



## **SAFEGUARDING &** **CHILD PROTECTION POLICY**

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FINHAM PARK  
MULTI ACADEMY TRUST



# Safeguarding & Child Protection Policy

Schools in the Finham Park Multi Academy Trust will set out to pioneer, innovate and deliver a “World Class” education for all children from the age of 3-19 where the artificial barriers of stage and age are removed. Our education will aim to exceed the highest national and international benchmarks for academic achievement, whilst ensuring young people develop a passion for learning in all its contexts and are ready to take their place as active members of our global community.

The schools in Finham Park Multi Academy Trust will seek to move beyond collaboration and into co-construction – ensuring our education is developed with and by all members to reflect the needs of our children, their families and the wider community.

**Date of Last Review:** March 2016

**Reviewed by:** Sarah Megeney & Carole Linstead April 2018

**Agreed by Governors:** (date)

**Shared with all Staff:** (date)

**Frequency of Review:** Annually

**Date of Next Review:** April 2019

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## 1. Introduction

- 1.1 Finham Park School fully recognises its responsibilities to have arrangements in place to safeguard and promote the welfare of children.
- 1.2 Our policy applies to all staff, volunteers, governors and visitors in the school.
- 1.3 Finham Park adopts the definition of safeguarding using the Children's Act 1989 and 2004, the DfE guidance document 'Working Together to Safeguard Children (DfE, 2016)', "Keeping Children Safe in Education (DfE, 2016)) and 'What to do if you are worried a child is being abused' advice for practitioners.

These can be summarised as:

- protecting children and young people from maltreatment
- preventing impairment of children and young people's health or development
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- undertaking that role so as to enable those children and young people to have optimum life chances and to enter adulthood successfully.

## 2. Purpose and Aims

- 2.1 Staff in school are committed to the development and maintenance of policies which promote and safeguard the welfare of all children, undertaking this with particular sensitivity to needs arising from pupils' gender, race, culture, religion, language and disability.
- 2.2 There are five main elements to our policy:
  - ❖ **Recruitment:** Ensuring we practice safe recruitment in line with national legislation by using at least one suitably trained recruiter on all interview panels and by checking the suitability of staff and volunteers to work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
  - ❖ **Prevention:** Raising awareness of child protection issues and equipping children with the skills needed to keep them safe
  - ❖ **Procedures:** Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse
  - ❖ **Support:** Supporting pupils who have been abused in accordance with his/her agreed child protection plan
  - ❖ **Safer Recruitment:** Establishing a safe environment in which children can learn and develop including checking the suitability of staff and volunteers who work with children and ensuring any unsuitable behaviour is reported and managed using the Allegations Management procedures
- 2.3 We recognise that because of the day-to-day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:
  - Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
  - Ensure children know that there are adults in the school whom they can approach if they are worried

- Include opportunities across the curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### 3. Statutory Framework

3.1 In order to safeguard and promote the welfare of children, we will act in accordance with the following legislation and statutory guidance:

- **The Children Act 1989 & 2004**
- **The Education Act 2002 (section 175 for Maintained Schools, Section 157 for Independent Schools, Academies and Free Schools)**
- **The Education (Student Information) (England) Regulations 2005**
- **Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE, 2011)**
- **Working Together to Safeguard Children (DfE, 2015)**
- **Keeping Children Safe in Education (DfE, 2016), which is available at [https://www.gov.uk/government/uploads/attachments\\_data/file/526153/Keeping Children safe in education guidance from 5 September 2016/pdf](https://www.gov.uk/government/uploads/attachments_data/file/526153/Keeping_Children_safe_in_education_guidance_from_5_September_2016/pdf)**
- **Procedures set out by the Coventry Safeguarding Children Board**  
The Safeguarding and Child protection Policy and related Safeguarding policies should be read in conjunction with these documents

### 4. The Role of the Governing Body

#### 4.1 Governor Statement

The appropriate safeguarding of children is an essential element of the work of the governing body. It is a pre-requisite to the effective development and well-being of the children who attend Finham Park School, and should be seen as an underlying principle in all that we do. The policy and procedures within this policy reflect this commitment. Policies however are not enough and governors are also committed to:

- Regular review of all practice,
  - Appropriate induction and supervision,
  - Regular and appropriate training,
  - Ensure that a senior member of staff is identified as Designated Safeguarding Lead,
  - The designated Governor for Safeguarding and Child Protection will undertake governor safeguarding training at least once every three years,
  - Sustaining the professional ethos which is open and supportive of staff, which puts children's safety and protection at its core,
  - Ensuring that Parents are aware of the school's commitment to this work.
- 4.2 Part 2 of Keeping Children Safe in Education (DfE, 2016) sets out the responsibilities of governing bodies. As part of these overarching responsibilities the Governing Body will:
- 4.3 Through the Headteacher, remedy without delay any deficiencies or weaknesses in regard to child protection arrangements that are brought to the attention of the school management or Governing Body
- 4.4 Ensure that a senior member of staff of the school's leadership team is identified to take the role of Safeguarding Lead as defined in Keeping Children Safe in Education, and

given in Appendix 1 of this document. A second member of staff, the Deputy Designated Safeguarding Lead, will fulfil this role when the DSL is unavailable.

- 4.5 Ensure that the school has a nominated governor responsible for child protection, to take lead responsibility in the Governing Body for Safeguarding and Child Protection, and to provide support and challenge to the DSL to ensure that the work of the school conforms to this policy
- 4.6 Ensure that on arrival at school all visitors (including contractors) are provided with a leaflet, making them aware of their responsibilities in being alert to the signs of abuse and their responsibility for referring any concerns to the Designated Safeguarding Lead or his/her Deputy, and the names of the Designated Safeguarding Leads and his/her Deputy
- 4.7 Make this policy available to parents and carers through the school website and ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus
- 4.8 Ensure that children and young people are taught about keeping themselves safe, in a way that is appropriate to their age. This will include raising their awareness of the types of abuse and neglect, and specific safeguarding issues (eg Child Sexual Exploitation), set out in Appendix 1, 2 and 4
- 4.9 Ensure that the school contributes to inter-agency working in line with statutory guidance Working Together to Safeguard Children (DfE, 2016). This includes providing a co-ordinated offer of early help<sup>1</sup> when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:
  - Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
  - Working to help identify children and young people who are privately fostered
  - Working with the Child Sexual Exploitation (CSE) Team
  - Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda
- 4.10 Ensure that the school develops effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
  - *Attendance at case conferences*
  - *Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a **Child Protection Plan***
  - *Contacting the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'*
- 4.11 Ensure that the school's Child Protection procedures are in accordance with Local Authority guidance and inter-agency procedures agreed through the Coventry Safeguarding Children Board
- 4.12 Ensure there is a staff behaviour (code of conduct) policy, which links to this child protection policy, and which is shared with all current staff and forms part of the induction training for new staff

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<sup>1</sup>Inspected by Ofsted under leadership and management of safeguarding (inspecting Safeguarding, Ofsted, April 2014. Paragraph 17)

- 4.13 Ensure<sup>2</sup> that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS) for consideration for barring, following resignation, dismissal or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer<sup>3</sup>
- 4.14 Review this Safeguarding and Child Protection policy, and its effectiveness, annually (no later than the date of next review given on the front cover).

## **5. Prevention**

- 5.1 Safeguarding is the duty of all members of staff. We recognise that through their day to day contact with children and direct work with families, school staff have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to the appropriate agency.
- 5.2 The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2015). This includes providing a co-ordinated offer of early help<sup>4</sup> when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF)

<sup>2</sup>Following guidance from the LADO

<sup>3</sup>Working Together to Safeguard Children (DfE, 2015) states "If an organisation removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the Disclosure and Barring Service. It is an offence to fail to make a referral without good reason."

