Child Protection Policy

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Contents

1. **Safeguarding Children Statement**

Ad Astra Academy Trust believe that children must be protected from harm at all times.

We believe every child should be valued, safe and happy. We want to make sure that children we have contact with know this and are empowered to tell us if they are suffering harm.

We want children in our care who use or have contact with this organisation to enjoy what we have to offer in safety.

We want parents and carers associated with us who use or attend our organisation to be supported to care for their children in a way that promotes their child's health and well-being and keeps them safe.

We want organisations who work with or commission work from us, or who provide funding to us to have confidence and recognise that we are a safe organisation.

We will achieve this by having an effective safeguarding children procedure and follow national guidance (What to do if you're worried a child is being abused).

If we discover or suspect a child is suffering harm we will notify [For Hartlepool Schools] Child and Adult Services via Hartlepool Borough Council Duty Team, Civic Centre, Victoria Road, Hartlepool, TS24 8AY. Telephone (01429) 284284, email: dutyteam@hartlepool.gcsx.gov.uk] For Middlesbrough schools (01642) 130080] or the police, in order that they can be protected if necessary.

We will refer to www.teescpp.org.uk for up to date advice and guidance in relation to safeguarding.

This safeguarding children policy statement and our safeguarding children procedure apply to all employees, volunteers and users of all Ad Astra Academy Trust primary schools and anyone carrying out any work for us or using our premises.

We will review our safeguarding children policy and procedures annually or when legislation changes to make sure they are still relevant and effective.

Signed   ………………………………….   Date ……………………
         Headteacher, xxxxxx School

Signed   ………………………………….   Date ……………………
         Chair of Governors, xxxxxx School

Signed   ………………………………….   Date ……………………
         Chair of Trustees, Ad Astra Academy Trust

2. **Purpose and Aim**

Ad Astra Academy Trust's whole-school Child Protection Policy aims to provide clear direction to staff and others about expected codes of behaviour in dealing with child welfare concerns. The policy also aims to make explicit the school's commitment to the development of good practice and sound procedures to keep children safe in our schools.

This policy recognises that abuse can occur in all communities and contexts and that all staff have a responsibility and the opportunity to support children, in sharing concerns and worries in school to feel safe. The whole school culture of vigilance in Ad Astra creates a safe space where children are supported, listened to and valued in what they choose to share and that ALL staff act immediately with the necessary level of intervention to create the most effective outcome for every individual child.

The purpose of the policy is, therefore, to ensure that our children's welfare is of paramount importance, early and additional help is offered to prevent escalation and where child protection concerns are and identified referrals are handled sensitively, professionally and in ways that support the needs of the child's well-being.

Trustees, governors and staff are committed within Ad Astra Academy Trust schools to to keeping children safe by promoting the welfare of children in our care through all our policies, procedures and practices. We expect all of our pupils' parents and visitors to share this commitment and understanding.

3. **Introduction**

This policy aims to fully recognise the contribution of Ad Astra and also be explicit regarding the Trust's commitment to the development it can make to keeping children safe and supporting the pupils in its care. There are four main elements to Ad Astra Academy Trust's Child Protection Policy:

3.1 Prevention – (positive school atmosphere, careful and vigilant teaching, pastoral care, support to pupils, providing good adult role models and the identification of early and additional support/services to children and families and recognising and reducing risks to children including harassment, bullying, victimisation, sexual violence and sexual harassment, exploitation, radicalisation and issues such as honour-based violence, female genital mutilation and forced marriage).

3.2 Protection – (following agreed procedures, ensuring all staff respond appropriately and sensitively to child protection concerns and that every member of staff has regular training and updates at least annually and are supported to refer their concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead or The Children's Hub 01429 284284 [For Hartlepool and Stockton-On-Tees schools] [Middlesbrough schools (01642 130080)] directly if necessary. In certain specific cases, such as female genital mutilation, (Mandatory reporting of FGM from October 2015) Radicalisation or Forced Marriage there are SPOCS/named teams and individuals within the police who can be contacted).

