

## Safeguarding Policy (Including EYFS and Wrap-around care)

A Foundation Safeguarding Policy  
ISI Regulatory Policy

### Version 3.5

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Source – Deputy Head (Pastoral), Princethorpe

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## **1. Policy statement and principles**

The trustees and staff of The Princethorpe Foundation (the Foundation) comprising Princethorpe College, Crackley Hall and Crescent School fully recognise the contribution they must make to safeguarding children. We recognise that all staff, including volunteers, have a full and active part to play in protecting our children from harm.

All staff and trustees believe that our school should provide a caring, positive, safe and stimulating environment which promotes the social, physical and moral development of the individual child. Safeguarding is everyone's responsibility and anyone can make a referral to social care.

The aims of this policy are to:

- support the child's development in ways that will foster security, confidence and independence;
- raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse;
- ensure that all staff have adequate and regular training in Safeguarding procedures;
- provide a systematic means of monitoring children known or thought to be at risk of harm;
- emphasise the need for good levels of communication between all members of staff.
- develop a structured procedure within the Foundation which will be followed by all members of the school community in cases of suspected abuse;
- develop and promote effective working relationships with other agencies, especially the Police and Children's' Services;
- ensure that all adults within our Foundation who have access to children, or information about children, have been checked as to their suitability.

### **Related Safeguarding Policies**

This policy is one of a series in the school's integrated safeguarding portfolio. The following policies are related or mentioned to in this policy and should be read in conjunction with this policy:

- Educational Trips Policy;
- Health and Safety Policy;
- Safer Recruitment Policy;
- Images of Pupils Policy;
- ICT Acceptable Use Policy for Staff and Pupils;
- Behaviour Management Policy;
- Missing Child Policy;
- Staff Behaviour / Code of Conduct Policy;
- Intimate Care Policy;
- Anti-Bullying Policy.

This policy is available on the school website and all staff and volunteers are required to read it and confirm they have done so in writing before commencing work for the Foundation.

Our core safeguarding principles are:

- the school's responsibility to safeguard and promote the welfare of children is of paramount importance;
- children who are safe and feel safe are better equipped to learn;

- this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and trustees will therefore be involved in policy development and review;
- policies will be reviewed at least annually unless an incident or new legislation or guidance suggests the need for an interim review;
- if, at any point, there is a risk of immediate serious harm to a child a referral will be made to MASH, Multi Agency Support Hub immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- all staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

### **Child protection statement**

We recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

### **Policy principles:**

- The school's responsibility to safeguard and promote the welfare of children is of paramount importance
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- Children who are safe and feel safe are better equipped to learn
- This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. Representatives of the whole school community of pupils, parents, staff, volunteers and governors will therefore be involved in reviewing, shaping and developing the school's safeguarding arrangements and child protection policy.
- All staff have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm at home, in the community or in school
- All staff members will maintain an attitude of 'It could happen here' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.
- If, at any point, there is a risk of immediate serious harm to a child a referral will be made to MASH immediately. Anybody can make a referral. If the child's situation does not appear to be improving, any staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some stage.
- Pupils and staff involved in child protection issues will receive appropriate support
- This policy will be reviewed at least annually unless an incident; new legislation or guidance suggests the need for an interim review.

### **Policy aims:**

- to provide all staff with the necessary information to enable them to meet their safeguarding and child protection responsibilities;
- to ensure consistent good practice;
- to demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners;
- to contribute to the school's safeguarding portfolio.

## Terminology:

**Safeguarding** and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of 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.

**Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

**Staff** refers to all those working for or on behalf of the school, full time or part time, temporary or permanent, in either a paid or voluntary capacity.

**Child** includes everyone under the age of 18.

**Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.

## 2. Safeguarding legislation and guidance

The Foundation's procedures for safeguarding children will be in line with the Warwickshire Safeguarding Children's Board which can be found at <http://www.warwickshire.gov.uk/wscb>.

Section 157 of the Education Act 2002 and the Education (Independent School Standards) Regulations 2014 require proprietors of independent schools (including academies and city technology colleges) to have arrangements to safeguard and promote the welfare of children who are pupils at the school.

The **Teachers' Standards 2012** state that teachers, including headteachers, must have regard for the need to safeguard pupils' well-being, in accordance with statutory provisions; and maintain public trust in the teaching profession as part of their professional duties.

The statutory guidance **Working Together to Safeguard Children (DfE 2015)** KCSIE 2016 covers the legislative requirements and expectations on individual services (including schools and colleges) to safeguard and promote the welfare of children. It also provides the framework for Local Safeguarding Children Boards (LSCBs) to monitor the effectiveness of local services, including safeguarding arrangements in schools. The guidance confirms that it applies, in its entirety, to all schools.

The statutory guidance **Keeping Children Safe in Education (KCSIE DfE 2016)** is issued under Section 175 of the Education Act 2002, the Education (Independent School Standards) Regulations 2014 and the Education (Non-Maintained Special Schools) (England) Regulations 2011. Schools and colleges must have regard to this guidance when carrying out their duties to safeguard and promote the welfare of children. Unless otherwise stated, 'school' in this guidance means all schools, whether maintained, non-maintained or independent, including academies and free schools, alternative provision academies and pupil referral units.

All staff must have read Part One of **Keeping Children Safe in Education (KCSIE 2016)**. Staff can find a copy on the Princethorpe VLE and on Teacher Shared on the Intranet at Crackley Hall and Crescent School (a hard copy has been issued to all staff). In addition, all

staff who work directly with children must read Annex A. Staff are expected to know and understand the content of Part 1. This will be measured by their application of the Foundation child protection procedures.

**What to do if you're worried a child is being abused 2015 - Advice for practitioners** is non statutory advice which helps practitioners (everyone who works with children) to identify abuse and neglect and take appropriate action. A copy of this document can be found in the DSL's office at both Princethorpe, Crackley Hall and Crescent School.

In the UK, more than 50,000 children are annually subject to a child protection plan. Research suggests that one child a week dies from abuse, around 20 per cent of children will suffer some form of abuse, one child in six is exposed to violence in the home and disabled children are three times more likely to be abused and neglected. The prevalence of neglect continues to be a major concern and online abuse is increasing. The sexual exploitation of children is a growing problem.

Due to their day-to-day contact with pupils, Foundation staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse neglect, exploitation and radicalisation. Children may also turn to a trusted adult in school when they are in distress or at risk. It is vital that all Foundation staff are alert to the signs of abuse, are approachable and trusted by pupils, listen actively to children and understand the procedures for reporting their concerns. The school will act on identified concerns and will provide early help to prevent concerns from escalating.

### **Early Years Foundation Stage**

This policy applies equally to children in EYFS either during the normal school day, or attending after school club or holiday club. Specific additional EYFS requirements are:

- the member of staff designated to take lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate is the Deputy Head, or in his absence, the Nursery Manager or the Head;
- we will inform ISI of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations;
- we will inform ISI of the above, as soon as is reasonably practicable, but at the latest within 14 days.

### 3. Roles and responsibilities

#### Key personnel - Princethorpe College

##### Designated safeguarding leads

- Beth Sharpe, Deputy Head Pastoral is the Designated Safeguarding Lead (DSL)
  - E-mail – [bethsharpe@princethorpe.co.uk](mailto:bethsharpe@princethorpe.co.uk)
  - Phone – 01926 634208
- Chris McCullough - Deputy DSL
  - E-mail – [chrismccullough@princethorpe.co.uk](mailto:chrismccullough@princethorpe.co.uk)
  - Phone – 01926 634283
- Ed Hester, Head – trained to undertake the functions of the DSL
  - E-mail – [edhester@princethorpe.co.uk](mailto:edhester@princethorpe.co.uk)
  - Phone – 01926 634200

##### Nominated Safeguarding Trustee

- Mrs Mary O'Farrell is the Nominated Safeguarding Trustee for Princethorpe:
  - E-mail – [NominatedSafeguardingTrustee@princethorpe.co.uk](mailto:NominatedSafeguardingTrustee@princethorpe.co.uk)
  - Phone – 02476 332823
- Mrs Liz Griffin, Chair of Trustees, will conduct these duties in the absence or unavailability of a Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01926 634868 or 07443 632999

##### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- Simon Robertson
  - E-mail – [simonrobertson@princethorpe.co.uk](mailto:simonrobertson@princethorpe.co.uk)
  - Phone – 01926 634200

##### Early Help lead

The Early Help lead is:

- Beth Sharpe, (Deputy Head Pastoral) is the Designated Safeguarding Lead (DSL)
  - E-mail – [bethsharpe@princethorpe.co.uk](mailto:bethsharpe@princethorpe.co.uk)
  - Phone – 01926 634208

##### E-safety coordinator

The e-safety coordinator is:

- Adam Depledge
  - Email@ [adamdepledge@oprincethoirpe.co.uk](mailto:adamdepledge@oprincethoirpe.co.uk)