<sup>4</sup>Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted April 2014. Paragraph 17)



5.3 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children. The school will therefore:

- Establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum activities and opportunities for PSHE which equip children with the skills they need to recognise and stay safe from abuse and information about who to turn for help
- Follow the Protective Behaviours guidance delivered through 'The Taking Care Project'
- Include in the curriculum material that will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to childcare and parenting skills

5.4 Finham Park is committed to safeguarding and promoting the welfare of all of its pupils. Each pupil's welfare is of paramount importance. We recognise that some children *may* be especially vulnerable to abuse. We recognise that children who are abused or neglected may find it difficult to develop a sense of self-worth and to view the world in a positive way. Whilst at school, their behaviour may be challenging. We recognise that some children who have experienced abuse may harm others. We will always take a considered and sensitive approach in order that we can support all of our pupils. The school will therefore:

- Establish and maintain a safe environment in which children can learn and develop
- Practise safer recruitment in checking the suitability of staff and volunteers to work with children
- Raise awareness of child protection issues and equip pupils with the skills needed to keep them safe
- Ensure that there are clear systems and procedures for identifying and reporting cases, or suspected cases, of abuse
- Support pupils who have been abused in accordance with his/her agreed child protection plan
- Ensure all staff are trained, know what their responsibilities are and are alert to the signs of abuse and refer any concerns to the designated senior person responsible for child protection
- Address concerns at the earliest possible stage; and reduce the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
- Follow the procedures set out by Safeguarding Children Board and take account of guidance issued by the DfE.

5.5 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

5.6 Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. Information for schools can also be found on the TES website and NSPCC website. Schools can also access broad government guidance on the issues listed below via the GOV.UK website.

- 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 (VAWG)
- Mental health
- PREVENT
- Private fostering
- Preventing radicalisation
- Sexting
- Trafficking

## **6. PROCEDURES**

### **6.1 The Role and Responsibilities of all staff within school**

6.1.1 All staff and volunteers must read this policy and Part One of Keeping Children Safe in Education (Appendix 1) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.

6.1.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 1 and 4 for details). Procedures for reporting concerns are given in sections 5 and procedures for dealing with a disclosures are given in section 6 of this document.

6.1.3 If concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in Appendix 8 and section 8 of this document must be followed

### **6.2 The Role of the Headteacher**

The Headteacher, supported by the Designated Safeguarding Lead(s) must

- Ensure that this policy and associated procedures are followed by all staff
- Ensure that the school is alert to possible private fostering arrangements, and that in the school admission process, the parents/carers resident with each child or young person indicate whether they are parent, other relative (to be specified), friend of the family, or other (to be specified)

### **6.3 The Role of the Designated Safeguarding Lead(s)**

6.3.1 The broad areas of responsibility of the Designated Safeguarding Lead involve managing referrals/cases and raising awareness of safeguarding and child protection amongst staff. Appendix 2 of this document, drawn from *Keeping Children Safe in Education*, provides more detailed information on these areas of responsibility.

6.3.2 Ensure the school has a designated team made up of senior member (s) of staff who have undertaken as a minimum, the Level 2 child protection training course, accredited by the Local Safeguarding Children Board (please see p.2 for designated staff and governor details).

- 6.3.3 Ensure this training is updated every two years in accordance with Government guidance (please see Section 7 for additional information)
- 6.3.4 Recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake her/his duties
- 6.3.5 The Designated Safeguarding Lead will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff
- 6.3.6 Ensure there are contingency arrangements should the designated member of staff not be available
- 6.3.7 In making decisions on whether to refer child protection concerns/disclosures to Children's Social Care the Designated Safeguarding Lead must use Coventry's Children's Social Care Thresholds and Practice Standards, available at: <http://.coventryscb.proceduresonline.com/>

The DSL will consult with the Referral and Assessment Service if still unsure on whether to refer.

- 6.3.8 Coordinate action where it is suspected that a child is in need, has been harmed, or is at risk of significant harm.
- 6.3.9 Ensure child protection records are maintained

#### **6.4 The Role & Responsibilities of all Staff within School**

- 6.4.1 All staff and volunteers must read this policy and Part One of *Keeping Children Safe in Education* (Appendix 1) and ensure they are aware of their responsibilities for safeguarding and child protection in being alert to the signs of abuse and of their responsibility to report and record any concerns or disclosures.
- 6.4.2 All staff and volunteers must act in accordance with this policy if a child he/she presents with indicators of abuse (see Appendix 4 for details). Procedures for reporting concerns are given in section 5 and procedures for dealing with a disclosure are given in section 6 of this document.
- 6.4.3 If concerns or allegations regarding a member of staff or the Headteacher then the processes outlined in section 15 of this document must be followed.
- 6.4.4 The safety and well-being of children is paramount. Abuse in whatever form constitutes serious harm to the child. Suspicion, belief or evidence of abuse of a child, currently, or in the past, must be passed on to the person with the authority to investigate and evaluate the information. As professionals who work with children, staff should be able to recognise, and know how to act upon, indicators that a child's welfare or safety may be at risk.

The school will therefore:

Ensure every member of staff knows:

- the name of the designated person(s) who has undertaken as a minimum the Level 2 Child Protection training accredited by the Local Safeguarding Children's Board and her/his role.
- That they have an individual responsibility for referring child protection concerns using the proper channels (school/education support service procedure – Appendix 1) and within the timescales set out in the Inter-Agency procedures.

Ensure that:

- All pupils in our school are aware of a number of staff who they can talk to.
- Pupils are made aware of behaviour towards them that are not acceptable and how they can keep themselves safe through the protective behaviours curriculum.
- All pupils know that we have a senior member of staff with responsibility for child protection and know who this is.
- We inform pupils to whom they might talk, both in and out of school, their right to be listened to and heard and what steps can be taken to protect them from harm. P.S.H.E. materials we use to help pupils learn how to keep safe are available and training is provided for new staff.
- The Designated Lead or Deputy provides training for all staff from the point of their induction, and updates this annually (minimum half day/3 hours), so that they know:
  - their personal responsibility.
  - the local procedures.
  - the need to be vigilant in identifying cases of abuse.
  - how to support and to respond to a child who tells of abuse.
- All staff and volunteers recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed policies.
- All staff are provided with the school's Safeguarding and Child Protection Policy, temporary staff and volunteers are provided with the school's child protection summary leaflet and informed of the school's child protection arrangements on induction.

## **7. Safeguarding Training**

- 7.1 The Headteacher must undertake training on child protection at least once every three years (statutory requirement), at LSCB level 1 or above. If the Headteacher is the Designated Safeguarding Lead, then he/she shall meet the training requirements set out in 7.2 below.
- 7.2 In addition to basic child protection training the Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training, and then undertake the DSL refresher safeguarding training at least annually or LSCB Level 3 at least every two years' statutory requirement.
- 7.3 The Deputy Designated Safeguarding Lead must meet the training requirements in section 7.2.
- 7.4 Any newly appointed Designated Safeguarding Lead must attend the LSCB's Level 2 *Working Together to Safeguard Children* training before taking lead responsibility for safeguarding. The deputy Designated Safeguarding Lead will take a leading role on safeguarding for the short time that the Designated Safeguarding Lead is waiting to receive training
- 7.5 All other staff, who work with children, will undertake safeguarding and child protection training at LSCB Level 1, (this should be carried out by the Designated Safeguarding Lead in School) to equip them to carry out their responsibilities for child protection effectively. This must be kept up to date by refresher training at three yearly intervals, and temporary staff and volunteers who work with children must be made aware of the school's arrangements for child protection and their responsibilities.

- 7.6 All new members of staff will receive child protection training as indicated in 7.5 above as part of their induction programme.
- 7.7 Briefings and updates on child protection and safeguarding procedures (including the signs of abuse and procedures for reporting concerns and disclosures) will be provided on a regular basis, at least annually, but more frequently when necessary, to ensure that all members of staff are familiar with any changes to the school policy as they occur.
- 7.8 At least one member of every appointments panel will have gained accreditation through Safer Recruitment training. The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

## **8. Promoting Children and Young People's Well-being**

- 8.1 The school will teach children about safeguarding and ensure that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2015). This includes providing a co-ordinated offer of early help<sup>2</sup> when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
- 8.2 The model sets out a single assessment, planning and review pathway for all children and young people, ensuring that needs are identified earlier and addressed on a multi-agency basis, the Common Assessment Framework (CAF).
- 8.3 Child Protection procedures shall be seen within the context of this broader framework as a response when there is a perceived need to protect a child or young person who is at risk of significant harm.