3.3 Reconsideration – (following and challenging the progress of new referrals and existing cases to ensure that individual cases are reconsidered if there remains no improvement to a child's circumstances).

3.4 Support – (to pupils and school staff and to children who may be vulnerable due to their individual circumstances).

All staff have the added responsibility of recognising that there may be children with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability. All school staff should be particularly alert to the potential need for early help for a child who:

• is disabled and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
• is a young carer
• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
• is frequently missing/goes missing from care or from home
• is at risk of modern slavery, trafficking or exploitation
• is at risk of being radicalised or exploited
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing drugs or alcohol themselves
• has returned home to their family from care
• is a privately fostered child

(KCSIE 2018)

All staff have a responsibility to recognise child abuse, neglect and peer on peer abuse in its many forms. Additional guidance on how our Trust supports the following areas of additional need or harm are provided in the hyperlinked documents in Appendix 1 of this Child Protection Policy and includes the full list taken from Keeping Children Safe in Education 2018 pages 87 and 88. Where the school has created an additional school policy because of any specific area of need this is to be read in conjunction with this Child Protection Policy.

The areas include:

Broadly the areas taken from Keeping Children Safe in Education, 2018 Annex A, include

• Children in the court system
• Children missing from education
• Children with family members in prison
• Child Sexual Exploitation
• Child Criminal Exploitation - County Lines
• Domestic Abuse
• Homelessness
• So called 'Honour Based Violence' inclusive of Female Genital Mutilation, Forced Marriage and practises such as Breast Ironing.
• Preventing Radicalisation
• Peer on Peer Abuse
• Sexual Violence and Sexual Harassment
• Additional advice and support

(KCSIE 2018)

THE FULL LIST OF ADDITIONAL ADVICE AND SUPPORTIVE HYPERLINKS CAN BE FOUND IN APPENDIX 1 OF THIS POLICY

- Bullying including cyberbullying
- Children Missing Education
- Children Missing Home or Care
- Child Sexual Exploitation – (CSE)
- Domestic Violence
- Drugs
- Fabricated or Induced Illness
- Faith Abuse
- Female Genital Mutilation (FGM) (Annex A)
- Forced Marriage
- Gangs and Youth Violence
- Gender Based Violence/Violence Against Women and Girls (VAWG)
- Hate
- Mental Health
- Missing Children and Adult Strategy
- Private Fostering
- Preventing Radicalisation
- Relationship Abuse
- Sexting - new guidance from DfE
- Trafficking
- Peer on Peer Abuse

THESE HYPERLINKS SHOULD BE ACCESSED IN SPECIFIC CASES OF VULNERABILITY IN EACH OF THESE AREAS.

In the event of any of these issues being recognised, information should be shared directly with the Designated Safeguarding Leads which will result in the situation being recorded, evaluated and support offered in school or the pupil/s being referred to specific services.

This policy applies to Ad Astra Academy Trust's whole workforce.

4. <u>Framework and Legislation</u>

Schools do not operate in isolation. Keeping children safe from significant harm is the responsibility of all adults, especially those working with children. The development of appropriate procedures and the monitoring of good practice are the responsibilities of Hartlepool/Stockton-On-Tees/Middlesbrough (delete as appropriate) Local Safeguarding Children Board, (to be replaced by the Safeguarding Partner arrangements) which includes the partnership of several agencies who work with children and families across the region.

Ad Astra Academy Trust is committed to to keeping children safe and safeguarding all children in accordance with Child Protection: Tees Local Safeguarding Children Board procedures http://www.teescpp.org.uk (to be replaced by the Safeguarding Partner arrangements) and partner agencies in all cases where there is a concern about significant harm.

Significant Harm is defined in The Children's Act 1989 as the ill-treatment (including sexual abuse and physical abuse) or the impairment of health (physical or mental) or development (physical, intellectual, emotional, social or behavioural) as compared to a similar child. **Note**: harm now includes the impairment of a child's health or development as a result of witnessing the ill treatment of another person.
(Adoption and Children Act 2002)

Local Authorities have a duty to investigate (under S47 of the Children Act 1989). Where a Local Authority is informed that there is a child who is living, or is found, in their area and they have reasonable cause to suspect that that child is suffering or is likely to suffer significant harm they must make such enquiries as necessary to promote or safeguard the child's welfare. The Children's Hub undertakes this responsibility on behalf of the Local Authority once a referral has been made.