## Key personnel – Crackley Hall

### Designated safeguarding leads

- Duncan Cottrill, Deputy Head, is the Designated Safeguarding Lead (DSL)
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514417
- Clare Bird, Nursery Manager, Deputy DSL - all-year-round post
  - E-mail – [clarebird@crackleyhall.co.uk](mailto:clarebird@crackleyhall.co.uk)
  - Phone – 01926 514456
- Emma Fazakarley, Early Years Practitioner, Deputy DSL - all-year-round post
  - E-mail – [emmafazakarley@crackleyhall.co.uk](mailto:emmafazakarley@crackleyhall.co.uk)
  - Phone – 01926 514456
- Rob Duigan, Head, trained to undertake the functions of the DSL
  - E-mail – [robertduigan@crackleyhall.co.uk](mailto:robertduigan@crackleyhall.co.uk)
  - Phone – 01926 514444

### Nominated Safeguarding Trustee

- Miss Teresa McNamara is the Nominated Safeguarding Trustee for Crackley Hall:
  - E-mail – [NominatedSafeguardingTrustee@crackleyhall.co.uk](mailto:NominatedSafeguardingTrustee@crackleyhall.co.uk)
  - Phone – 02476 676806
- Mrs Liz Griffin, Chair of Trustees, will conduct these duties in the absence or unavailability of a Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01926 634868 or 07443 632999

### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- Duncan Cottrill, Deputy Head
  - E-mail – [duncancottrill@crackley.co.uk](mailto:duncancottrill@crackley.co.uk)
  - Phone – 01926 514417

### Early Help lead

The Early Help lead is:

- Duncan Cottrill, Deputy Head
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514417

### E-safety coordinator

The e-safety coordinator is:

- Duncan Cottrill, Deputy Head
  - E-mail – [duncancottrill@crackleyhall.co.uk](mailto:duncancottrill@crackleyhall.co.uk)
  - Phone – 01926 514417

## Key personnel – Crescent School

### Designated safeguarding leads

- Alan Webb, Assistant Head, who is Designated Safeguarding Lead (DSL)
  - Email – [alanwebb@crecentschool.co.uk](mailto:alanwebb@crecentschool.co.uk)
  - Phone – 01788 521595
- Joe Thackway, Head, who is Designated Deputy DSL (DSL)
  - E-mail – [joethackway@crecentschool.co.uk](mailto:joethackway@crecentschool.co.uk)
  - Phone – 01788 521595

### Nominated Safeguarding Trustees

- Mrs Pat Lines is the Nominated Safeguarding Trustee for the Crescent:
  - Email – [NominatedSafeguardingTrustee@crecentschool.co.uk](mailto:NominatedSafeguardingTrustee@crecentschool.co.uk)
  - Phone – 01788 817698
- Mrs Liz Griffin, Chair of Trustees, will conduct these duties in the absence or unavailability of a Nominated Safeguarding Trustee:
  - E-mail – [ChairofTrustees@princethorpe.co.uk](mailto:ChairofTrustees@princethorpe.co.uk)
  - Phone – 01926 634868 or 07443 632999

### Looked after children

The designated teacher for children who are looked after by the Local Authority is:

- Alan Webb, Assistant Head
  - Email – [alanwebb@crecentschool.co.uk](mailto:alanwebb@crecentschool.co.uk)
  - Phone – 01788 521595

### Early Help lead

The Early Help lead is:

- Alan Webb, Assistant Head
  - Email – [alanwebb@crecentschool.co.uk](mailto:alanwebb@crecentschool.co.uk)
  - Phone – 01788 521595

### E-safety coordinator

The e-safety coordinator is:

- Joe Thackway, Head
  - E-mail – [joethackway@crecentschool.co.uk](mailto:joethackway@crecentschool.co.uk)
  - Phone – 01788 521595

## Key external agencies

### Local Authority Safeguarding Children's Board

Warwickshire Safeguarding Children's Board  
Covers Leamington Spa, Rugby, Stratford upon Avon and Nuneaton and Bedworth.

**Warwickshire: 01926 410410**

Other areas:

Coventry: 02476 788555

Oxfordshire: 01865 815843

Northamptonshire: 03001 261000

Leicestershire: 0116 305 0005

### Warwickshire's Education Safeguarding Children's Manager

Adrian Over mobile number 07966 2244286

### Children Missing Education Service

The Children Missing Education Service (CME) for Warwickshire  
01926 742036 or by email to [carolhattee@warwickshire.gov.uk](mailto:carolhattee@warwickshire.gov.uk).

### Multi-Agency Safeguarding Hub

**Warwickshire MASH - 01926 414144**

[mash@warwickshire.gcsx.gov.uk](mailto:mash@warwickshire.gcsx.gov.uk). The form can also be completed online.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team on telephone number 01926 886922.

### NSPCC whistleblowing helpline

0800 028 0285 between 8.00am and 8.00pm Monday to Friday or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## The Designated Safeguarding Lead (DSL)

The DSL at each school:

- is a senior member of staff from the school/college's leadership team and therefore has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff
- takes lead responsibility for safeguarding and child protection in the school/college, which will not be delegated although the activities of the DSL may be delegated to appropriately trained deputies
- is responsible for adhering to the Warwickshire Safeguarding Children's Board, Educational Safeguarding Service procedures. Full Warwickshire safeguarding procedures can be found at [www.warwickshire.gov.uk/wscb](http://www.warwickshire.gov.uk/wscb). Both Princethorpe College, Crackley Hall and Crescent School may also need to refer children to other safeguarding children's boards as many children reside in areas outside of Warwickshire.

*Please see Section 3, Roles & Responsibilities for contact details at the Local Authority.*

- has the status and authority within the school to carry out the duties of the post, including committing resources and supporting and directing other staff;
- is appropriately trained, receives refresher training at two-yearly intervals and regularly (at least annually) updates their knowledge and skills to keep up with any developments relevant to their role
- acts as a source of support and expertise to the school community;
- encourages a culture of listening to children and taking account of their wishes and feelings;
- is alert to the specific needs of children in need, those with Special Educational Needs and Disabilities (SEND), looked after children;
- has a working knowledge of Warwickshire Safeguarding Children Board (WSCB) procedures;
- is trained in the Early Help process to ensure effective assessment and understanding children's additional needs in order to inform appropriate provision of early help and intervention.
- keeps detailed written records of all concerns, ensuring that such records are stored securely and flagged, but kept separate from, the pupil's general file;
- refers cases of suspected abuse to MASH, Multi Agency Support Hub or the police as appropriate
- notifies MASH if a child with a child protection plan is absent for more than two days without explanation;
- ensures that when a pupil leaves the school, all child protection records are passed to the new school (separately from the main pupil file and ensuring secure transit) and confirmation of receipt is obtained. If the child is the subject of an open case to Children's Social Care, the pupil's social worker is also informed;
- attends and/or contributes to child protection conferences, strategy meetings and multi-agency sexual exploitation (MASE) meetings;
- co-ordinates the school's contribution to child protection plans as part of core groups, attending and actively participating in core group meetings;
- develops effective links with relevant statutory and voluntary agencies including the WSCB;
- ensures that all staff sign to indicate that they have read and understood both the child protection and safeguarding policy and Staff Behaviour / Code of Conduct Policy;
- has a working knowledge of relevant national guidance in respect of all specific safeguarding issues highlighted in paragraph 43 (pages 12/13) and *Annex A Keeping Children Safe in Education*, ensuring that all staff receive necessary training, information and guidance;
- ensures that the child protection and safeguarding policy and procedures are regularly reviewed and updated annually, working with the whole school community of pupils, parents, staff, volunteers and governors and/or proprietors regarding this;
- liaises with the nominated trustee and Head as appropriate;
- keeps a record of staff attendance at child protection training;
- makes the Safeguarding policy available publicly, i.e. on the school's website;
- ensures parents are aware of the school's role in safeguarding and that referrals about suspected abuse and neglect may be made;
- ensures that the Head is aware of the responsibility under Working Together 2016 to refer all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer (DO) in the Local Authority within one working day prior to any internal investigation; and to the Disclosure and Barring Service (DBS) as appropriate;
- provides an annual report to the Governing Body on Child Protection and Safeguarding issues.

## **The Deputy Designated Safeguarding Lead**

The Deputy Designated Safeguarding Lead is appropriately trained and, in the absence of the DSL, carries out those functions necessary to ensure the on-going safety and protection of pupils. In the event of the long-term absence of the DSL, the deputy will assume all of the functions above.

## **The Governing Body**

The Governing Body ensures that the school

- appoints a Designated Safeguarding Lead for each school who is a member of the senior management team and who has undertaken training in inter-agency working, in addition to basic child protection training;
- ensures that the DSL role is explicit in the role holder's job description and that safeguarding responsibilities are identified explicitly in the job/role descriptions of every member of staff and volunteer.
- has a Safeguarding policy and procedures, including a staff code of conduct, that are consistent with statutory requirements, reviewed annually and made available publicly on the school's website;
- has procedures for dealing with allegations of abuse made against members of staff and volunteers including allegations made against the Head and allegations against other children;
- follows Safer Recruitment procedures that include statutory checks on staff suitability to work with children and disqualification by association regulations;
- ensures that all staff, including temporary staff and volunteers, are provided with copies of or access to the school's Safeguarding policy and Staff Behaviour / Code of Conduct Policy before they start work at the school;
- appoints a designated teacher at each school to promote the educational achievement of children who are looked after by the Local Authority and ensures that the designated teacher has appropriate training;
- ensures that each school contributes to inter agency working and plans;
- considers how pupils may be taught about safeguarding, including how to keep themselves safe at all times including online, as part of a broad and balanced curriculum.