## **9. Dealing with concerns or disclosures regarding a child or young person**

- 9.1 All staff and volunteers must be aware that the main categories of abuse are:
- Physical abuse
  - Emotional abuse
  - Sexual abuse
  - Neglect

These categories are described in more detail in Appendix 3 and signs indicating the possibility of abuse are described in Appendix 4. The abuse may be instigated by one or more adults, and/or other children and young people.

- 9.2 If any member of staff has a concern about a particular child in their care, they must report their concerns to, and seek advice from, the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, as soon as possible, and never later than the end of the working day. If there is concern as to whether it is safe to allow the child to go home that day, then all effort must be made to inform the designated safeguarding lead immediately so that the Referral and Assessment Service can be informed and the necessary protective measures implemented.
- 9.3 A child may disclose sensitive information at any time of the day, and in particular this may occur outside of normal lesson time, e.g. break periods or during before/after school club sessions. It is therefore imperative that **all** the staff are aware of the signs and behaviour which **may** indicate abuse, as noted in 9.1.

9.4 All staff must:

- Recognise that a disclosure may come directly from the child, or from a third party, e.g. friend, neighbour, other family member. Alternatively, it may be through the suspicion of staff based on a variety of symptoms and knowledge of possible indicators of abuse
- Take seriously any disclosures made to them and provide reassurance to the discloser through their responses and behaviour.

9.5 When receiving a disclosure from a child that he/she has been abused in some way the member of staff must:

- Find time and, if necessary, a suitable place to listen to the child, when information about possible abuse comes to light
- Listen to what is being said without displaying shock or disbelief
- Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the child asks that information is kept secret, it is important that you tell the child in a manner appropriate to the child's age/stage in development that you cannot promise complete confidentiality – instead you must explain that you may need to pass information to other professionals to help keep the child, or other children, safe
- Allow the child to talk freely. Do not cross-examine, interview, probe or ask to see any injury that is not visible. Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Reassure the child that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Explain what has to be done next and who has to be told
- Find out just enough to be sure of the need to refer, and keep any questions open rather than closed. Education is a referrer, not an investigative agency for child protection matters. An incident may eventually end up as a court case and children's evidence can all too easily be compromised by leading questions or repeated recital.
- Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned

9.6 The member of staff who has the concern or received the disclosure must report the concern/disclosure to the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, immediately. The member of staff must provide the DSL with a signed, dated written record of the concern/disclosure, using the agreed school pro forma via CPOMS

9.7 The same approach to receiving a disclosure must be taken if the discloser is not the allegedly abused child but another child or an adult.

- 9.8 The Designated Safeguarding Lead must place the concern on the school's safeguarding file for the child (creating one if necessary).
- 9.9 When the Designated Safeguarding Lead, or in his/her absence, the Deputy Designated Safeguarding Lead, has been informed, he/she shall make the decision whether or not to refer the concern to Social Care, the Coventry Safeguarding Children Board's document 'Children's Social Care Thresholds and Practice Standards' states:

**Professionals in all agencies have a responsibility to refer a child to Children's Social care when it is believed or suspected that the child:**

- **Has suffered significant harm; or**
- **Is likely to suffer significant harm**

**All referrals to Children's Social care must be made in writing using the Multi-Agency referral Form or CAF assessment where one has been completed. A history of key events is useful when communication concerns so that any emerging patterns are recognised. (Section 8, p6)**

The full Children's Social Care Thresholds and Practice document is available at:  
<http://coventryscb.proceduresonline.com/>

The Referral and Assessment Service will be consulted when there is uncertainty about where to refer

- 9.10 Referrals must be made as soon as possible and the appropriate forms completed and sent at the same time. Referrals to Children's Social Care must be made to the citywide Referral and Assessment Service at:

**Children's Social Care Referral and Assessment Service  
4th Floor Broadgate House  
Coventry  
CV1 1NG**

Telephone: 024 7678 8555  
Send online referrals to: RAS@coventry.gcsx.gov.uk

- 9.11 Additional referral guidance is provided in Appendix 6

## **10. Liaison with Other Agencies**

Our school recognises that it is essential to establish positive and effective working relationships with other agencies who are partners in safeguarding children. School has a relationship with the LA, Social Care and Police in promoting a safe and supportive environment. There is a joint responsibility on all these agencies to share information to ensure the safeguarding of all children.

The school will therefore:

- 10.1 Contribute to inter-agency working in line with statutory guidance *Working Together to Safeguard Children* (DfE, 2015). This includes providing a co-ordinated offer of early help<sup>5</sup> when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. This covers a range of work such as:

- Working with the named CAF Co-ordinator in Children & Family First regarding resistant families
- Working to help identify children and young people who are privately fostered

- Working to help protect children from extremist and violent views through multi-agency work on the PREVENT agenda.
- 10.2 Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including:
- Attendance at case conferences
  - Notifying Social Care immediately (on the first day of absence) if there is an unexplained absence of a child on a Child Protection Plan
- 10.3 Contact the child's social worker directly if there is an unexplained absence of a child who is **Looked After**. This will then trigger actions identified in the 'Joint Police and Social Care Protocol for Dealing with Children Missing from Care'.
- 10.4 Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- 10.5 In addition to working with the designated safeguarding lead staff members should be aware that they may be asked to support social workers to take decisions about individual children.
- 10.6 Notify the local Children's Team (Social Care) if:
- it should have to exclude a pupil with a Child Protection Plan (whether fixed term or permanently)
  - there is an unexplained absence of a pupil with a Child Protection Plan of more than two days' duration from school (or one day following a weekend) as part of any child protection or core group plan or as agreed
  - they are concerned about the welfare of any child with a Child Protection Plan

## 11. Confidentiality & Information Sharing

- 11.1 Staff will ensure confidentiality protocols are adhered to and information is only shared as part of the agreed school and Coventry Safeguarding Children Board protocols. If in any doubt about confidentiality, staff will seek advice from a senior manager or an outside agency as required (e.g. Local Authority Designated Officer).
- 11.2 All staff/volunteers in school must be aware they have a responsibility to share relevant information about the protection of children with other professionals.
- 11.3 The Headteacher or Designated person will disclose any information about a pupil to other members of staff on a need to know basis only.
- 11.4 Staff / volunteers who receive information about children and their families in the course of their work shall only share that information only within appropriate contexts.

## 12. Communication with Parents / Carers

- 12.1 Parents and carers will be made aware of the school/service policy through published information (updated annually) and in initial meetings with parent and carers of new children. Parents and carers will be informed that in certain circumstances there may be a need to contact other agencies without first notifying them. This decision will be made in partnership between Education Services and Social Care Services. It will be made clear that this is a legal obligation and not a personal decision.



### **13. Record Keeping**

The school will:

- 13.1 Keep clear detailed written records of concerns about children on the CPOMS system (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.
- 13.2 Archive paper records (from before the CPOMS system) will be kept in a folder in chronological order (model recording folder available from Coventry Safeguarding Board).
- 13.3 Archive paper records are kept secure and in locked locations.
- 13.4 The completed forms/records will be kept for the duration of the child's school career and where a child changes school the forms/records will be copied to the Designated Safeguarding Lead at the receiving school. The school will retain a receipt for the records signed by the receiving school.
- 13.5 The information contained will be regarded as confidential. Any request for access to the information by non-Coventry Safeguarding Children Board Agencies (e.g. Solicitor, investigating agent) will be referred to the Head teacher/Child Protection Designated Senior Person who is advised to seek legal advice before acting.

### **14. Safer Recruitment**

- 14.1 The School will comply with the guidance set out in Part 3 of Keeping Children Safe in Education.
- 14.2 Although not a statutory requirement, at least one member of every appointments panel will have gained accreditation through Safer Recruitment training.