Keeping Children Safe in Education September 2018 contains information on what schools **should** do and sets out the legal duties with which schools **must** comply. It should be read alongside Working Together to Safeguard Children 2018 which applies to all schools, including maintained nursery schools. The Children Act 1989 sets out the legal framework.

4.1. Roles and Responsibilities for all staff

Safeguarding and promoting the welfare of children is defined for the purposes of this policy as: protecting ALL children from maltreatment and abuse; (including in addition to the four categories of harm, issues such as sexual violence and sexual harassment, child criminal exploitation, child sexual exploitation(CSE), Honour Based Violence (HBV) inclusive of female genital mutilation (FGM) and forced marriage, preventing radicalisation and extremism, harassment, bullying and victimisation) 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. This includes everyone under the age of 18.

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Due to the regular contact with children, all staff within Ad Astra Academy Trust have, we hold a particularly important role in safeguarding as we are in a position to identify concerns early, provide help for children and to prevent concerns from escalating. Children can make disclosures or show signs of abuse at any time and to any individual and safeguarding incidents can occur within schools. Therefore, through a thorough induction process and the sharing of this policy to all staff, students and volunteers, it is important that ALL staff:

- Ensure that they listen to and reflect on the voice of the child at ALL times and take seriously any concerns raised to them by a child.

- Ensure that they report ANY concerns of harm to any child to the school's Designated Safeguarding Lead immediately. (However, ALL staff can refer their concerns directly to The Children's Hub if necessary and the police in the stated incidents above. They should inform the Designated Safeguarding Lead as soon as possible if they have reported concerns directly).

- Ensure that they immediately share with the Designated Safeguarding Lead information shared with them by a child or directly observed/witnessed and record it. This could include sharing information on behalf of the Designated

Safeguarding Lead with other agencies. All discussions, decisions and reasons for them should be recorded in writing adhering to Ad Astra Academy Trust's recording and information sharing procedure.

- Ensure that they maintain an attitude of **'it could happen here'** and report any concerns regarding the behaviour of a child, adult or staff member in school directly to the Designated Safeguarding Lead.

- Ensure that they feel able to raise concerns about poor or unsafe practices of staff and potential failures in a school's safeguarding regime through whistleblowing procedures and the staff behaviour/code of conduct policy.

- Ensure that they attend regular formal training and updates at least annually to support them in recognising the signs and symptoms of abuse, particularly in support of early identification of needs of children to prevent an escalation of need or risk to the child.

- Ensure from the 1st July 2015 that under the Counter Terrorism and Security Act, April 2015 that each school has 'due regard to Prevent' and to assess risk of children and young people being radicalised and drawn into extremism (based upon potential risks in local area and that clear protocols in place for all visitors so that views are appropriate and not an opportunity to influence others).

- Ensure from October 2015 that there is mandatory reporting to the police in all cases where teachers discover that an act of FGM appears to have been carried out.

- Ensure that staff understand through online safety training the additional risks for pupils online and continue to promote the School's Online Safety Policy in the protection of all pupils. This includes the management of 3G and 4G internet access via children's own mobile phones or electronic devices which can allow them unlimited access to the internet without any restrictions using their own data allowance. It should be clear in every school's online safety policy, the expectations of pupils regarding their own devices whilst on school site and the consequences of any evidence of inappropriate use of the internet.

- Ensure that they remain vigilant whilst visitors are on site and continue to promote the school's commitment to keeping children safe through reminding visitors and parents of the school's appropriate use of personal mobile phones/devices whilst they are on school premises. This includes staff understanding and adhering to the Staff Behaviour Policy inclusive of use of mobile phones and electronic devices.