The Governing Body nominates a member (normally the chair) to be responsible for liaising with the Local Authority and other agencies in the event of an allegation being made against the Head.

It is the responsibility of the Governing Body to ensure that the school's safeguarding, recruitment and managing allegations procedures take into account the procedures and practice of the Local Authority, WSCB and national guidance.

## **The Head**

The Head:

- ensures that the child protection policy and procedures are understood and implemented by all staff;
- allocates sufficient time, training, support and resources, including cover arrangements when necessary, to enable the DSL and deputy to carry out their roles effectively, including the assessment of pupils and attendance at strategy discussions and other necessary meetings;
- supports the designated teacher for looked after children to promote the educational achievement of any pupils who are looked after by the Local Authority and to ensure that

all staff have the skills, knowledge and understanding necessary to keep looked after children safe;

- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistle blowing procedures;
- ensures that pupils are provided with opportunities throughout the curriculum to learn about safeguarding, including keeping themselves safe at all times including online as part of a broad and balanced curriculum;
- refers all allegations that a child has been harmed by or that children may be at risk of harm from a member of staff or volunteer to the Designated Officer in the Local Authority (LADO) within one working day prior to any internal investigation;
- ensures that anyone who has harmed or may pose a risk to a child is referred to the Disclosure and Barring Service, as advised by the LADO;
- appoints a case officer who will be a member of the senior management team to investigate allegations concerning members of staff and volunteers and/or act as a point of contact for the member of staff/volunteer against whom the allegation is made.

### **Staff and volunteers**

Staff & volunteers:

- all members of staff including volunteers are trained in Safeguarding procedures annually. This takes place at the beginning of each Academic Year. More intensive training is delivered every three years. Staff, (both permanent and temporary), who enter the Foundation during the Academic Year and volunteers who enter a school mid-Academic Year are given training in Safeguarding by the DSL/Deputy DSL or other trained senior staff before taking up their post;
- all members of staff know how to respond to a child who discloses abuse;
- all parents/carers are made aware of the responsibilities of staff members with regard to Safeguarding procedures via the publication of this policy on Princethorpe College, Crackley Hall and Crescent School websites. Copies of other Safeguarding policies are available to parents on request from the Foundation;
- our policy and procedures are monitored including an annual review by Trustees after which they are up-dated accordingly. They are also amended immediately when there is new statutory guidance or regulatory requirements from the Department for Education or the Independent Schools Inspectorate;
- all new members of staff and volunteers will be given a copy of the Foundation Safeguarding Policy and a copy of the KCSIE "Information for all school and college staff" (Sept 2016) as part of their induction into the Foundation. This will be the responsibility of the DSL of each school.

#### **4. Good practice guidelines and staff code of conduct**

To meet and maintain our responsibilities towards pupils all Foundation staff and volunteers must read and follow the Staff Code of Conduct policy. A hard copy of this document is issued to all staff during their induction and it can also be found in the Staff Handbook; it is also on Teacher Shared on the Intranet at Crackley Hall and Crescent School.

This policy is reviewed annually along with the Safeguarding Policy.

## **5. Abuse of position of trust**

All Foundation staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.

In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual. This means that any sexual activity between a member of the school staff and a pupil under 18 may be a criminal offence, even if that pupil is over the age of consent.

The Foundation's Staff Code of Conduct Policy sets out our expectations of staff and is signed by all staff members.

## **6. Children who may be particularly vulnerable**

Some children are more vulnerable to abuse and neglect than others. Several factors may contribute to that increased vulnerability such as societal attitudes and assumptions including prejudice and discrimination; child protection procedures that are inadequately responsive to children's diverse circumstances; isolation; social exclusion; communication issues; a reluctance on the part of some adults to accept that abuse can occur; as well as an individual child's personality, behaviour, disability and family circumstances.

To ensure that all of our pupils receive equal protection, we will give special consideration to children who are:

- disabled or have special educational needs;
- affected by parental substance misuse, domestic violence or parental mental health needs;
- asylum seekers;
- looked after by the Local Authority or otherwise living away from home;
- vulnerable to being bullied, or engaging in bullying behaviours;
- living in temporary accommodation;
- living in chaotic and unsupportive home situations;
- vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality;
- at risk of child sexual exploitation (CSE);
- do not have English as a first language;
- at risk of female genital mutilation (FGM);
- at risk of forced marriage;
- at risk of being drawn into extremism.

This list provides examples of additionally vulnerable groups and is not exhaustive.

## **7. Early Help**

The Foundation recognises that providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child's life. All school staff are trained to notice any concerns about children which may help to identify that they would benefit from early help.

Children and families may need support from a wide range of local agencies. Where a child and family would benefit from co-ordinated support from more than one agency (e.g. education, health, housing, Police), the school will use the Early Help process to complete an early help assessment and identify what help the child and family require to prevent their needs escalating to a point where intervention would be needed via a statutory assessment under the Children Act 1989.

The schools are committed to working in partnership with children, parents and other agencies to:

- identify situations in which children and/or their families would benefit from early help;
- undertake an assessment of the need for early help, using the CAF process; and
- provide targeted early help services to address the assessed needs of a child and their family developing an action plan that will focus on activity to improve the child's outcomes.

The schools will be particularly alert to the potential need for early help for any child who:

- is disabled and has specific additional needs;
- has special educational needs;
- is showing signs of engaging in anti-social or criminal behaviour;
- is in a family whose circumstances present challenges for the child, such as adult substance abuse, adult mental ill health, domestic abuse
- is showing early signs of abuse and/or neglect; and/or
- is particularly vulnerable in any of the ways identified above.

The Early Help process can only be effective if it is undertaken with the agreement of the child's parents/carers. Early Help should involve the child and family as well as all the professionals who are working with them.

If parents and/or the child do not consent to the Early Help process being initiated, the school will make a judgement about whether, without help, the needs of the child will escalate. If so, a referral into MASH, Multi Agency Support Hub may be necessary.

*Please see Section 3: roles and responsibilities for the individuals trained in the Early Help process for each school.*

## **8. Attendance**

We recognise that full attendance at school is important to the well-being of all our pupils and enables them to access the opportunities made available to them at school. Attendance is monitored closely. Our attendance policy is set out in a separate document and is reviewed regularly by the Governing Body.

## **9. Children Missing from Education**

All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have.

Attendance, absence and exclusions are closely monitored. A child going missing from education is a potential indicator of abuse and neglect, including sexual exploitation. The DSL will monitor unauthorised absence and take appropriate action, particularly where

children go missing on repeated occasions and/or are missing for periods during the school day.

The Foundation follows the DfE legal requirements for schools in respect of recording and reporting of children who leave school without any known destination.

Where a pupil has 10 consecutive school days of unexplained absence and all reasonable steps have been taken by the school to establish their whereabouts without success, the school will make an immediate referral to the appropriate Local Education Authority.

Reasonable steps include:

- telephone calls to all known contacts;
- letters home (including recorded delivery);
- contact with other schools where siblings may be registered;
- possible home visits where safe to do so;
- enquiries to friends, neighbours etc. through school contacts;
- enquiries with any other Service known to be involved with the pupil/family;
- all contacts and outcomes to be recorded on the pupil's file.

The Foundation ensures that the admissions register is kept fully up to date and attendance registers are taken at the schools twice a day in accordance with the attendance policy.

The Foundation will inform the Local Authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have left the school at non-standard transitions; or
- have been certified by a medical professional as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The Foundation will notify the Children Missing Education Officer in the Local Authority as soon as the grounds for deletion are met and no later than deleting the pupil's name from the register. It is essential for the school to comply with this duty so that the Local Authority can, as part of its duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

*Please see Section 3: roles and responsibilities contact details of the Children Missing Education Service.*

Deletions from roll agreed with the CME Officer will normally be backdated to the first day of absence.

If the CME Officer is able to contact the pupil and her/his parents, arrangements will be made with the school and family for a return to education, including a re-integration programme where necessary. If the pupil has registered at another school, the school will delete the child's name from our roll and transfer the child's educational records to the new school in the normal way. Any child protection records will be transferred separately and securely for the attention of the DSL in the new school and a receipt secured.

## **10. Children who run away or go missing from home or care**

The school/college recognises that children who run away or go missing - and are thus absent from their normal residence - are potentially vulnerable to abuse, exploitation, offending and placing themselves in situations where they may suffer physical harm.

*Keeping Children Safe in Education 2016* highlights that '*Statutory Guidance on Children who Run Away or go Missing from Home or Care*' (DfE 2014) requires that every child or young person who runs away or goes missing must be offered a Return Home Interview (RHI) within a period of 72 hours of their return.

RHI's are intended to ascertain the factors that triggered the young person's absence. Those factors may include difficulties at home, in school and in the community. The short timescale of 72 hours is imposed in order to ensure that the RHI remains relevant to the young person and enables any required action to be initiated at the earliest opportunity.