### **15. Dealing with concerns regarding school staff or volunteers (See Appendix 9 for Professional Abuse Flow Chart)**

- 15.1 To reduce the risk of inappropriate or unprofessional behaviour towards children, all staff and volunteers must be aware of safer working practice and must be familiar with the Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.
- 15.2 A concern, sometimes referred to as an allegation, is any information which indicates that a member of staff/volunteer may have failed to meet the requirements set out in the staff behaviour (code of conduct) policy, or may have:
  - Behaved in a way that has, or may have, harmed a child.
  - Possibly committed a criminal offence against or in relation to a child.
  - Behaved towards a child or children in a way which indicates s/he would pose a risk of harm to children<sup>5</sup>.
- 15.3 This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.
- 15.4 All members of staff/volunteers must report any such concerns to the Designated Safeguarding Lead (or in his/her absence to the Deputy DSL), unless the concern relates to these members of staff (in which case they should report directly to the Headteacher). Failure to report it in accordance with procedures is a potential disciplinary matter.

- 15.5 The person to whom a concern or allegation is reported must take the matter seriously, keep an open mind, and must:
- Find time and, if necessary, a suitable place to listen to the person's concerns or allegations.
  - Listen to what is being said without displaying shock or disbelief.
  - Not make false promises which may not be able to be fulfilled and do not promise confidentiality. If the person asks that information is kept secret, it is important that the person is told that complete confidentiality cannot be guaranteed.
  - Allow the person to talk freely. Do not cross examine, interview, or probe. Listen, only asking questions when necessary to clarify.
  - Not criticise the alleged perpetrator.
  - Stress that it was the right thing to share the concerns.
  - Explain what has to be done next and who has to be told.
  - Make records that are factual, accurate and relevant and avoid subjective judgements. It is not the school's responsibility to 'check out' what any child tells nor should any abuser be questioned.
  - Sign and date the record of the disclosure.
- 15.6 The member of staff must provide the Designated Safeguarding Lead (or in his/her absence, his/her deputy) with a signed, dated written record of their concerns, using the agreed school concern pro forma, without delay.
- 15.7 The DSL or Deputy DSL receiving the concern/allegation must not unilaterally determine its validity, and must report the concern/allegation to the Headteacher immediately.
- 15.8 The Headteacher will not investigate the concern itself, or take written or detailed statements, but will assess whether the concern meets any of the three criteria set out in **section 15.2** above. If any of the criteria are met then the Headteacher must contact the LADO (Education) within one working day<sup>5</sup>, and provide the LADO with written confirmation of the concern. The name and contact telephone of the LADO (Education) are given on the front cover of this policy.
- 15.9 The Headteacher shall, as soon as possible, **following briefing** from the LADO inform the subject of the concern.
- 15.10 If concern is raised regarding the Headteacher, then the Chair of Governors will be contacted, whose name and contact telephone number are given on the front cover of this policy.
- In the absence of the Chair of Governors, the Vice Chair will be contacted, whose name and contact telephone are given on the front cover.
- 15.11 In the event the concern is regarding the Headteacher the Chair of Governors (or the Vice Chair) shall contact the LADO (within one working day), whose contact details are given on the front cover of this policy.

<sup>5</sup> Inspected by Ofsted under leadership and management of safeguarding (Inspecting Safeguarding, Ofsted, August, 2016)

## **16. Special Circumstances**

### **16.1 Children who are looked after**

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 hold details of the child's social worker and the name and contact details of the Local Authority's virtual head for children who are looked after.

### **16.2 Work experience**

The school has detailed procedures to safeguard pupils undertaking work experience, including arrangements for checking people who provide placements and supervising pupils on work experience which are in accordance with the guidance in *Keeping Children Safe in Education 2016*. All policies are on the school website and are reviewed by the safeguarding lead and LT link.

## **17. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXTREMISM**

17.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

17.2 Finham Park values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both students/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

17.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Finham Park is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

17.4 **Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7**

17.5 Finham Park seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right / Neo Nazi / White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

### **Risk reduction**

17.6 The school governors, the Head Teacher and the Designated Safeguarding Lead will assess the level of risk within the school and put actions in place to reduce that risk.

Risk assessment may include consideration of the school's RE curriculum, SEND policy, assembly policy, the use of school premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the school's profile, community and philosophy.

- 17.7 This risk assessment will be reviewed as part of the annual s175 return that is monitored by the local authority and the local safeguarding children board.

**Response**

- 17.8 Our school, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The SPOC for Finham Park is Mrs Carole Linstead. The responsibilities of the SPOC are described in Appendix 3.
- 17.9 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and to the Designated Safeguarding Lead if this is not the same person.
- 17.10 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

<sup>6</sup>Working Together to Safeguard Children (2013)

## **18. SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION, OR TRAFFICKING**

- 18.1 Our safeguarding policy above, and the school's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.
- 18.2 Our school keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 18.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues in an age appropriate way in their curriculum.
- 18.4 Our school works with and engages our families and communities to talk about such issues.
- 18.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 18.6 Our Designated Safeguarding Lead knows where to seek and get advice as necessary.
- 18.7 Our school brings in experts and uses specialist material to support the work we do.

## **19. WHAT WE DO WHEN WE ARE CONCERNED**

- 19.1 Where risk factors are present but there is no evidence of a particular risk then our DSL /SPOC advises us on preventative work that can be done within school to engage the student into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student/student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.
- 19.2 In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible) –
- The DSL/SPOC can decide to notify the Multi-Agency Safeguarding Hub (MASH) of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
  - The school will review the situation after taking appropriate action to address the concerns
- 19.3 The DSL/SPOC will also offer and seek advice about undertaking an early help assessment such as the family Common Assessment Framework (fCAF) and/or making a referral to children's social care. The local family support and safeguarding hub can assist us.
- 19.4 If the concerns about the student/student are significant and meet the additional needs/complex need criteria, they will be referred to the MASH. This includes concerns about a young person who is affected by the behaviour of a parent or other adult in their household.

## APPENDIX 1:

### Part One of *Keeping Children Safe in Education* (DfE, 2016)

#### Part one: Safeguarding information for all staff

##### What school staff should know and do

##### A child centred and coordinated approach to safeguarding

1. Schools and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance *Working together to safeguard children*.

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

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

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as: protecting children from maltreatment; preventing impairment of children's 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.

5. Children includes everyone under the age of 18.

##### The role of school staff

6. School staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** school staff have a responsibility to provide a safe environment in which children can learn.

8. Every school should have a designated safeguarding lead who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

9. **All** school staff should be prepared to identify children who may benefit from early help.<sup>3</sup> Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. In the first instance, staff should discuss early help requirements with the designated safeguarding lead. Staff may be required to support other agencies and professionals in an early help assessment.

<sup>3</sup> *Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.*

10. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 21-27. Staff may be required to support social workers and other agencies following any referral.

11. The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.<sup>4</sup>

### **What school staff need to know**

12. All staff members should be aware of systems within their school which support safeguarding and these should be explained to them as part of staff induction.

This should include:

- the child protection policy;
- the staff behaviour policy (sometimes called a code of conduct); and
- the role of the designated safeguarding lead. Copies of policies and a copy of Part one of this document (Keeping children safe in education) should be provided to staff at induction.

13. **All** staff members should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff members should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of the early help process, and understand their role in it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking and early help assessment.

15. All staff should be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989<sup>5</sup> that may follow a referral along with the role they might be expected to play in such assessments.<sup>6</sup>

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*The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.*

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*Under the Children Act 1989, local authorities are required to provide services for children in need in their area for the purposes of safeguarding and promoting their welfare. Local authorities undertake assessments of the needs of individual children to determine which services to provide and what action to take. This can include: Section 17-- A child in need is defined under section 17(10) of the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health or development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled.*

<sup>6</sup> *Detailed information on statutory assessments can be found in Chapter 1 of Working together to safeguard children.*

16. All staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the designated safeguarding lead and children's social care.