  Ad Astra Academy Trust schools will work with social care, the police, health services and other services to promote the welfare of children and protect them from harm.

4.2. Ensuring Suitable Adults work with our Children

The trust adheres to safer recruitment and ensures each school operates and maintains a Single Central Record in line with the Dfe guidance 'Safeguarding Children and Safer Recruitment in Education' which records in one database the details of staff working and volunteering within the school. The record includes the following details which were checked and evidenced;

- Name
- Address
- Date of Birth
- Start date
- Position Held
- Qualifications and Status (where required for the role)
- Evidence of identity
- Section 128 Management Check
- DBS enhanced disclosure number
- Date of DBS check
- Disqualification (By Association) Check
- Children's Barred List check
- Vulnerable Adults Barred List Check
- Prohibition from Teaching Check
- Review date of DBS
- Right to work in the UK
- References
- Medical Clearance
- Overseas Check
- Management Evidenced

For regular visitors accessing the school site, evidence of identity is checked, and disclosure number is taken and recorded on the Single Central Record. Copies of evidence of identity are kept in the school records for inspection by authorised authorities.

For people visiting the school on a 'one-off' or ad hoc basis and who will not have unsupervised access to pupils, photograph identification is requested and checked. A proportional risk-based approach will be applied when determining the amount and type of children's information being passed on to temporary staff and volunteers.

All staff and adults working in trust schools will be required to sign annually:

- Staff Code of Conduct
- Acceptable user agreement
- DBS confirmation form

As well as other appropriate documentation ensuring our children are kept safe.

The CEO will monitor the effectiveness of school safe recruitment procedures annually and it is expected that the school's external QA on a termly basis who will report back to Trustees and Governors respectively any findings.

5. The Designated Safeguarding Lead

Local governing bodies and trustees should ensure that at least one member of staff of the school's leadership team is appointed to the role of Designated Safeguarding Lead. It is the expectation within Ad Astra that this will always be the headteacher. If in the case of capacity this is jointly undertaken by other senior leaders within school the headteacher must always be fully informed as he/she is ultimately responsible for safeguarding. This should be explicit in the role-holder's job description (see below from Keeping Children Safe in Education 2016 which describes the broad areas of responsibility). This person should have the appropriate authority and be given the

time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. They should 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. The Designated Safeguarding Lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns (KCSIE 2018).

5.1 Role of the Designated Safeguarding Lead

Governing Bodies and Proprietors should ensure that the school or college designates an appropriate senior member of staff to take lead responsibility for child protection. This person should 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. Some Ad Astra schools have appointed Deputy Designated Leads who are part of the safeguarding team. These individuals are 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 will not be delegated and remains with the Designated Safeguarding Lead.

Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description.

The Designated Safeguarding Lead has a very detailed role.

The role of the Designated Safeguarding Lead Person was specified in the Children Act 2004 and ensured that every organisation had a "named person" for safeguarding children and young people. The Designated Safeguarding Lead Person has a responsibility at both a strategic level within the school and on a day to day basis. However, if there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable please seek immediate support via The Children's Hub (01429 284284 or 01642 130080).

Key Aspects of the Designated Safeguarding Lead role includes:

- Making sure all staff are aware how to raise safeguarding concerns
- Ensuring all staff understand the symptoms of child abuse and neglect
- Referring any concerns to social care
- Monitoring children who are the subject of child protection plans
- Maintaining accurate and secure child protection records
- Keeping Children Safe in Education (2018) sets out the role of the Designated Safeguarding Lead (below)

The broad areas of **responsibility** for the Designated Safeguarding Leads are identified here:

Managing referrals

- Refer cases of suspected abuse to The Children's Hub.

- Support staff who make referrals to the Children's Hub.

• 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 (including Sexual Exploitation (VEMT lead) or Female Genital Mutilation and Forced Marriage).