RHI's are undertaken by professionals who are independent in order to facilitate a discussion with the young person that is as open as possible. As soon as the Local Authority receives notification that a young person has gone missing from home or care, a letter will be sent to parents/carers seeking their consent to a RHI with their son/daughter. Direct contact will then be made with parents/carers and the young person to make arrangements for the interview.

In order to fulfil the timescale of within 72 hours, it is essential that all opportunities to interview young people including times during the school/college day are utilised.

When necessary and in conjunction with the Local Authority, the school/college will facilitate Return Home Interviews, both in terms of releasing the young person from their normal timetable to participate in an interview and in providing an appropriate and safe space on the school/college site for the interview to take place.

The school/college will check with the Local Authority whether or not parents/carers have given their consent to the interview. However, young people aged 16 and 17 years old are generally considered to be able to consent and withhold consent to their own information being shared and therefore to participate in a RHI or not. With reference to the Fraser Guidelines, younger children may also be deemed able to consent.

If the Local Authority has not received consent from parents/carers and the young person is not assessed as being capable of giving or withholding informed consent, the school/college will contact the parent/carer and seek to secure their consent.

Parents/carers may also choose to accompany their son/daughter in interviews and the school/college will facilitate that as appropriate.

## 11. Helping children to keep themselves safe

*Keeping Children Safe in Education 2016* requires governing bodies and proprietors to ensure that children are taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a 'broad and balanced curriculum.'

We recognise that the Foundation plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The Foundation community will therefore:

- establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;
- ensure that all children know that they can approach any adult in each school if they are worried or in difficulty;
- include in the curriculum opportunities during the Life Skills programme at Princethorpe and during assemblies, Form Teacher time or PSHE lessons at Crackley Hall and Crescent School which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. All children are taught what is acceptable and what is not acceptable behaviour from adults.

Our approach is designed to help children to think about risks they may encounter and with the support of staff work out how those risks might be reduced or managed. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, the risks of sharing content and images online and tackling bullying, including cyber bullying procedures

That work will include discussions with children about the risks and issues associated with young people sending, receiving and/or disseminating indecent images of themselves and other young people, which is widely referred to as 'sexting'.

It is recognised that a young person may choose to share indecent images with another young person in the context of a romantic or sexual relationship and that she or he may do so without any intention to cause harm or distress to anybody. Although technically an offence, sexting of that nature is referred to as 'experimental sexting' and it is usually not necessary or appropriate to criminalise young people in those circumstances.

However, there are clear risks associated with such behaviour. Staff are trained to be vigilant and to notice and record any concerns about young people sending and receiving indecent images, which includes listening to what young people say to each other and to staff, as they do with any other safeguarding concern.

When concerns are identified, staff will always speak to children and will inform parents about their concerns unless there is good reason to believe that doing so would place the child at increased risk of significant harm. The DSL will also need to consider the Fraser guidelines in making a judgement about whether or not to respect a young person's request not to inform his/her parents/carers.

(Please also refer to 'Sexting' in section 27 below)

## **12. Support for pupils, families and staff involved in a child protection issue**

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved.

We will support pupils, their families, and staff by:

- taking all suspicions and disclosures seriously;
- nominating a link person (usually the DSL) who will keep all parties informed and be the central point of contact;
- where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest;
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety;
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies;
- storing records securely;
- offering details of helplines, counselling or other avenues of external support;
- following the procedures laid down in our safeguarding, whistleblowing, complaints and disciplinary procedures;
- co-operating fully with relevant statutory agencies.

## **13. Complaints procedure**

Our Parents' Complaints procedure will be followed where a parent raises a concern about poor practice towards a pupil that initially does not reach the threshold for child protection action. The Parents' Complaint procedure is available on request from both schools. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way.

Complaints from staff are dealt with under the Foundation Grievance Policy and procedure document.

Complaints which escalate into a child protection concern will automatically be managed under the school's child protection procedures.

## **14. Whistleblowing if staff have concerns about a colleague**

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

Staff who are concerned about the conduct of a colleague - including visiting professionals and volunteers - towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood a situation and they will wonder whether a report could jeopardise a colleague's career. All staff must remember that the welfare of the child is paramount.

The Foundation's Whistleblowing policy can be found in the Staff Handbook of the VLE and

also on Teacher Shared area on the intranet at Crackley Hall and Crescent School. It enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

Staff are expected to report all concerns about poor practice or possible child abuse by colleagues - including what may seem minor contraventions of the school's Staff Code of Conduct Policy– to the Head; to facilitate proactive and early intervention in order to maintain appropriate boundaries and a safe culture that protect children and reduce the risk of serious abuse in school.

Staff may also report concerns about suspected abuse or neglect directly to MASH, Multi Agency Support Hub or the Police if they believe direct reporting is necessary to secure action.

Staff can also contact the Designated Officer in the Local Authority, who is responsible for the co-ordination of responses to allegations against people who work with children, by submitting a 'Warwickshire MASH - Position of Trust Referral' form or by telephoning the Multi-Agency Safeguarding Hub.

*For contact details please see Section 3, Roles and Responsibilities.*

The NSPCC whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally.

*For contact details please see Section 3, Roles and Responsibilities.*

Contact numbers for Children's Social Care, the Police and the LADO and the NSPCC whistleblowing helpline are all displayed in the staff room.

## **15. Allegations against staff**

In the event of a concern or allegation against a staff member, the member of staff receiving the concern or allegation will immediately inform the Head. If the Head is absent the concern or allegation will be communicated to the Chair of Trustees. The person reporting the concern or allegation must not inform the person about whom the concern or allegation has been raised.

All concerns or allegations against members of staff will be actioned by the Head or, in the Head's absence, the Chair of Trustees. Any suggestions of any concern or allegation will be discussed with the interim Education Safeguarding Children's Manager (LADO), within 24 hours. The school will take no action before consulting Warwickshire's Education Safeguarding Children's Manager.

If the concern or allegation made to a member of staff concerns the DSL staff must immediately inform the Head. If the allegation is against the Head, the member of staff receiving the concern or allegation will immediately inform the Chair of Trustees who must consult with the Education Safeguarding Children's Manager within 24 hours. If the Chair of Trustees is absent the Deputy Chair of Trustees must be informed.

The person reporting the concern or allegation must not inform the Head.

Where concerns or allegations indicate that there is a possibility of serious harm the Police must be informed from the outset.

See Section 3, Roles & responsibilities for contact details for the Education Safeguarding Children's Manager, the Chair of Trustees & Deputy Chair of Trustees

## **16. Ceasing to use staff**

If the Foundation ceases to use the services of a member of staff (or a trustee or volunteer) because they are unsuitable to work with children, a compromise agreement will not be used. Any such incidents will be followed by a review of the Safeguarding procedures within the Foundation, with a report being presented to the Trustees without delay. The Foundation will also inform the Disclosure and Barring Service should any person's services be ceased to be used due to them being considered unsuitable to work with children. This will take place within one month of them leaving the Foundation.

Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging / refusing to engage a supply teacher supplied by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; voluntary withdrawal from supply teaching, contract working, teacher training or volunteering. When a report is made it will be detailed and will contain all available evidence.

In circumstances whereby a member of teaching staff is dismissed, (or would have been dismissed had he / she not resigned), the Foundation has a duty to consider making a referral to the National College for Teaching and Leadership (NCTL) and to the Disclosure and Barring Service as a prohibition order may be appropriate. The reasons such an order may be appropriate include "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence". Referral is not required when a report has already been made to the Disclosure and Barring Service.

Further guidance regarding such referrals can be found on the NCTL website.

## **17. Unfounded or malicious allegations.**

Where an allegation by a child is shown to have been deliberately invented or malicious, the Head will consider whether to take disciplinary action in accordance with the Behaviour Policy of the school. Where a parent has made a deliberately invented or malicious allegation the Head will consider whether to require that parent to withdraw their child or children from the Foundation on the basis that they have treated the Foundation or a member of staff unreasonably. Whether or not the person making the allegation is a child or a parent (or other member of the public), the Foundation reserves the right to contact the Police to determine whether any action might be appropriate.

The full procedures for dealing with allegations against staff can be found in Part 4 of *Keeping Children Safe in Education (DfE, September 2016)* and WSCB's inter-agency safeguarding procedures, section 6 - *Managing Allegations Against People Who Work With Children*.

Staff, parents and trustees are reminded that publication of material that may lead to the identification of a teacher who is the subject of an allegation is prohibited by law. Publication includes verbal conversations or writing, including content placed on social media sites.

Allegations concerning staff who no longer work at the school or historical allegations will be reported to the Police.

In accordance with *Keeping Children Safe in Education September 2016*, the school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

## **18. Staff training**

It is important that all staff have training to enable them to recognise the possible signs of abuse and neglect and exploitation and to know what to do if they have a concern.