Staff should never promise a child that they will not tell anyone about an allegation, as this may ultimately not be in the best interests of the child.

### **What school staff should look out for**

17. All school staff members should be aware of the types of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Types of abuse and neglect, and examples of safeguarding issues are described in paragraphs 35-44 of this guidance.

18. Departmental advice *What to do if you are worried a child is being abused- Advice for practitioners* provides more information on understanding and identifying abuse and neglect. Examples of potential signs of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school staff. The NSPCC website also provides useful additional information on types of abuse and what to look out for.

19. Staff members working with children are advised to 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 best interests of the child.

20. Knowing what to look for is vital to the early identification of abuse and neglect. If staff members are unsure, they should always speak to the designated safeguarding lead.

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

21. If staff members have any **concerns** about a child (as opposed to a child being in immediate danger - see paragraph 28) they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Section 47- If the local authority have reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm they have a duty to make enquires under section 47 to enable them to decide whether they should take any action to safeguard and promote the child's welfare. This duty also applies if a child is subject to an emergency protection order (under section 44 of the Children Act 1989) or in police protective custody under section 46 of the Children Act 1989.

22. If anyone other than the designated safeguarding lead makes the referral, they should inform the designated safeguarding lead as soon as possible. The local authority should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. Staff should follow up on a referral should that information not be forthcoming. The online tool *Reporting child abuse to your local council* directs staff to their local children's social care contact number.

23. See page 10 for a flow chart setting out the process for staff when they have concerns about a child.

24. If, after a referral, the child's situation does not appear to be improving, the designated safeguarding lead (or the person who made the referral) should press for re-consideration to ensure their concerns have been addressed and, most importantly, that the child's situation improves.



25. If early help is appropriate, the designated safeguarding lead should support the staff member in liaising with other agencies and setting up an inter-agency assessment as appropriate.

26. If early help or other support is appropriate, the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation does not appear to be improving.

27. If a **teacher**<sup>7</sup>, in the course of their work in the profession, discovers that an act of Female Genital Mutilation appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. See Annex A for further details. What school staff should do if a child is in danger or at risk of harm

28. If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.

### **Record keeping**

29. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead.

### **Why is all of this important?**

30. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and Serious Case Reviews have repeatedly shown the dangers of failing to take effective action. Poor practice includes: failing to act on and refer the early signs of abuse and neglect; poor record keeping; failing to listen to the views of the child; failing to re-assess concerns when situations do not improve; sharing information too slowly; and a lack of challenge to those who appear not to be taking action.<sup>8</sup>

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Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term 'teacher': "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

8

Serious case reviews, 2011 to 2014.

### **What school staff should do if they have concerns about another staff member**

31. If staff members have concerns about another staff member, then this should be referred to the Headteacher. Where there are concerns about the Headteacher, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school as appropriate. In the event of allegations of abuse being made against the Headteacher, where the Headteacher is also the sole proprietor of an independent school; allegations should be reported directly to the designated officer(s) at the local authority. Staff may consider discussing any concerns with the school's designated safeguarding lead and make any referral via them. Full details can be found in Part four of this guidance.

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

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

33. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

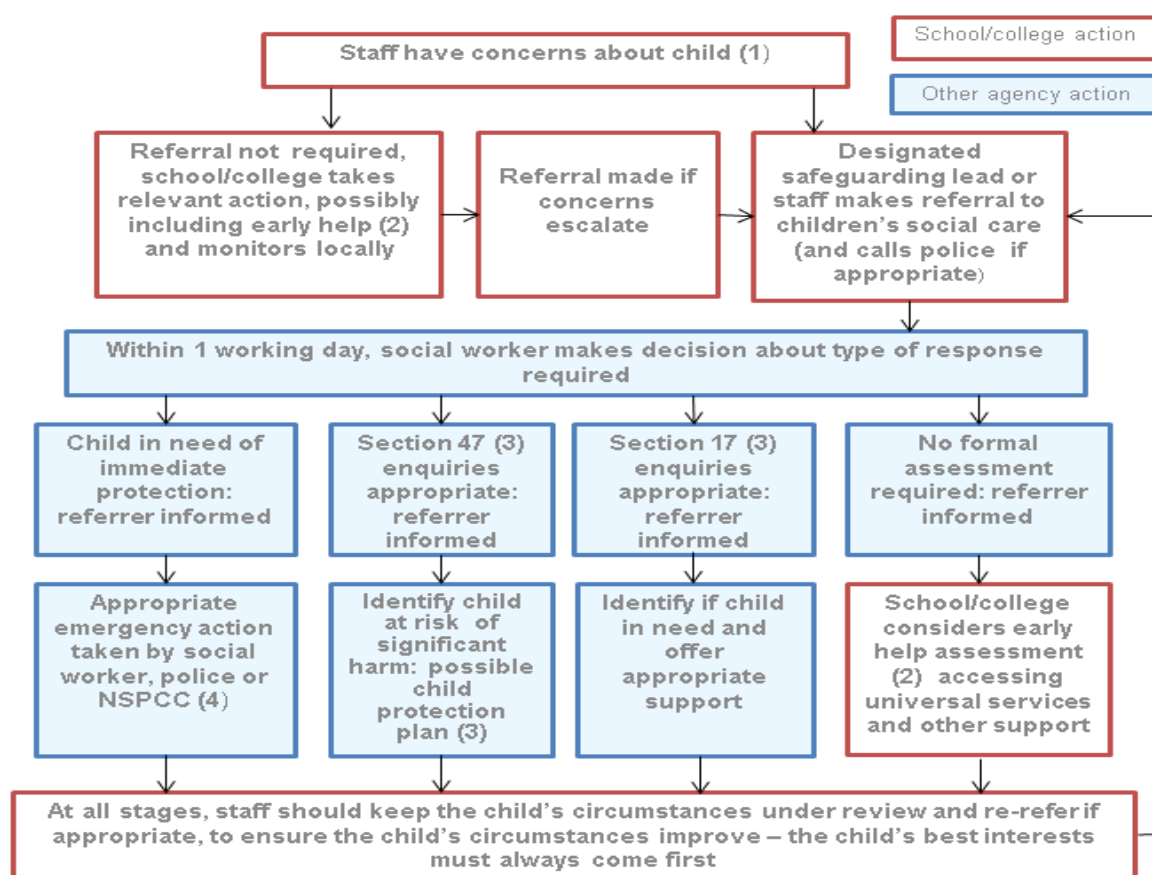
34. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).<sup>9</sup>

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Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC) Weston House 42 Curtain Road London EC2A 3NH.

## Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of this guidance.
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working together to safeguard children [https://www.gov.uk/government/publications/working-together-to-safeguard-children-](https://www.gov.uk/government/publications/working-together-to-safeguard-children) provides detailed guidance on the early help process.
3. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. This can include s17 assessments of children in need and s47 assessments of children at risk of significant harm. Full details are in Chapter one of Working together to safeguard children. <https://www.gov.uk/government/publications/working-together-to-safeguard-children-> .
4. This could include applying for an Emergency Protection Order (EPO).

## Types of abuse and neglect

35. **All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.**

36. **Abuse:** a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

38. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

39. **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.

40. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of 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.

## Specific safeguarding issues

41. All staff should have an awareness of safeguarding issues- some of which are listed below. Staff should be aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and sexting put children in danger.

42. All staff should be aware safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence/sexual assaults and sexting. Staff should be clear as to the school's policy and procedures with regards to peer on peer abuse.

43. Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools can be found on the TES, <https://www.tes.com/teaching-resources> MindEd <https://www.minded.org.uk/course/view.php?id=402> and the NSPCC <https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/> websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- bullying including cyberbullying  
<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>
- children missing education – and Annex A  
<https://www.gov.uk/government/publications/children-missing-education>
- child missing from home or care  
<https://www.gov.uk/government/publications/children-who-run-away-or-go-missing-from-home-or-care>
- child sexual exploitation (CSE) – and Annex A  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>
- domestic violence <https://www.gov.uk/guidance/domestic-violence-and-abuse>
- drugs <https://www.gov.uk/government/publications/drugs-advice-for-schools>
- fabricated or induced illness  
<https://www.gov.uk/government/publications/safeguarding-children-in-whom-illness-is-fabricated-or-induced>
- faith abuse <https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>
- female genital mutilation (FGM) – and Annex A  
<https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation>
- forced marriage- and Annex A <https://www.gov.uk/guidance/forced-marriage>
- gangs and youth violence <https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence>
- gender-based violence/violence against women and girls (VAWG)  
<https://www.gov.uk/government/policies/violence-against-women-and-girls>
- hate <http://educateagainsthate.com/>

- mental health <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools-2>
- missing children and adults strategy <https://www.gov.uk/government/publications/missing-children-and-adults-strategy>
- private fostering <https://www.gov.uk/government/publications/children-act-1989-private-fostering>
- preventing radicalisation – and Annex A <https://www.gov.uk/government/publications/prevent-duty-guidance>
- relationship abuse <https://www.disrespectnobody.co.uk/relationship-abuse/what-is-relationship-abuse/>
- sexting <https://www.disrespectnobody.co.uk/sexting/what-is-sexting/>
- trafficking <https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

**44. Annex A contains important additional information about specific forms of abuse and safeguarding issues. School leaders and those staff that work directly with children should read the Annex (make sure all staff read part one AND Annex A and Annex B).**

## **Appendix 2: Annex A**

### **Further information**

#### **Further information on a child 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. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. School staff should follow their procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future.

Schools should put in place appropriate safeguarding policies, procedures and responses for children who go missing from education, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the Children Missing Education guidance.

#### **Schools**

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. Schools must place pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the school should consider notifying the local authority at the earliest opportunity to prevent the child from going missing from education.

It is important that the admission register is accurate and kept up to date. Schools should regularly encourage parents to inform them of any changes whenever they occur. This can assist the school and local authority when making enquiries to locate children missing education.

Schools should monitor attendance and address it when it is poor or irregular. All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission<sup>8</sup> for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.<sup>9</sup>

<sup>8</sup> or by reason of sickness or unavoidable cause or on a day exclusively set apart for religious observance by the religious body to which their parent belongs or because the school is not within walking distance of the pupil's home and no suitable arrangements have been made by the local authority either for their transport to and from the school or for boarding accommodation for them at or near the school or for enabling them to become a registered pupil at a school nearer their home.

Where a parent notifies a school that a pupil will live at another address, all schools are required<sup>10</sup> to record in the admission register:

- the full name of the parent with whom the pupil will live
- the new address
- the date from when it is expected the pupil will live at this address<sup>11</sup>

Where a parent of a pupil notifies the school that the pupil is registered at another school or will be attending a different school in future, schools must record<sup>12</sup> in the admission register: <sup>13</sup>

- the name of the new school
- the date on which the pupil first attended or is due to start attending that school

Schools are required<sup>14</sup> to notify the local authority **within five days** when a pupil's name is added to the admission register. Schools will need to provide the local authority with all the information held within the admission register about the pupil. This duty does not apply to pupils who are registered at the start of the school's youngest year, unless the local authority requests for such information to be provided.

Schools must also notify the local authority when a pupil's name is to be deleted from the admission register **under any of the fifteen grounds set out in the Education (Pupil Registration) (England) Regulations 2006 as amended**, <sup>15</sup> **as soon as the ground for deletion is met and no later than the time at which the pupil's name is deleted from the register**. This duty does not apply where the pupil has completed the school's final year, unless the local authority requests for such information to be provided.

A pupil's name can only be deleted from the admission register under regulation 8(1), sub-paragraph (f)(iii) or (h)(iii) if the school and the local authority have failed to establish the pupil's whereabouts after jointly making reasonable enquiries. Advice on carrying out reasonable enquiries can be found in the [Children Missing Education](#) guidance.

<sup>9</sup> *In default of such agreement, at intervals determined by the Secretary of State.*

<sup>10</sup> *Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.*

<sup>11</sup> *Where schools can reasonably obtain this information.*

<sup>12</sup> *Under regulation 5 of the Education (Pupil Registration) (England) Regulations 2006 as amended.*

<sup>13</sup> *Where schools can reasonably obtain this information.*

<sup>14</sup> *Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.*

<sup>15</sup> *Regulation 8 of the Education (Pupil Registration) (England) Regulations 2006.*



Where a school notifies a local authority that a pupil's name is to be deleted from the admission register, the school must provide<sup>16</sup> the local authority with:

- the full name of the pupil
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives
- the full name and address of the parent with whom the pupil is going to live and the date the pupil is expected to start living there, if applicable
- the full name of the pupil;
- the full name and address of any parent with whom the pupil lives
- at least one telephone number of the parent with whom the pupil lives;
- the full name and address of the parent with whom the pupil is going to live, and the date the pupil is expected to start living there, if applicable;
- the name of pupil's destination school and the pupil's expected start date there, if applicable; and
- the ground in regulation 8 under which the pupil's name is to be deleted from the admission register.

Schools and local authorities should work together to agree on methods of making returns. When making returns, the school should highlight to the local authority where they have been unable to obtain the necessary information from the parent, for example in cases where the child's destination school or address is unknown. Schools should also consider whether it is appropriate to highlight any contextual information of a vulnerable child who is missing education, such as any safeguarding concerns.

**It is essential that schools comply with these duties, so that local authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be at risk of not receiving an education and who might be at risk of being harmed, exploited or radicalised.**

The department provides a secure internet system – school2school – to allow schools to transfer pupil information to another school when the child moves. All local authority maintained schools are required, when a pupil ceases to be registered at their school and becomes a registered pupil at another school in England or Wales, to send a Common Transfer File (CTF) to the new school. Academies (including free schools) are also strongly encouraged to send CTFs when a pupil leaves to attend another school.

Independent schools can be given access to school2school by the department.

The school2school website also contains a searchable area, commonly referred to as the 'Lost Pupil Database', where schools can upload CTFs of pupils who have left but their destination or next school is unknown or the child has moved abroad or transferred to a non-maintained school. If a pupil arrives in a school and the previous school is unknown, schools should contact their local authority who will be able to search the database.

<sup>16</sup> Under regulation 12 of the Education (Pupil Registration) (England) Regulations 2006 as amended.

### **Colleges**

Where a college is providing education for a child of compulsory school age, the college shall work collaboratively with the appropriate local authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary, as set out in departmental advice **Enrolment of 14 to 16 year olds in full time further education**. The college should also inform the relevant local authority immediately if that child is removed from the roll so that the local authority can as part of their duty identify children of compulsory school age who are missing education.

## Further information on child sexual exploitation

**Child sexual exploitation** is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual exploitation:

- Children who appear with unexplained gifts or new possession;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late;
- Children who regularly miss school or education or do not take part in education.

## Further information on so-called 'honour based' violence

So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### Indicators

There are a range of potential indicators that a child may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of **the Multi agency statutory guidance on FGM** (pages 59-61 focus on the role of schools and colleges) and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage.

### Actions

If staff have a concern regarding a child that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**<sup>17</sup> that requires a different approach (see following section).

<sup>17</sup>Section 5B(11) of the FGM Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) provides the definition for the term "teacher": "teacher" means – (a) in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

## **FGM mandatory reporting duty**

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.<sup>18</sup> Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

### **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Further information on preventing radicalisation**

Protecting children from the risk of radicalisation should be seen as part of schools’ and colleges’ wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

<sup>18</sup> *Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.*

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.<sup>19</sup> There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

### **Prevent**

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard<sup>20</sup> to the need to prevent people from being drawn into terrorism".<sup>21</sup> This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the Revised Prevent duty guidance: for England and Wales are specifically concerned with schools (but also cover childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board. Effective engagement

<sup>19</sup>*Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.*

<sup>20</sup> According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.