Work with others

• Act as a point of contact with the three safeguarding partners
• Liaise with the Headteacher to inform them of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

• As required liaise with the case manager (Headteacher or where the Headteacher is the subject of the allegations the Chair of Governors) and the Designated Officer at the Local Authority for child protection concerns (all cases which concern a staff member)
• Liaise with staff (especially pastoral support staff, school nurses, IT Technicians and SENDCOs or the named person with oversight for SEND) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
• Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Undertake Training

The Designated Safeguarding Lead and any deputies should receive appropriate training updated every two years. They should undertake Prevent awareness raising and in addition to the formal training, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other Designated Safeguarding Leads, or taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, so they:

• Understand and keep up with any developments to their role
• 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 (Single Assessment Continuum of Need).
• Understand the Local Assessment Protocol which sits alongside the Continuum of Need and Services.
• 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 Trust'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.
• Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulations.

- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Are able to keep detailed, accurate, secure written or electronic records of concerns and referrals using the trust's recommended process of CPOMs.
- Understand and support the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation.
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEND and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- 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.

Raising Awareness

- The Designated Safeguarding Lead should ensure the trust's policies are known, understood and used appropriately and:
- Ensure the trust child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or trustees regarding this and the workforce in this regard to ensure its effectiveness. This includes ensuring that all staff receive the policy on their induction.
- 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 be replaced by the Safeguarding Partner arrangements) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child Protection File

•	Where children leave the school or college ensure their child protection file is transferred appropriately for any new school as soon as possible but transferred separately from the main pupil file. Ensuring secure transit and confirmation of receipt. This may be through an electronic system.

•	Receiving schools should ensure key staff such as Designated Safeguarding Leads and SENDCOs, are aware as required.

•	In addition to the child protection file, the Designated Safeguarding Lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.

Availability

- During term time the Designated Safeguarding Lead (or a deputy) should always be available (during school or college hours) for staff in the school or college 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 and colleges, working with the Designated Safeguarding Lead, to consider whether in exceptional circumstances availability via phone and or Skype or other such mediums is acceptable.
- The designated safeguarding lead and school should arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Taken from Keeping Children Safe in Education, 2018.

We also recommend as best practice that the Designated Safeguarding Lead's:

- Ensure each member of staff has access to and understands the school's suite of safeguarding policies particularly the Child Protection Policy and the Staff Behaviour Policy, especially new or part-time staff who may work with different establishments.

- Be aware of all school excursions and residentials and clarify with educational visit co-ordinator/group leader(s) their role and responsibility in connection with safeguarding/child protection.

- Ensure a whole school policy about managing behaviour and discipline including the use of reasonable force, is in place. There are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, schools and colleges should in considering the risks carefully recognise the additional vulnerability of these groups. They should also consider their duties under the Equality Act 2010/36 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.

- Ensure an effective whole school policy against bullying/cyber-bullying inclusive of measures to prevent all forms of bullying among pupils, is in place.

- Inform LA of any pupil to be deleted from school admission register and follow missing from education protocols

- Inform the LA of any pupil who fails to attend school regularly or has been absent without school's permission for a continuous period of 10 days or more.

###############School's named Designated Safeguarding Lead (DSL) is ######.

If there is an IMMEDIATE safeguarding concern and the Designated Safeguarding Leads are unavailable, please seek immediate support via The Children's Hub (01429 284284) For Stockton and Hartlepool schools, for Middlesbrough schools 01642 130080

6. **Trustee/Governing Bodies Role and Responsibilities**

Best practice would advise that a Safeguarding Governor is appointed to support the Designated Safeguarding Lead in their role. This would be from the perspective of ensuring that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and to challenge the robustness of this safeguarding activity. The Safeguarding Governor would ensure both the self-assessment tool and the Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and there are appropriate actions to progress areas of weakness or development needed. At ##### Primary School, the senior Lead Governor for safeguarding is ###.