New staff, trustees and volunteers who will have direct contact with children will receive safeguarding training before they take up their post. This will include;

- the Foundation's safeguarding policy;
- the Foundation's whistleblowing policy;
- photographic images policy;
- signs and symptoms of abuse and neglect;
- responding to disclosure of abuse or neglect by a child;
- reporting and recording arrangements;
- the Staff Behaviour Policy /Code of Conduct;
- details of the DSL, deputy DSL: and trained senior staff;
- part 1 of KCSIE (September 2016) and Annexe A.

NB all of the above will be explained before a new member of staff, trustee or volunteer has direct contact with children in school.

All staff, including the Head and Trustees will receive training that is regularly updated and will also include training during INSET days and regular discussions at staff meetings.

The DSL will attend training for newly appointed DSLs and refresher training annually delivered by Warwickshire County Council's Education Safeguarding Service. That training will include up to date information about WSCB inter-agency procedures. The DSL will also be supported to access WSCB inter-agency training as part of their continuing professional development.

In addition, the Head, other Senior managers and Trustees will attend safer recruitment training.

Supply staff are given the Staff Behaviour/Code of Conduct on arrival and informed who the DSL is and how to contact them. Many supply staff who are at Princethorpe for more than one day are given an initial safeguarding briefing by the DSL or Deputy DSL.

All staff are made aware of the increased risk of abuse to certain groups, including disabled and SEN children, looked after children, young carers and risks associated with specific safeguarding issues including child sexual exploitation, extremism, female genital mutilation and forced marriage.

We are committed to ensuring that all Foundation staff will attend training relevant and appropriate to their role. All Foundation staff are required to attend annual update training on safeguarding and every 3 years teaching staff attend more substantial training on child protection. Staff will be aware of this policy and remind themselves of signs and symptoms and procedures regularly. All staff will be informed and updated on any changes in Safeguarding Procedures by the Head and / or DSL at staff meetings or during INSET. Newly qualified teachers receive more detailed training on safeguarding as part of their induction programme when they enter the Foundation.

## **19. Safer recruitment**

The Foundation has a separate Safer Recruitment policy and procedures for the recruiting and appointment of staff. This policy sets out the procedures from beginning to end of the process for recruiting all staff including volunteers including details of the required checks. This policy can be found on each school's website.

The School will also check that an applicant for a management position is not the subject of a section 128 direction made by the secretary of state prohibiting or restricting her/him from taking part in the management of an independent school, academy or free school.

The school maintains a single central record of recruitment checks undertaken and ensures that the record is maintained in accordance with section 3 of *Keeping Children Safe in Education* and guidance issued by Warwickshire County Council.

## **20. Site security**

Visitors to the Foundation, including contractors, are asked to sign in and given a visitor's badge which confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe. The Head will exercise professional judgement in determining whether any visitor should be escorted or supervised while on site.

## **21. Behaviour Management and Physical Intervention**

Our behaviour policy is set out in a separate document and is reviewed regularly by the Governing Body. This policy is transparent to staff, parents and pupils.

### **Physical Intervention**

We understand that staff should only use physical intervention if they consider it necessary to prevent injury to any person or significant damage. Any physical intervention should be proportionate and reasonable and the minimum thought necessary to bring the anticipated or actual wrongdoing to an end.

The Foundation recognises that fine judgements as to what amounts to reasonable or minimum force may be difficult to make in some circumstances. If staff act in the genuine view that their actions are necessary to prevent harm or significant damage the Foundation is likely to regard their actions as proportionate and reasonable. Unreasonable or disproportionate actions may have to be considered under the Safeguarding Policy and the Behaviour Policy/code of conduct policy for teaching and support staff.

## **22. Record Keeping**

The Foundation will maintain child protection records in accordance with the guidance document provided by WCC Education Safeguarding Service *Child Protection Record Keeping Guidance*.

In accordance with that guidance, the Foundation will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Children's Social Care immediately

- keep records in a folder in a meticulous chronological order;
- ensure all records are kept secure and in locked locations;
- ensure all relevant child protection records are sent to the receiving school, college or other education establishment when a pupil moves.

Child protection records will be maintained independently from the pupil's school file and the school file will be 'tagged' to indicate that separate information is held. Such records will only be accessible to the Designated Safeguarding Lead and senior management team who need to be aware.

All Foundation staff will record any safeguarding or child protection observations or concerns about a child using the *Logging A Concern About A Child's Safety And Welfare* (Form C) also known as the 'Green form'. Copies of this form are found in the staff room, the DSL's office at Princethorpe, Crackley Hall and Crescent.

Such records will include, in addition to the name, address and age of the child, timed and dated observations describing the child's behaviour, appearance, statements/remarks made to staff or other children and observations of interactions between the child, other children, members of staff and/or parents/carers that give rise to concern. Where possible and without interpretation, the exact words spoken by the child or parent/carer will be recorded. Records will be signed, dated and timed by the member of staff making the record.

Records of safeguarding/child protection observations or concerns can be completed electronically or as a paper version but it is most important that all staff use one consistent system for the recording of concerns and that all records are passed to the Designated Safeguarding Lead, who should complete the form to confirm what action has been taken.

Child protection records are normally exempt from the disclosure provisions of the Data Protection Act, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they will refer the request to the Head or DSL, who will advise them to submit a Freedom of Information request for consideration.

The Data Protection Act does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.

### **23. Confidentiality and Information Sharing**

All Foundation staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.

Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt about confidentiality, staff will seek advice from the senior management team or outside agency as required (e.g. Education Safeguarding Manager).

It is reasonable for staff to discuss day-to-day concerns about pupils with colleagues in order to ensure that children's general needs are met in school. However, staff should only refer child protection concerns to the DSL or Head or – in the case of concerns about the Head – to the Chair of Trustees. The person receiving the referral will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.

However, following a number of cases where senior leaders in schools failed to act upon concerns raised by staff, *Keeping Children Safe in Education* emphasises that any member

of staff can contact MASH, Multi Agency Support Hub (01926 414111) if they are concerned about a child.

WSCB's guidance 'Information Sharing in Child Protection' is Appendix 9 of the WSCB inter-agency child protection procedures and can be accessed at [www.warwickshire.gov.uk/wscbresources](http://www.warwickshire.gov.uk/wscbresources).

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

**All staff must be aware that they cannot promise a child/parent to keep secrets.**

Every effort will be made to prevent unauthorised access to sensitive information. Any sensitive information that needs to be stored on portable devices such as laptop computers or tablets or on portable media such as a CD or flash drive will be password protected or encrypted and kept in locked storage.

## **24. Health and Safety, Co-Curricular Activities, Day and Residential Trips**

Our Health & Safety Management Policy and First Aid at Work Policy, set out in separate documents, both reflect the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

All co-curricular and off site activities are subject to a risk assessment to satisfy Health and Safety and Safeguarding requirements. When our pupils attend off-site activities, including day and residential visits and work related activities, we will check that effective child protection arrangements are in place.

Where co-curricular activities are provided by and managed by the Foundation, the Safeguarding policy and procedures apply. If other organisations provide services or activities on the school sites during school time, the school will check that those organisations have appropriate procedures in place, including safer recruitment procedures.

Further details can be found in the Educational Visits Policy.

## **25. Photography and images**

The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have some safeguards in place.

To protect pupils we will:

- seek their parents' consent on admission to the Foundation for photographs to be taken or published (for example, on our website or in newspapers or publications);
- ensure pupils are appropriately dressed; and
- encourage pupils to tell us if they are worried about any photographs that are taken of them.

The Foundation has a separate Images of Pupils Policy which can be found on each school's website and also in the Staff Handbook on the VLE and also Crackley Hall and

Crescent School Teacher Shared area on the intranet.

## **26. Staff / pupil relationships**

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules. Please refer to the Foundation's Staff Code of Conduct and ICT Acceptable Use Policy for Staff & Pupils.

Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

## **27. Child protection procedures**

### **Recognising abuse**

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler.

Abuse may be committed by adult men or women and by other children and young people and peers.

### **There are four categories of abuse:**

**physical abuse, emotional abuse, sexual abuse and neglect**

#### **Physical abuse**

Physical abuse is 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 (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

#### **Emotional abuse**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

#### **Sexual abuse**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware

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

### **Neglect**

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment);
- protect a child from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers); or
- ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Definitions taken from *Working Together to Safeguard Children* (HM Government, 2015).

### **Specific safeguarding issues**

- child missing from education;
- child missing from home or care;
- child sexual exploitation (CSE);
- bullying including cyber-bullying;
- domestic violence;
- drugs;
- fabricated or induced illness;
- faith abuse;
- female genital mutilation (FGM);
- forced marriage;
- gangs and youth violence;
- gender-based violence/violence against women and girls (VAWG);
- mental health;
- private fostering;
- preventing radicalisation;
- sexting;
- peer abuse
- teenage relationship abuse;
- trafficking
- SEND.

### **Indicators of abuse**

Physical signs define some types of abuse, for example bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For those reasons it is vital that staff are also aware of the range of

behavioural indicators of abuse and report any concerns to the Designated Safeguarding Lead.