<sup>21</sup> "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act). being able to demonstrate both a general understanding of the risks affecting

with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a child's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the child at risk.

- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Schools should ensure that children are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched educate against hate, a website designed to equip school leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school leaders, such as Prevent e-learning, via the Prevent Training catalogue.

### **Channel**

School staff should understand when it is appropriate to make a referral to the Channel programme.<sup>22</sup> Channel guidance is available at: [Channel guidance](#). An e-learning channel awareness programme for staff is available at: [Channel General Awareness](#). Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools that are required to have regard to Keeping Children Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.<sup>23</sup>

<sup>22</sup> *Guidance issued under section 36(7) and section 38(6) of the CTSA 2015.*

<sup>23</sup> *Such partners are required to have regard to guidance issued under section 38(6) of the CTSA 2015 when c--operating with the panel and police under section 38 of the CTSA 2015.*

## APPENDIX 3: Annex B

# Role of the Designated Safeguarding Lead

Governing bodies, proprietors and management committees should appoint an appropriate **senior member** of staff, from the school leadership team, to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

### Deputy designated safeguarding leads

It is a matter for individual schools as to whether they choose to have one or more deputy designated safeguarding lead(s). Any deputies should be trained to the same standard as the designated safeguarding lead.

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate **lead responsibility** for child protection, as set out above, remains with the designated safeguarding lead; this **lead responsibility** should not be delegated.

### Manage referrals

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required;
- refer cases where a crime may have been committed to the Police as required.

### Work with others

The designated safeguarding lead is expected to:

- liaise with the Headteacher or Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member) and;
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.



## **Training**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

## **Raise Awareness**

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this;
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## **Child protection file**

Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

## Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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<sup>87</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.

## **Appendix 4**

### **Indicators of abuse and of vulnerability to radicalisation**

**NB. This guidance is provided as a useful reminder of the indicators of abuse but should always be considered within the context of a comprehensive training programme and not as a substitute for more in depth consideration**

There are four categories of abuse, which may result in a child being placed on the Child Protection Register. They are:

- Physical Abuse,
- Emotional Abuse,
- Sexual Abuse,
- Neglect.

The following lists are neither definitive nor exhaustive. The information should be used in context with a range of other information related to a child's circumstances.

#### **Physical abuse – physical observations**

- bruising on trunk,
- bruising on face, upper arms, shoulders consistent with gripping,
- fingertip bruising/finger marks,
- burns and scalds especially cigarette burns or burning from excessive exposure to heat,
- human bite marks,
- fractures, especially spiral,
- swelling and a lack of normal use of limbs,
- any serious injury with no/conflicting/inconsistent explanations,
- untreated injuries.

#### **Physical abuse – behavioural observations**

- unusually fearful with adults,
- unnaturally compliant to parents/carers,
- refusal to discuss injuries/fear of medical help,
- withdrawal from physical contact,
- aggression towards others,
- wearing cover--up clothing,
- any behaviours that you would not expect to see in a child at their age or stage of development.

#### **Neglect – physical observations**

- poor personal hygiene,
- poor state of clothing,
- poor growth pattern,
- emaciation, pot belly, short stature,
- poor skin and hair tones,
- untreated medical problems,
- non--organic failure to thrive.

#### **Neglect – behavioural observations**

- constant hunger,
- constant tiredness,

- frequent lateness or non-attendance at School,
- arriving early at/leaving late from School,
- low self-esteem,
- neurotic behaviour,
- no social relationships,
- running away,
- compulsive stealing or scavenging,
- destructive tendencies.

#### **Sexual abuse – behavioural observations**

- sexual knowledge inappropriate for age,
- sexualised behaviour in young children,
- sexually provocative behaviour/promiscuity,
- hinting at sexual activity and secrets they cannot tell,
- inexplicable falling off in school performance,
- sudden changes in personality,
- lack of concentration, restlessness, aimlessness,
- socially withdrawn,
- overly compliant,
- aggressive behaviour,
- poor trust in significant adults,
- regressive behaviour, onset of wetting (day or night),
- onset of insecure, clinging behaviour,
- arriving early at/leaving late from School, erratic School attendance,
- running away,
- substance/alcohol misuse,
- suicide attempts, self-mutilation, self-disgust,
- in adolescents: eating disorders, hysteria attacks,
- severe sleep disturbance,
- low self-esteem, self-image.

#### **Sexual abuse – observations specific to sexual exploitation**

- changes in peer group,
- unexplained wealth/goods,
- drug habit without any obvious way of sustaining it,
- those who return from being missing but look well cared for,
- repeatedly associating with unknown men who are outside the family's contact (including by mobile phone, e-mail, post),
- dressing in an unexplained manner,
- mixing with others you suspect are being sexually exploited,
- reports that children have been seen in places to be used for prostitution,
- having keys for a property without any plausible explanation.

#### **Emotional abuse – potential causes**

- from community,
- from carers,
- witnessing domestic violence,
- racism,
- bullying,
- from being subject to one of the other forms of abuse.

#### **Emotional abuse - indicators**

- inappropriate emotional responses to painful situations,
- neurotic behaviour (hair twisting, thumb sucking, rocking),

- fear of new situations,
- self-mutilation,
- fear of parents being contacted,
- extremes of passivity or aggression,
- drug/solvent abuse,
- running away,
- being the scapegoat in the family,
- coldness/hostility.

## **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

2. Extremism is defined by the Government in the Prevent Strategy as: Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

3. Extremism is defined by the Crown Prosecution Service as: The demonstration of unacceptable behaviour by using any means or medium to express views which:

- Encourage, justify or glorify terrorist violence in furtherance of particular Beliefs,
- Seek to provoke others to terrorist acts,
- Encourage other serious criminal activity or seek to provoke others to serious criminal acts or,
- Foster hatred which might lead to inter-community violence in the UK.

4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.

5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.

6. Indicators of vulnerability include:

- Identity Crisis – the pupil is distanced from their cultural / religious heritage and experiences discomfort about their place in society;
- Personal Crisis – the pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing;
- friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – migration; local community tensions; and events affecting the pupil’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the pupil may have perceptions of injustice; a feeling of

failure; rejection of civic life;

- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement / reintegration;
- Special Educational Need – pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and / or behaviour;
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## APPENDIX 5:

# Providing a safe and supportive environment

## 1. Safer Recruitment and Selection

The school pays full regard to current DfE guidance 'Safeguarding Children and Safer Recruitment in Education' Jan 2007. We ensure that all appropriate measures are applied in relation to everyone who works in the school who is likely to be perceived by the children as a safe and trustworthy adult including e.g. volunteers and staff employed by contractors. Safer recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and, where appropriate, undertaking List 99 and Disclosure and Barring Service (DBS) checks.

In line with statutory changes, underpinned by regulations, the following will apply:

- a DBS disclosure is obtained for all new appointments to our school's workforce through staffing personnel and payroll;
- this school is committed to keep an up to date single central record detailing a range of checks carried out on our staff;
- all recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils;
- all new appointments to our school workforce who have lived outside the UK will be subject to additional checks as appropriate;
- our school ensures that supply staff have undergone the necessary checks and will be made aware of this policy;
- identity checks must be carried out on all appointments to our school workforce before the appointment is made, in partnership with the LA;
- At least one member of every appointments panel will have gained accreditation through Safer Recruitment training (statutory requirement). The school will ensure that there are always sufficient numbers of suitably trained staff or governors in post.

### Staff support:

- **We recognise the stressful and traumatic nature of child protection work. We will support staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.**

## **APPENDIX 5: REFERRAL GUIDANCE**

### **REASONS WHY SOME PEOPLE HESITATE TO REPORT ABUSE**

The following list contains a range of reasons why people commonly hesitate to report abuse. It is provided for information, but be aware that none of these reasons is a justification for failing to report a child protection concern or disclosure.