The role of this individual is to:

- Ensure that the allocation of funding and resource is sufficient to meet the current safeguarding and child protection activity and challenge the safeguarding activity.
- Ensure the self-assessment tool and Designated Safeguarding Lead report demonstrates fully and accurately the safeguarding arrangements and any action to progress areas of weakness or development.
- Ensure that the governing body and Trustees receive training to clarify their statutory role in keeping children safe to support their quality assurance of those statutory arrangements.
- Ensure that the governing body is aware of the changes from Local Safeguarding Children Board's to Safeguarding Partner arrangements and the need for the school/college to understand their role in effective multi-agency working under the new arrangements.
- Ensure that in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Local Authority Designated Officer (LADO) and CEO should be informed this has taken place.
  - Ensure that they hold the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by all the workforce in all of the above raised areas.

If the Safeguarding Governor is NOT the Chair of Governors it is important to indicate the role of the Chair in Safeguarding, which is to:

•	Ensure that they liaise with the local authority and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the Headteacher, or trustee or member of governing body.

•	Ensure that in the event of allegations of abuse being made against the Headteacher, allegations should be reported directly to the Designated Officer (DO). Therefore, ensuring effective whistleblowing procedures are in place.

• Ensure that the appointed member of the Governing Body for Safeguarding holds the Headteacher to account on all matters involving safeguarding through an effective Child Protection Policy that is embedded and followed by the entire workforce in all of the above raised areas.

• Ensure that all staff undergo safeguarding training at induction and that they receive regular updates.

• Ensure that the school has appropriate filtering and monitoring systems in place for online content (inclusive of 3 and 4G).

• Ensure that children are taught about safeguarding through Personal, Social, Health and Economic Education (PSHE) and/or Sex and Relationships Education.

• Ensure that a designated teacher is appointed to promote the educational achievement of looked after children, including working with the Local Authority's virtual school Headteacher and discuss how pupil premium funding for looked after children will be used.

7. Information for Parents

Parents/carers should be aware that the Trustees, Governors and staff are committed to keeping our children safe and will take any reasonable action to safeguard and promote their welfare. In cases where a school has reason to be concerned that a child may be suffering significant harm, ill treatment, neglect or other forms of harm, staff have no alternative but to follow the Local Safeguarding Children Board procedures (to be replaced by Safeguarding Partner arrangements) and inform The Children's Hub or police of their concern.

8. Procedures

The Designated Safeguarding Lead (or deputy) will be informed immediately by an employee of the school, pupil of the school, parent of the school or other persons, in the following circumstances where:

- there is suspicion that a child is being harmed.

- there is evidence that a child is being harmed.

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to The Children's Hub if necessary. The Headteacher will be kept informed at all times.

The threshold of significant harm is defined in the Children Act 1989 Section 31 (9) as:
• Ill-treatment
• Impairment of health (as compared to a similar child)

Note: harm now includes the impairment of a child's health or development as a result of witnessing the ill-treatment of another person (Adoption and Children Act 2002).

Immediate Action to Ensure a Child's Safety

Immediate action may be necessary at any stage in involvement with children and families.

IN ALL CASES, IT IS VITAL TO TAKE WHATEVER ACTION IS NEEDED TO SAFEGUARD THE CHILD/REN i.e.

• If emergency medical attention is required, this can be secured by calling an ambulance (dial 999) or taking a child to the nearest Accident and Emergency Department.
• If a child is in immediate danger the police should be contacted (dial 999) as they alone have the power to remove a child immediately if protection is necessary, via Police Protection Order.

8.1 Recognition of Abuse or Neglect

Child Abuse and Neglect

'Child abuse and neglect' is a generic term encompassing all ill treatment of children, including serious physical and sexual assaults as well as cases where the standard of care does not adequately support the child's health or development.
Abuse and neglect are forms of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or, more rarely, by a stranger for example, via the internet. They may be abused by an adult or adults, or another child or children.
Working Together to Safeguard Children, 2018 sets out definitions and examples of the four broad categories of abuse:

• Physical abuse
• Emotional abuse
• Sexual abuse
• Neglect

These categories overlap, and an abused child does frequently suffer more than one type of abuse. e.g. a child may be suffering physical and emotional abuse.

Working together 2018 defines the categories of harm as:

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 induced illness in a child.