**It is the responsibility of staff to report their concerns. It is not their responsibility to investigate or decide whether a child has been abused.**

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries;
- show signs of pain or discomfort;
- keep arms and legs covered, even in warm weather;
- be concerned about changing for PE or swimming;
- look unkempt and uncared for;
- change their eating habits;
- have difficulty in making or sustaining friendships;
- appear fearful;
- be reckless with regard to their own or other's safety;
- self-harm;
- frequently miss school or arrive late;
- show signs of not wanting to go home;
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn;
- challenge authority;
- become disinterested in their school work;
- be constantly tired or preoccupied;
- be wary of physical contact;
- be involved in, or particularly knowledgeable about drugs or alcohol; and/or
- display sexual knowledge or behaviour beyond that normally expected for their age and/or stage of development;
- acquire gifts such as money or a mobile phone from new 'friends' or adults recently acquainted with the child's family.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw and each small piece of information will help the DSL to decide how to proceed.

**It is very important that staff report all of their concerns, however minor or insignificant they may think they are – they do not need 'absolute proof' that the child is at risk.**

### **Impact of abuse**

The impact of child abuse, neglect and exploitation should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

### **Taking action**

**Any child in any family in any school could become a victim of abuse. Staff should always maintain an attitude of "It could happen here".**

Key points for staff to remember when taking action are:

- in an emergency take the action necessary to help the child, for example, call 999;
- report your concern to the DSL as quickly as possible – immediately when there is evidence of physical or sexual abuse and certainly by the end of the day;
- do not start your own investigation;
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family;
- complete a record of concern, using a Form C (Green form); and
- seek support for yourself if you are distressed or need to debrief.

### **If a member of staff or volunteer is concerned about a pupil's welfare**

There will be occasions when staff may suspect that a pupil may be at risk but have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress or physical but inconclusive signs may have been noticed. In these circumstances, staff will try to give the pupil the opportunity to talk. The signs they have noticed may be due to a variety of factors, for example a parent has moved out, a pet has died, a grandparent is very ill or an accident has occurred. It is fine for staff to ask the pupil if they are OK or if they can help in any way.

Staff should use the same record of concern form Form C (Green form) to record these early concerns. If the pupil does begin to reveal that they are being harmed, staff should follow the advice below. Following an initial conversation with the pupil, if the member of staff remains concerned, they should discuss their concerns with the DSL.

Concerns which do not meet the threshold for child protection intervention will be managed through the Pastoral team in the schools and if appropriate by instigating a CAF.

### **If a pupil discloses to a member of staff or volunteer**

It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual. Their abuser may have threatened what will happen if they tell. They may have lost all trust in adults. Or they may believe, or have been told, that the abuse is their own fault. Sometimes they may not be aware that what is happening is abusive.

If a pupil talks to a member of staff about any risks to their safety or wellbeing, the staff member will need to let the pupil know that they must pass the information on – staff are not allowed to keep secrets. The point at which they tell the pupil this is a matter for professional judgement. If they jump in immediately the pupil may think that they do not want to listen but if left until the very end of the conversation, the pupil may feel that they have been misled into revealing more than they would have otherwise.

During their conversations with pupils staff will:

- allow them to speak freely;
- remain calm and not overreact – the pupil may stop talking if they feel they are upsetting their listener;
- give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me';
- not be afraid of silences – staff must remember how hard this must be for the pupil;
- under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil's mother think about all this; however, it is reasonable to ask questions to clarify understanding and to

support a meaningful referral if that is required, e.g. when did this happen, where did this happen?)

- at an appropriate time tell the pupil that in order to help them, the member of staff must pass the information on;
- not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused;
- avoid admonishing the child for not disclosing earlier. Saying things such as 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be the staff member's way of being supportive but may be interpreted by the child to mean that they have done something wrong;
- tell the pupil what will happen next;
- let them know that someone (either you or another named person, e.g. the DSL) will come to see them before the end of the day;
- report verbally to the DSL;
- write up their conversation as soon as possible on the record of concern form Form C (Green form) and hand it to the DSL; and
- seek support if they feel distressed or need to debrief.

### **Notifying parents**

The Foundation will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will make contact with the parent in the event of a concern, suspicion or disclosure.

However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, advice will be sought first from MASH, Multi Agency Support Hub.

Parental consent is not required to make a referral to statutory agencies.

### **Making a referral to MASH, Multi Agency Support Hub**

The DSL will make a referral to MASH, Multi Agency Support Hub if it is believed that a pupil is suffering or is at risk of suffering significant harm.

**However, *Keeping Children Safe in Education 2016* emphasises that any member of staff may make a direct referral to MASH, Multi Agency Support Hub if they genuinely believe independent action is necessary to protect a child.**

The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child or create undue delay.

## **28. E-Safety**

Children and young people commonly use electronic equipment including mobile phones, tablets and computers on a daily basis to access the internet and share content and images via social networking sites such as Facebook, Twitter, MSN, Tumblr, Snapchat and Instagram.

Those technologies and the internet are a source of fun, entertainment, communication and education. Unfortunately, however, some adults and young people will use those technologies to harm children. That harm might range from sending hurtful or abusive texts and emails to grooming and enticing children to engage in sexually harmful conversations, webcam photography or face-to-face meetings. Pupils may also be distressed or harmed by accessing inappropriate websites that promote unhealthy lifestyles, extremist behaviour and criminal activity.

Chatrooms and social networking sites are the more obvious sources of inappropriate and harmful behaviour and pupils are not allowed to access those sites in school. Many pupils own or have access to hand held devices and parents are encouraged to consider measures to keep their children safe when using the internet and social media at home and in the community.

The school's ICT and acceptable use policy for staff and pupils explains how we try to keep pupils safe in school and protect and educate pupils in the safe use of technology. Cyberbullying and sexting by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents may be managed in line with our safeguarding procedures.

All staff receive e-safety training and there are e-safety co-ordinators for each school.

*Please see Section 3: Roles & Responsibilities for the e-safety co-ordinator for each school.*

Staff also receive advice regarding personal online activity, use of social networking and electronic communication with pupils, about which there are strict rules [*please refer to WCC guidance 'Policy on Staff/Governor Use of Social Networking and Internet Sites' and add your school's advice/rules here*].

Staff found to be in breach of these rules may be the subject of a referral to the Designated Officer in the Local Authority and may be subject to disciplinary action.

## **29. Bullying**

While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's well-being and in very rare cases has been a feature in the suicide of some young people.

All incidences of bullying, including cyber-bullying and prejudice-based bullying should be reported and will be managed through our Anti-bullying policy and procedures found on the school's website. Bullying is discussed through assemblies and Princethorpe's Life Skills programme and at Crackley Hall and Crescent School through the PSHCE curriculum and assembly programme.

If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the Head and the DSL will consider implementing child protection procedures.

## **30. Children with sexually harmful or inappropriate behaviour**

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the school's anti-bullying policy and procedures as above where necessary. However, there will be occasions when a pupil's behaviour warrants a response under child protection rather than anti-bullying procedures. In particular, research suggests that up to 30 per cent of child sexual abuse is committed by someone under the age of 18.

Abusive behaviour by one child towards another will not be tolerated, minimised or dismissed as 'banter' or 'part of growing up'.

Staff will be mindful of the different gender issues that can be prevalent when dealing with peer on peer abuse although it is recognised that boys as well as girls can be abused by members of the opposite as well as the same gender group.

Members of staff who become concerned about a pupil's sexual behaviour, including any known online sexual behaviour, should record their concerns and report them to the DSL as soon as possible, as with any other safeguard concern.

The management of children and young people with sexually harmful behaviour is complex and the Foundation will work with other relevant agencies to maintain the safety of the whole community. Young people who display such behaviour may be victims of abuse themselves and the child protection procedures will be followed for both victim and perpetrator.

Any instances of sexual harm caused by one pupil to another and any situation where there are concerns about power imbalance, coercion or force will be discussed with MASH, Multi Agency Support Hub.

The school will also be informed by the Police or MASH, Multi Agency Support Hub about referrals made directly to those agencies from other sources (e.g. family members, family friends, parents of other children) in relation to alleged sexualised inappropriate or sexually abusive behaviour displayed by pupils inside and/or outside school.

In all such circumstances, the school may be required to attend a strategy meeting under multi-agency child protection procedures in order to facilitate risk management and planning with other agencies.

In responding to cases involving children or young people who have committed sexually abusive behaviours, Children's Social Care will consult with the Sexualised Inappropriate Behaviours Service (SIBS), for advice, consultation or provision of a direct service. A wide range of practice guidance, knowledge and therapeutic materials has been developed by SIBS to inform the interventions relating to children and young people with sexual behaviour difficulties.

In circumstances where a child displays sexualised inappropriate behaviour but evidence of sexual harm towards other children is not clear cut, the school may seek consultation and advice from SIBS and/or the Education Safeguarding Manager.

In deciding the most appropriate response, relevant considerations will include:

- the nature and extent of the inappropriate/abusive behaviours. In respect of sexual abuse, it is necessary to distinguish between normal childhood sexual development and experimentation; and sexually inappropriate or aggressive behaviour;
- the context of the abusive behaviours;
- the child/young person's development, family and social circumstances;
- the need for services, specifically focusing on the child/young person's harmful behaviour as well as other significant needs; and/or
- the risks to self and others, including other children in the school, household, extended family, peer group and wider social network.

