frequency of the allegations and risk of harm to other children
- Any unmet needs that the alleged perpetrator(s) may have

(Find further guidance in paragraph 464 of KCSIE)

Unsubstantiated, unfounded, false or malicious reports

A DSL will consider whether the pupil and/or the person who made the allegation is in need of help or may have been abused by someone else and this is a cry for help. If this is the case, it may be appropriate to make a referral to children's social care.

If you find that the report is deliberately invented or malicious, you should follow up in line with your behaviour policy.

Use Safeguarding Training Centre to brief your team

Our [2021 safeguarding and child protection INSET pack](#) includes a 1-hour session focusing on how you can tackle sexism and sexual harassment in school. It's available to members of [Safeguarding Training Centre](#) from The Key.

Sources

Ann Marie Christian is an independent safeguarding consultant, trouble shooter, author and trainer. She provides consultancy for designated safeguarding leads, heads, senior leaders and governors. She has experience in frontline and managerial child protection matters including school improvement, casework and training.

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

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

Only appropriately trained staff should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children's day to day behaviour which might suggest that they are experiencing a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences this can have a lasting impact upon childhood, adolescence and into adulthood.

If a child has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following child protection policy and speaking to the DSL or a deputy.

Children Safe in Education, 2020, Paragraph 34 – 37

Upskirting

“Upskirting” is when someone takes a picture under a person’s clothing (not necessarily) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim

Mental Health

During times of remote learning and when the majority of children are away from the physical school setting, living and learning in a different way, mental health can and will (in many cases) be impacted. The school will ensure that daily contact is maintained with all families and that children are encouraged to talk as openly as they can about how they feel. Daily opportunities will be provided for this to take place. Attendance of pupils in face to face and remote learning sessions will be monitored and any absence will be monitored, as is normal practice.

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern then take immediate action.

If you have a concern that is not also a safeguarding concern then speak to the DSL to agree a course of action.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

This does not apply to who is at risk of FGM or if FGM is suspected but is not known to have been carried out, however, suspicions should be reported to the DSL.

Other members of staff who discovers an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow local safeguarding procedures.

All members of staff should familiarise themselves with the full list of causes of concerns. They are listed below and their definition and identification can be found in **Part 3, of this document.**

Abuse and Neglect	Sexual Abuse	Exploitation
Mental Health problems	Bullying (inc. online and prejudice)	
Risk of substance abuse	Risk of travelling to conflict zones	
Risk of Female Genital Mutilation		
Forced Marriage	Domestic Abuse	Child Exploitation
Radicalisation and extremism	Sexting / Youth Produced Sexual Imagery	
Peer on Peer Abuse	Child on Child Sexual Violence and/or Harassment	
Racist, disability, homophobic or transphobic abuse		Gender based violence
Upskirting	Teenage relationships abuse	Alcohol, drug and substance abuse
Breast flattening	Issues relating to the local area (Eg. Knife crime, county lines ...)	
Honour based killing	Fabricated illness or induced illness	
Disguised compliance	Poor parenting	Children and the court system
Homelessness	Private fostering	Children with family members in prison

What school staff should do if they have concerns about a child

All staff are advised to maintain an attitude of **“it could happen here”** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

If staff members (including supply teachers and volunteers) have any **concerns** about a child, where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children’s social care.

DEALING WITH A DISCLOSURE

If a child discloses that he or she has been abused in some way, the member of staff/volunteer should:

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely and do not use leading questions
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Do not criticise the alleged perpetrator

- Explain what has to be done next and who has to be told
- As soon as you can make a written record (see Record Keeping), stick to the facts, do not put your own judgement on it
- Sign and date, pass the information to the Designated Senior Person without delay. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so.