- The child asks you to keep silent – keep a secret.
- Fear of breaking up the family.
- Fear of exposing the child to further abuse.
- Fear of breaking a trusting relationship with child/family.
- Painful memories of your own abusive experiences.
- Fear of reprisals to yourself/your children/family.
- Fear of presenting evidence in court.
- Afraid of misinterpreting or overreacting to the situation.
- Assuming another agency is dealing with the problem.
- The 'rule of optimism' – everything will work out OK.
- Assuming one parent/carer will protect.
- Believing the child is fantasising/lying.
- Being persuaded by the child's retraction.
- Allowing a temporary improvement in the child's situation to distract you from the reality of continuing abuse.
- Being unable to comprehend the unbelievable nature of the disclosure.
- Not understanding procedures.

### **WHY CHILDREN CAN'T TELL ABOUT ABUSE**

- Threats from abuse – withdrawal of 'favours' or physical threats – may be implicit derived from abuse of power.
- Threats from peers also involved in abuse.
- May think s/he is to blame and fear arrest.
- Fear the loss of the child's world – family, school etc.
- May be emotionally dependent on abuser.
- May have compartmentalised abuse.
- Thinks won't be believed.
- Low sense of self-esteem makes disclosure difficult.
- May not realise sexual abuse is a crime – thinks its normal.
- May not wish to betray abuser.
- May fear exposure and particularly public exposure.
- May be ambivalent about sexual identity or feel guilt about taking part in abuse.
- Lack of faith in justice system particularly for children with disabilities and from ethnic minorities.
- Hasn't got adult permission to tell.
- Lack of appropriate language skill.

### **WHY REFER?**

- Children have the right to be safe.
- Adults have a responsibility to protect children.
- Abuse is damaging.



- Child abuse exists in a world of secrecy and silence – the cycle of abuse has to be broken.
- You only have one small piece of a jigsaw.
- Children rarely lie about abuse.
- An abuser may well abuse many other children who also have a right to protection.

For guidance and support, contact the Children's Social Care Referral and Assessment Service Telephone: 024 7678 8555.

### **MAKING A DECISION**

Further guidance on making a decision is provided in the Children's Social Care, Thresholds and Practice Standards, available at:

<http://coventryscb.proceduresonline.com/>

**APPENDIX 6 - Proforma for Report form Child Protection Conference  
(one form per child)  
To be used when writing a report for a CP conference.**

<b>Full Name of Pupil:</b>		<b>DOB:</b>	<b>Class/Form:</b>	<b>Additional needs:</b>
<b>Gender:</b>		<b>Ethnicity:</b>		
<b>Home Address:</b>			<b>Telephone:</b>	
			<b>E mail:</b>	
	<b>What are you worried about?</b>	<b>What is working well?</b>	<b>What needs to happen?</b>	
<b>Presentation of Child</b> (appropriate uniform/shoes/cleanliness/hair/general health)				
<b>Eating</b> (appetite, FSM, breakfast club, toileting, etc.)				
<b>Education/Attainment</b>				
<b>Attendance</b>				
<b>Child's Voice</b>				
<b>Child interaction in school</b>				
<b>Parent/Carer interaction with school</b>				
<b>Child/Parent-Carer interaction</b>				
<b>Parent engagement</b> (bringing/collecting from school/attending meetings, parents evenings, etc.)				
<b>Peer Relationships</b>				
<b>SEND</b>				
<b>Any additional concerns/changes in behaviour? Any patterns of the day/time/month?</b>				

## Professional Abuse Flow Chart

An allegation may relate to a person who works with children who has:

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

### Working Together to Safeguard Children 2015

If an allegation is made against any adult who comes into contact with children in either a paid or unpaid capacity in the setting, the child minder or any person in the child minder setting

It is your duty to report concerns to the Manager or Safeguarding Officer. If you feel that your concern has not been dealt with appropriately you have a duty to report your concern directly.

#### REMEMBER!

Is the child safe?

Document everything

Do not investigate

Childcare provider contacts the 1. LADO 024 76833443  
2. Ofsted 0300 123 1231

LADO to be consulted on initial planning and whether the member of staff/person concerned is to be informed of the allegation; the LADO will ask you to complete a referral form to be returned to the secure GSCX email address [LADO@coventry.gcsx.gov.uk](mailto:LADO@coventry.gcsx.gov.uk). If there is an offence or on-going risk to the child you must make a referral to Social Care 024 76788555 or contact the Emergency Duty Team - Out of Hours 76832222 and or the Police)

Position of Trust (PoT) meeting may be convened to consider allegation and plan any further enquiries/investigation – this is a multi-agency meeting which may include the Police and Ofsted and is chaired by the LADO to exchange information and to decide on formal investigation processes. There are occasions when investigations are in process before a PoT is convened these are usually when the allegation has been made directly to the Police

Allegation is unfounded setting/CQRA to support member of staff/child minder returning to work

Allegation is founded, disciplinary procedures apply and any potential criminal proceedings.

Manager/Senior Officer to make a referral to DBS. In the event of Child minder settings Ofsted will withdraw registration and will liaise on the referral to the DBS -

# Visitors leaflet

## Safeguarding:

As a visitor to our school, as a helper or someone who has come to work with our students in any other capacity, it is important that you are aware of our Child Protection Procedures.

Our school is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. This means that we have a Child Protection Policy and Procedures in place.

If you are concerned about a child's welfare, please speak directly to the Child Protection Officer or ask for a referral form and envelope which must be given to reception before you leave.

Full details will be recorded including date, time and student name, your name and factual account of what was said or observed.  
DO NOT conduct your own investigation.

Keep all concerns or information confidential.



## First Aid:

In the event of an accident, please ask a member of staff who will assist and enlist the help of a trained person.

If you have any medical condition that you would like us to be aware of, please inform the Receptionist on arrival.

## Accident reporting:

All accidents, any near misses or other incidents must be reported to the school office as soon as is practical.



## Personal security:

Every visitor is asked to sign the visitors' book and wear a badge.

Please return the badge to reception and "sign out".

Please keep your valuables with you at all times.



## Smoking:

In order to maintain a health and safe environment, smoking is not permitted within the school site. This meets the smoke-free regulations 2007.

## COSHH:

If you are bringing materials on site that are covered by COSHH regulations 2002, please leave a copy of the relevant data sheet and risk assessment with our Secretary or Site Services Officer.



## Fire precautions:



In the event of the fire alarm sounding continuously at any time, everyone must leave the building immediately using the nearest fire exit. All are clearly marked.

You will be directed to the assembly point on the tennis courts.

On discovering a fire, sound the fire alarm by breaking the glass at a call point.

These are situated by stairwells and fire exits throughout the building.



## Work equipment:

Contractors coming on to the site must report to the reception before commencing work.

Contractors must supply their own equipment, not use the school's.

All electrical equipment brought on to the site must comply with current legislation, and have been tested in line with the Electricity at Work Regulations 1989.



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## You might be concerned if:

- You see an injury
- Another person may express concerns
- Something else raises concerns or worries
- A student tells you something.

If a student tells you something that needs to be passed on:

- Reassure the child that they have done the right thing
- Listen but do not ask leading questions
- Record and pass on your concerns.

Your help in supporting our safeguarding work is appreciated.



We thank you for co-operating with us in caring for your Health and Safety during your visit.

If you identify any shortcomings in our arrangements for health and safety, please draw it to the attention of the Headteacher.



**FINHAM PARK**  
MULTI ACADEMY TRUST

## Child Protection and Health and Safety Information for visitors

We wish to ensure your health, safety and well being during your visit, so please take a few minutes to read this leaflet.

Every visitor is asked to sign in at the reception and to wear a badge at all times.



FINHAM PARK  
MULTI ACADEMY TRUST

Green Lane  
Coventry  
West Midlands  
CV3 6EA

Tel : 024 7641 8135

Fax : 024 7684 0803

Web : <http://www.finhampark.co.uk>

Executive Headteacher: Mr M. Belle

Approved by Governors:

17.01.17

Signed:



**MARK BAILIE**  
Executive Headteacher

Date: 17.01.17

Signed:



**ALETHEA FULLER**  
Chair of Governors

Date 17.01.17