The Foundation is committed to participating in plans both to provide pupils who are at risk from other children and those pupils who may present a risk to other children with appropriate services to address any concerns and, wherever possible, to facilitating on-going

access to education in school for all children concerned, subject to appropriate risk assessments and risk management plans.

## **Sexting**

As with all other actual or possible safeguarding issues and concerns, staff should not make their own judgements about whether a 'sexting' issue is more or less serious enough to warrant a report to the DSL. What may seem like less serious concerns to individual members of staff may be more significant when considered in the light of other information known to the DSL, which the member of staff may not be aware of.

If staff become concerned about a 'sexting' issue in relation to a device in the possession of a student (e.g. mobile phone, tablet, digital camera), the member of staff should secure the device (i.e. it should be confiscated). This is consistent with DfE advice **Searching, Screening and Confiscation - Advice for headteachers, school staff and governing bodies (DfE February 2014)**, page 11 'After the search'.

The confiscated device will be passed immediately to the DSL. Staff will not look at or print any indecent images.

The DSL will make a judgement about whether the reported 'sexting' incident is experimental as in section 11 above or aggravated.

Aggravated incidents involve criminal or abusive elements beyond the creation, sending or possession of sexual images created by young people. These include possible adult involvement or criminal or abusive behaviour by young people such as sexual abuse, extortion, threats, malicious conduct arising from personal conflicts, or creation or sending or showing of images without the knowledge or against the will of a young person who is pictured.

Aggravated incidents of sexting will usually be referred to Warwickshire's Multi-Agency Safeguarding Hub (MASH) for advice about whether or not a response by the Police and/or Children's Social Care is required. This will facilitate consideration of whether:

- there are any offences that warrant a Police investigation
- child protection procedures need to be invoked
- parents/carers require support in order to safeguard their children
- a multi-agency sexual exploitation (MASE) meeting is required
- any of the perpetrators and/or victims require additional support. This may require the initiation of a CAF and the offer of early help services

Examples of aggravated incidents include:

- any evidence of pressurising, intimidating, bullying, extortion and/or threatening of students by one or more other students to create and share indecent images of themselves
- pressure applied to a number of students (e.g. all female students in a class or year group) to create and share indecent images of themselves
- pressurising a younger student or students to create and share indecent images of themselves
- pressurising a student with additional vulnerability to create and share indecent images of themselves
- dissemination of indecent images of young people to a significant number of others (either as an act of so-called 'revenge porn' or exploitation)

- any evidence of adult involvement in acquiring, creating or disseminating indecent images of young people (possibly by an adult pretending to be a young person known to the victim).

The DSL will make a judgement about whether or not a situation in which indecent images have been shared with a small number of others in a known friendship group with no previous concerns constitutes an aggravated incident; or whether the school is able to contain the situation in partnership with all parents of the students involved, arrange for the parents to ensure that all indecent images are deleted and that the young people involved learn from the incident in order to keep themselves safe in future.

In the latter instance, the DSL will usually consult with the Police and/or Children's Social Care through the MASH to check that no other relevant information is held by those agencies and to ensure an agreed response is documented before proceeding.

### **31. Sexual exploitation of children**

Sexual exploitation involves an individual or group of adults taking advantage of the vulnerability of an individual or groups of children or young people. Victims can be boys or girls. Children and young people are often unwittingly drawn into sexual exploitation through the offer of friendship and care, gifts, drugs and alcohol and sometimes accommodation. Sexual exploitation is a serious crime and can have a long-lasting adverse impact on a child's physical and emotional health. It may also be linked to the trafficking of children.

The Foundation teaches children about consent and the risks of sexual exploitation in the Princethorpe Life Skills programme and SRE curriculum for Year 6 at Crackley Hall and Crescent School. A common feature of sexual exploitation is that the child often does not recognise the coercive nature of the relationship and does not see her/himself as a victim. The child may initially resent what she/he perceives as interference by staff but staff must act on their concerns, as they would for any other type of abuse.

All staff are made aware of the indicators of sexual exploitation of children and all concerns are reported immediately to the DSL. The DSL will consider the need to make a referral to MASH, Multi Agency Support Hub as with any other child protection concern and with particular reference to Warwickshire Safeguarding Children Board's Child Sexual Exploitation procedures. Parents will be consulted and notified as above.

Following a referral to Children's Social Care, a Multi-Agency Sexual Exploitation (MASE) meeting may be convened under WSCB inter-agency safeguarding procedures. The school will attend and share information at MASE meetings as required. Parents and young people will be invited to attend MASE meetings by Children's Social Care as appropriate.

### **32. So-called 'honour based' violence**

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of a family and/or community. Such crimes include Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. Staff will be alert to the possibility of a child being at risk of HBV or already having suffered HBV.

All forms of so called HBV are abuse (regardless of the motivation) and staff will record and report any concerns about a child who might be at risk of HBV to the Designated Safeguarding Lead as with any other safeguarding concern. The DSL will consider the need to make a referral to the Police and/or Children's Social Care as with any other child protection concern.

### **33. Female Genital Mutilation (FGM)**

FGM is the collective name given to a range of procedures involving the partial or total removal of external female genitalia for non-medical reasons. It has no health benefits and harms girls and women in many ways. The practice, which is most commonly carried out without anaesthetic, can cause intense pain and distress and long-term health consequences, including difficulties in childbirth.

FGM is carried out on girls of any age, from young babies to older teenagers and adult women, so school staff are trained to be aware of risk indicators. Many such procedures are carried out abroad and staff should be particularly alert to suspicions or concerns expressed by female pupil about going on a long holiday during the summer vacation period.

In England, Wales and Northern Ireland, the practice is illegal under the Female Genital Mutilation Act 2003. Any person found guilty of an offence under the Female Genital Mutilation Act 2003 is liable to a maximum penalty of 14 years' imprisonment or a fine, or both.

If staff have a concern that a girl may be at risk of FGM, they will record their concern and inform the DSL as they would any other safeguarding concern.

From October 2015, teachers will be subject to a statutory duty as defined by Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) to report to the Police where she or he discovers that an act of FGM appears to have been carried out on a girl who is aged under 18. This is known as mandatory reporting.

Teachers in that situation will record their concerns and inform the DSL, who will ensure that an appropriate report is made to the Police. However, teachers will have a responsibility to report directly to the Police if they have any reason to believe that their concerns have not been reported to the Police.

### **34. Forced Marriage**

A forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual violence and abuse.

A forced marriage is not the same as an arranged marriage. In an arranged marriage, which is common in several cultures, the families of both spouses take a leading role in arranging the marriage but the choice of whether or not to accept the arrangement remains with the prospective spouses.

Children may be married at a very young age, and well below the age of consent in England. School staff receive training and should be particularly alert to suspicions or concerns raised by a pupil about being taken abroad and not be allowed to return to England. Since June 2014 forcing someone to marry has become a criminal offence in England and Wales under the Anti-Social Behaviour, Crime and Policing Act 2014.

### **35. Radicalisation and Extremism**

Protecting children from the risk of radicalisation is part of the school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. The government defines extremism as vocal or active opposition to fundamental British values.

Even very young children have been exposed, in rare circumstances, to extremism at home and elsewhere including online.

As children get older, they look for adventure and excitement and they may start to ask questions about their identity and belonging. During that stage of their development they are vulnerable to extremist groups that may claim to offer answers, identity and a social network apparently providing a sense of belonging. Many of those extremist groups make sophisticated use of the internet and social media to target young people and spread their ideology, making young people more vulnerable to being influenced by extremist ideas.

The school has defined responsibilities to ensure that children are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. The school is committed to preventing pupils from being radicalised and drawn into any form of extremism or terrorism. The school promotes the values of democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs by providing pupils with opportunities through the curriculum to discuss issues of religion, ethnicity and culture and learn how to discuss and debate points of view; and by ensuring that all pupils are valued and listened to within school.

School staff receive training that provides them with both the information they need to understand the risks affecting children and young people in this area; and a specific understanding of how to identify individual children who may be at risk of radicalisation and how to support them. Staff are trained to report all concerns about possible radicalisation and extremism to the DSL immediately as they would any other safeguarding concern.

The school recognises the importance of providing a safe space for children to discuss controversial issues; and building their resilience and the critical thinking skills they need in order to challenge extremist perspectives. However, the school will make appropriate referrals to the Police PREVENT team and Channel programme in respect of any pupil whose behaviour or comments suggest that they are vulnerable to being radicalised and drawn into extremism and terrorism in order to ensure that children receive appropriate support.

The school will discuss any concerns about possible radicalisation identified in school with a child's parents/carers as with any other safeguarding or child protection issue unless there is reason to believe that doing so would place the child at risk; and will also support parents/carers who raise concerns about their children being vulnerable to radicalisation.

The school expects all staff, volunteers, governors, visiting professionals, contractors and individuals or agencies that hire school premises to behave in accordance with the school's Staff Behaviour Policy (code of conduct), will challenge the expression and/or promotion of extremist views and ideas by any adult on school premises or at school events and, when necessary, will make appropriate referrals in respect of any such adult. The school will not invite extremist speakers.