Next steps of action

- **Managing any support internally, if not a safeguarding issue**, via the school's own pastoral support process **An early help assessment for multi-agency support**, this is not a substitute for Tier 4 Social Care threshold
- **A referral for statutory services**, for example as the child might be in need, is in need or suffering or likely to suffer harm

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their need;

- **The local authority (LA)**
- **A clinical commissioning group for an area within the LA**
- **The chief officer of police in a police area in the LA areas**

THE FLOWCHART AT THE END OF THIS DOCUMENT illustrates the procedure to follow if you have any concerns about a child's welfare, where possible speak to the DSL first or if this is not possible speak to a member of the senior leadership team and / or take advice from the local authority children's social care to agree a course of action. Share any action taken with the DSL as soon as possible.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is good reason to believe that involving them would put the child at risk of harm. If we believe that notifying parents would be a risk, we will discuss this with the local authority children's social care team.

In order to support students and their families when dealing with safeguarding and potential child protection issues, school staff will:

- Undertake discussions with the parents to gain consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm
- Ensure parents have a clear understanding of the duty placed on school staff with regards safeguarding and child protection concerns
- Ensure that parents are aware of the intention to make a referral into Children's Social Care via the MASH, unless to do so may put the child at increased risk of significant harm.

Staff will only talk to parents about any such concerns following consultation with the Designated Safeguarding Lead.

Sharing information:

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to share information securely:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; the priority must always be to protect the child. If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

In line with the HM Government Information Sharing: Guidance for practitioners and managers. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

‘Seven Golden Rules of Information Sharing’, HM Government July 2018
1. legislation and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

Confidentiality:

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding

Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

An Early Help Offer

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.

Children Safe in Education, 2020, Paragraph 8

Early help means providing support as soon as possible as a problem emerges at any point in a child's life, from foundation stage through to the teenage years

Any child may benefit from early help, but all schools should be 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 into 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 at risk of modern slavery, trafficking or exploitation;
- Is at risk of radicalisation or exploited;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care; and
- Is a privately fostered child.

Children Safe in Education, 2018, Paragraph 18

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.

If early help is appropriate the designated safeguarding lead will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as a lead professional. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

The DSL will keep the case under review and the school will consider a referral to the local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

Early Help Links:

- Follow this link: [Early Help](https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx) (<https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx>) to access Northamptonshire's information and support for professionals regarding Early Help.
- The Early Help Strategy Link: [Early Help Strategy](#)
- [Early Help Co-ordinator Link: Early Help Co-ordinators](#)

Safeguarding referrals

Multi Agency Safeguarding Hub (M.A.S.H.)
- Customer Service Centre 0300 126 1000
- MASH@northamptonshire.gcsx.gov.uk

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who have concerns about a child's welfare following contact with the Customer Service Centre. It makes the process of dealing with referrals quicker and more effective by improving the way: Children's

social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

The MASH also has Early Help Co-ordinators to support agencies with advice and guidance where a referral is made (but it is not Tier 4 Social Care thresholds)

Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact when decisions are made in the best interests of the child's safety, welfare and educational outcomes.

Statutory Safeguarding referrals must be made in one of the following ways:

This will be achieved by referring all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 1000 (Option 1)
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk
- By using the online referral form found at:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

- In an emergency outside office hours, contact children's social care out of hours team on 01604 626938 or the Police
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person making the referral must follow up with the local authority if this information is not made available and ensure outcomes are properly recorded.

For further detail please refer to Part 2, Safeguarding Management, of this document

Records, Monitoring and Transfer

Well kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within school. All concerns, discussions and

decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

When a child has made a disclosure, the member of staff/volunteer should:

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

If a pupil who is/or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

Child Protection records are reviewed. This includes monitoring patterns of complaints or concerns about individuals and ensuring that these are acted upon.

When children transfer school, copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer.

In the event of a child transferring to an out of area school and a physical handover is not possible then the most secure method of transfer should be found to send copies of the confidential records to a named DSL by registered post and original documents kept (until child reaches 25 or 75 if the child is a looked after child).

Files requested by other agencies, e.g. Police, should be copied and shared as appropriate.