Parents and staff may find the website [www.educateagainsthate.com](http://www.educateagainsthate.com) informative and useful. The website is designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and

radicalisation in young people and how best to support them. The website provides information on training resources for teachers, staff and school and college leaders.

### **36. Private fostering arrangements**

A private fostering arrangement occurs when someone other than a parent or a close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16, or aged under 18 if the child is disabled. Children looked after by the local authority or who are placed in a residential school, children's home or hospital are not considered to be privately fostered.

Private fostering occurs in all cultures, including British culture and children may be privately fostered at any age.

Most privately fostered children remain safe and well but safeguarding concerns have been raised in some cases so it is important that schools are alert to possible safeguarding issues, including the possibility that a child has been trafficked into the country

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. When the Foundation becomes aware of a private fostering arrangement for a pupil that has not been notified to Children's Social Care, the school will encourage parents and private foster carers to notify Children's Social Care and will share information with Children's Social Care as appropriate.

### **37. Staff reporting directly to child protection agencies**

Staff should follow the reporting procedures outlined in this policy. However, as emphasised in *Keeping Children Safe in Education 2016*, they may also share information directly with Children's Social Care and/or the Police if:

- the situation is an emergency and the DSL, the deputy DSL, the Head and/or the Chair of Trustees are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety; or
- for any other reason they make a judgement that a direct referral is in the best interests of the child.

In any of those circumstances, staff may make direct child protection referrals and share information without being subject of censure or disciplinary action. However, staff should inform the DSL and/or Head at the earliest opportunity that they have done so unless in their judgement doing so would increase the risk of harm to the child.

If in any doubt, members of staff may consult the MASH or seek support from the Education Safeguarding Manager.

*See Section 3, Roles & Responsibilities for contact details.*

### **38. Special Circumstances**

#### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse or neglect. The school ensures that staff have the necessary skills and understanding to keep looked after children safe and ensures that appropriate staff have information about a child's

looked after status and care arrangements, including the level of authority delegated to the carer by the authority looking after the child. The designated teacher for looked after children and the DSL have details of the child's social worker and the name and contact details of the Local Authority's virtual head for children in care.

### **Children staying with host families**

The school may make arrangements for pupils to stay with a host family during a foreign exchange trip or sports tour. In such circumstances the school follows the guidance in *Keeping Children Safe in Education 2016*, Annex C to ensure that hosting arrangements are as safe as possible.

Full details can be found in the Foundation's Safer Recruitment Policy on the school's website.

## **39. Monitoring, Evaluation and Review of Policy & Procedures**

We are aware that the Safeguarding Policy will adhere to on-going legal changes and obligations. Therefore, it is the responsibility of the Head and Senior Management Team to ensure that any deficiencies or weaknesses in Safeguarding arrangements are remedied without delay. The Trustees will undertake an annual review of the Foundation's Safeguarding policies and procedures and of the efficiency with which the related duties have been discharged.

The DSL from Princethorpe College, Crackley Hall and Crescent School will produce an annual report on Safeguarding for the Trustees and will meet with the Nominated Safeguarding Trustee who has responsibility for their respective school, termly, to feedback, monitor and evaluate all child protection issues including training to staff.

### **Submitting child protection referrals**

All child protection referrals should be made to the Multi-Agency Safeguarding Hub (MASH) by completing a Multi-Agency Referral Form (MARF) and submitting it to the MASH at [mash@warwickshire.gcsx.gov.uk](mailto:mash@warwickshire.gcsx.gov.uk). The form can also be completed online.

All urgent child protection referrals, i.e. where there is an immediate concern about a child's safety, should be made in the first instance by telephoning the MASH. This should be followed by submission of a MARF as above.

Outside of office hours, immediate concerns about a child should be referred to the Emergency Duty Team.

*See Section 3, Roles & Responsibilities for contact details.*

If staff are ever concerned that a child is in immediate danger, they will contact the Police by dialling 999.

## **40. Use of mobile phones & cameras in EYFS**

Members of staff, children and parents should not use their private cameras or mobile devices to record images of children at any time within our EYFS setting (nursery and reception years) or whilst on school trips.

Photographs will only be taken of children with their parents' consent using school equipment. Photographs will be downloaded onto school computers only, and will be monitored and stored in accordance with the school's data protection policies and procedures.

**This Policy was adopted by the Governing Body on 25 September 2017**

**The policy will be reviewed on 25 September 2018:**

**Signed by the Chair of Trustees**



**Countersigned by the Foundation Head**



**Countersigned by the Head of Crackley Hall**



**Countersigned by the Head of Crescent School**



#### **41. Appendix – Logging a child protection concern form**

The following pages show a blank example of Warwickshire County Council's 'Form C' which staff at all Foundation schools will now use to log all child protection concerns.

**Logging a concern about a child's safety and welfare**

\*\*\* Guidance notes for completion \*\*\*

**PART 1:**



<b>Pupil's Name:</b>	<b>Date of Birth:</b>
<b>Date:</b>	<b>Time (of writing this record):</b>
<b>Name:</b> ..... ..... <b>Print</b> <span style="float: right;"><b>Signature</b></span> <b>Job Title:</b>	
<b>Note the reason(s) for recording the incident.</b> <i>Summary in a few words of the concern, e.g. concern about child's physical presentation including smells/something child said to an adult or another child/child's behaviour/child's comments in a lesson/interactions between child and parent</i> <i>e.g. indirect disclosure raising concern about possible physical abuse/sexual abuse/emotional abuse/neglect</i> <i>e.g. direct disclosure of physical abuse/sexual abuse/emotional abuse/neglect</i>	
<b>Record the following factually: Who? What (If recording a verbal disclosure by a child use their words)? Where? When (date &amp; time of incident)? Any witnesses?</b> <i>Which child is the concern about?</i> <i>Were any other children or staff present?</i> <i>What exactly was seen, heard, smelt or said that has raised concern?</i> <i>Record direct disclosures/statements/comments using child or adult's exact words within quotation marks</i> <i>Where and when was whatever is being recorded seen or heard?</i> <i>As far as it is possible to identify, if a child or adult is reporting an incident that occurred previously, who was involved and where and when did it take place?</i>	
<b>Professional opinion where relevant (how and why might this have happened?)</b> <i>Facts for which there is demonstrable evidence should be recorded as such, e.g. the child was crying, the child said ".....", the child has a bruise on the left cheek of her/his face.</i> <i>It is important and reasonable to record professional opinions, impressions and worries that fall short of facts but these must be recorded as such, e.g. "I formed the impression that the child was frightened because....."; "In my opinion", the child was not provided with adequate care before coming to school because ....." ; "I was concerned that mother had been drinking alcohol and should not be driving the children home because I could smell alcohol and her speech was slurred".</i>	
<b>Note actions, including names of anyone to whom your information was passed.</b> <i>Clear statement of what the member of staff recording the concern did in response, e.g. reassure child, tell parent they would have to record and report what parents had told them, inform DSL.</i>	
<b>Any other relevant information (Factual)</b> <i>Any additional information the member of staff considers relevant and necessary for DSL to know in order to safeguard child and decide most appropriate response</i>	

**Check to make sure your report is clear now – and will also be clear to someone else reading it next year**

**PLEASE PASS THIS FORM TO YOUR DESIGNATED SAFEGUARDING LEAD**

**(Designated Safeguarding Lead to complete Part 2 overleaf)**

PART 2: (for use by Designated Safeguarding Lead)

*Working for Warwickshire*

<p>Time &amp; date information received by DP, and from whom</p>	<p><i>Time and date green form received by DSL from person recording the concern</i></p>
<p>Any advice sought by DP (date, time, name, role, organisation &amp; advice given)</p>	<p><i>Details of whoever DSL speaks to after receipt of green form, e.g. parents/carer; social worker in Children's Social Care; Education Safeguarding Manager; Police Officer</i></p>
<p>Action taken (referral to children's services/ monitoring advice given to appropriate staff/ CAF etc) If decision not to refer, justify reason.</p> <p>Note time, date, names, who information shared with and when etc.</p>	<p><i>Does information on its own or in combination with other information already known indicate that the child is suffering significant harm? NB refer to Working Together 2013 definitions of abuse; 'Worried about a child?' poster; 'Signs and Symptoms' handout; WSCB Thresholds for Intervention document.</i></p> <p><i>If yes, refer to Children's Social Care. Inform parents unless doing so is likely to increase risk of significant harm.</i></p> <p><i>If unsure, seek consultation with Children's Social Care or Education Safeguarding Manager.</i></p> <p><i>If no, discuss with parents; consider and discuss positively with parents/young person initiation of CAF process in order to ensure child's needs are properly assessed and understood and to co-ordinate early help. If CAF not required/appropriate, consider whether referral to single agency (e.g. school counsellor, School Nurse, Educational Psychologist) is appropriate; monitor; and record monitoring arrangements.</i></p>
<p>Parents informed</p> <p>Yes/ no</p> <p>and reasons</p>	
<p>Outcome</p> <p>Record names of individuals/agencies who have given you information regarding outcome of any referral (if made)</p>	
<p>Where can additional information regarding</p>	

child/ incident be found? (e.g. pupil file, serious incident book)	
Signed	
Printed Name	
Date	