All personal information will be processed fairly and lawfully and will be kept safe and secure.

Each school to describe to staff their school site procedures to ensure children's safety

- **Gates are unlocked at 8.40 am and locked again at 8.50am.**
- **Gate are again unlocked at 3.20pm and relocked at 3.40pm.**
- **Visitors, volunteers and students must only enter through the main Office and sign in. They are then given an ID lanyard which they are required to wear at all times.**

- **Children will only be allowed home with adults with parental responsibility or confirmed permission. The class teacher must be informed of this.**
- **Children would never be allowed to leave school alone during school hours. They must be collected by an adult and signed out.**

What school staff should do if they have concerns about another staff member, supply teacher or volunteer

If our staff members have concerns about another staff member then this must be referred to the headteacher.

Where there are concerns about the headteacher this should be referred to the Chair of Governors.

If the allegation is made against a member of the clergy, the Diocesan Safeguarding Officer must be informed.

All allegations should be reported directly to the designated officer(s) at the local authority (Local Authority Designated Officer).

No investigation must take place without first consulting the LADO.

An allegation is different to a complaint.

Confidentiality is absolutely essential and every effort must be made to maintain this.

Full details can be found in **Part 2, Management of Safeguarding** of this guidance.

What school staff should do if there are allegations of abuse against children

All children are capable of abusing their peers.

Abuse is abuse and is not tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.

Peer on peer abuse is often gender based (i.e. girls will be victims and boys perpetrators) but all peer on peer abuse is unacceptable and is taken seriously.

Any concerns of such behaviour should be reported to the headteacher immediately.

Any allegations of peer on peer abuse will be recorded, investigated and dealt with (for details see Part 2 Managing Safeguarding of this policy).

Most cases of pupils hurting other pupils will be dealt with under the school’s behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

What school staff should do if they have concerns about safeguarding practices within the school

All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team (for details of whistleblowing policy please refer to Safeguarding Handbook in the school'.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline, **0800 028 0285**, 8.00 – 8.00. Monday to Friday,
Or email: help@nspcc.org.uk

Useful Links:

[NSCB](#)

[NSCB Schools](#)

[NSPCC 0808 800 5000](#)

[Childline: 0800 1111](#)

[Child Exploitation and Online Protection \(CEOP\): 0870 000 3344](#)

Online safety training and advice contact: Onlinesafety@northamptonshire.gov.uk

Online safety policy examples: [Online safety policy examples](#)

[Inspecting Safeguarding In the Early Years August 2018:](#)

[Inspecting-safeguarding-in-early-years-education-and-skills](#)

[Early Years Foundation Stage Statutory Framework: Early Years Foundation Stage Statutory Framework](#)

DECLARATION FOR STAFF

School name Academic Year

Please sign and return to(DSL) by<insert date>.....

I, _____<insert name>_____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

(1) Evolve Multi-Academy Trust Child Protection Policy, Part 1

(2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2020

I am aware that the DSLs are:

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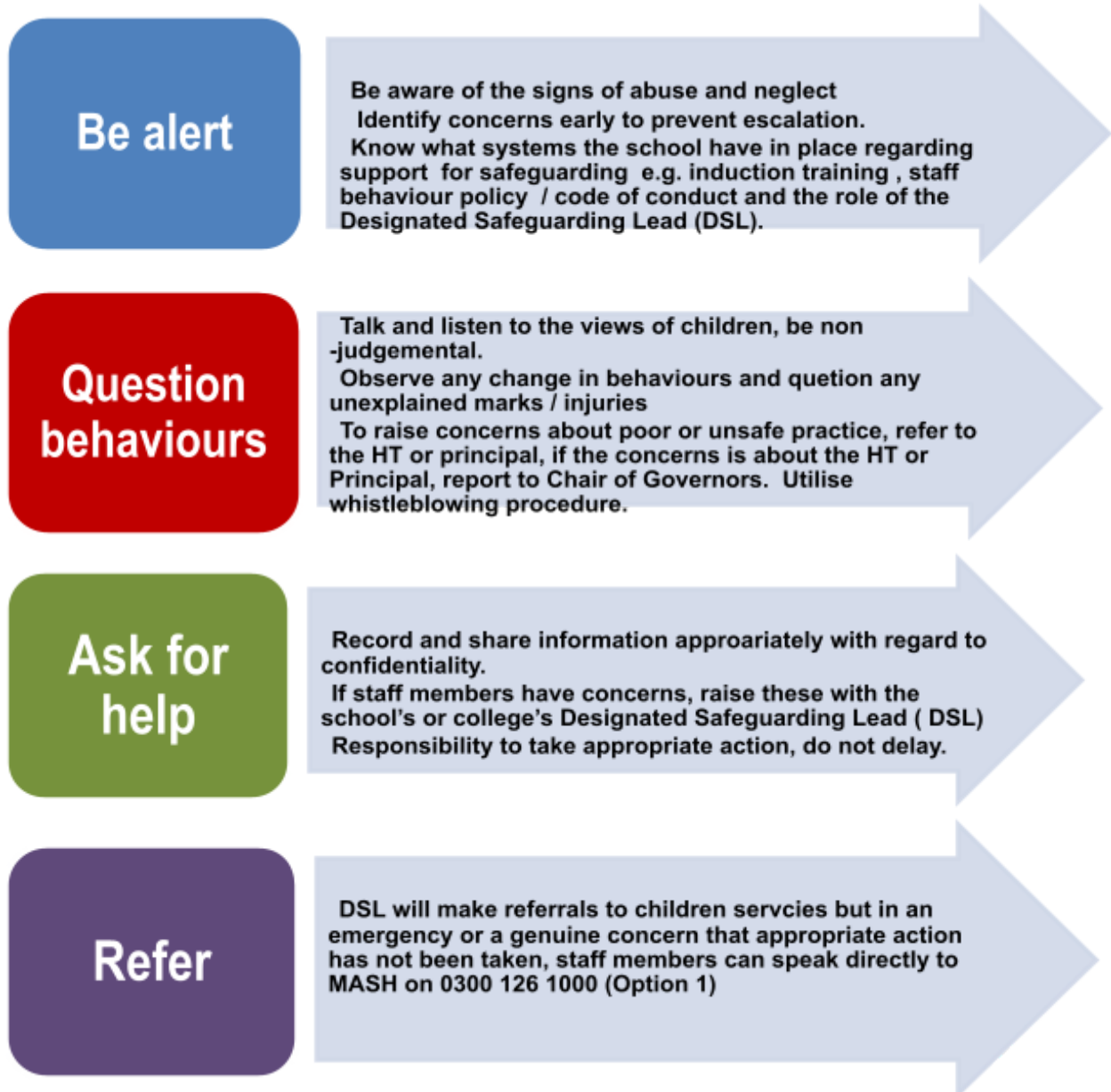
and I am able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available
.....<insert location>.....

Signed _____ Date _____

WHAT TO DO IF YOU ARE WORRIED A CHILD IS BEING ABUSED: ADVICE FOR PRACTITIONERS (DfE 2015 ADVICE FOR PRACTITIONERS (DfE 2015))

Flowchart



COVID-19

With the arrival of COVID came some adjustments to policy and procedures linked to various aspects of school life. In order to ensure that everyone in the community has been kept as safe as we can possibly keep them during this time, a comprehensive RA has been implemented that covers all of the above elements, many of which link to general 'safeguarding' of our people. In addition to this, consideration has been given to procedures to ensure that children are safe whilst learning from home and not being in physical contact with school. These considerations have been outlined in policy on remote education. All aspects of reporting of concerns remain the same as prior to COVID-19. Weekly communication and MAT wide summary documentation around concerns is maintained between the trust senior team.