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 misuse. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing, shelter including exclusion from home or abandonment, failing to protect a child from physical and emotional harm or danger, failure to ensure adequate supervision including the use of inadequate care-takers, or the failure to ensure access

to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

N.B. Children need to be protected even when it appears that they are not aware that the physical abuse, or sexual activity that they are involved in or witness, or the neglect they experience, is harmful to them.

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 can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Emotional Abuse

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

The Designated Safeguarding Lead will keep a full record of concerns raised and make referrals to the Children's Hub, if necessary. These records may be either handwritten or electronic but will be stored via a secure system. The Headteacher will be kept informed at all times.

8.2 What to do if children talk to you about abuse or neglect

It is recognised that a child may seek an adult out to share information about abuse or neglect with or talk spontaneously individually or in groups when a member of your staff is present. In these situations, they must:

- Listen carefully to the child, and NOT directly question the child.
- Give the child time and attention.
- Allow the child to give a spontaneous account; do not stop a child who is freely recalling significant events.

- Make an accurate record of the information given taking care to record the timing, setting and people present, the child's presentation as well as what was said. Do not throw this away as it may later be needed as evidence.
- Use the child's own words.
- Explain that they (staff member) cannot promise not to speak to others about the information they have shared.
- Reassure the child that:

  o They are glad they have told them;
  o S/he has not done anything wrong;
  o What they are going to do next.
  o Explain that they will need to get help to keep the child safe.
  o They must NOT ask the child to repeat his or her account of events to anyone.

8.3 Consulting about the concern

The purpose of consultation is to discuss concerns in relation to a child and decide what action is necessary. Staff may become concerned about a child who has not spoken to them, because of their observations of, or information about that child.

It is good practice to ask a child why they are upset or how a cut or bruise was caused or respond to a child wanting to talk. This practice can help clarify vague concerns and result in appropriate action.

If staff are concerned about a child, they must share their concerns. They should talk to the Designated Officer or the Nominated Deputy who will take the appropriate action.

If one of the people is implicated in the concerns staff can discuss their concerns directly with Children's Social Care in their Local Authority or their sector representative on the Local Safeguarding Children Board.

Our staff will consult externally with them in the following circumstances:

- we remain unsure after internal consultation as to whether child protection concerns exist;
- there is disagreement as to whether child protection concerns exist;
- staff are unable to consult promptly or at all with your Designated Officer;
- the concerns relate to any member of the school, speak directly to the LADO (Local Authority Designated Officer) within 1 working day

Consultation is not the same as making a referral but should enable a decision to be made as to whether a referral to Children's Social Care or the Police should progress.

In Office Hours

Hartlepool and Stockton-On-Tees Duty Team, Tel: 01429 401844 or Tel: 01429 284284
Middlesbrough Duty Team, Tel: 01642 130080

Out of Hours

Children's Services Emergency Duty Team Telephone - 08702 402994

Police 101

8.4 Making a referral

A referral involves contacting Children's Services or the Police, using the contact numbers shown above and giving information about concerns relating to an individual or family in order that enquiries can be undertaken by the appropriate agency followed by any necessary action. The Designated Officer will take the appropriate action according to the LSCB's procedures using the safer referral form.

In certain cases, the level of concern will lead straight to a referral without external consultation being necessary.

Parents/carers should be informed if a referral is being made **except** in the circumstances where:

- sexual abuse or exploitation** is suspected;
- organised or multiple abuse is suspected;
- fabricated or induced illness (previously known as Munchausen Syndrome by proxy) is suspected;
- where forced marriage or cultural / honour based violence or FGM* is suspected;
- where contacting parents / carers would place a child at further risk.

Inability to inform parents for any reason will not prevent a referral being made. It would then become a joint decision with Children's Services about how and when the parents should be approached and by whom. Seeking advice from Children's Services about who will inform the parents in all circumstances is part of the referral process.

If the concern is about abuse or risk of abuse from someone not known to the child or child's family, make a telephone referral directly to the police and advise the parents.

If the concern is about abuse or risk of abuse from a family member or someone known to the children, make a telephone referral to Children's Social Care.

8.5 Information required for referrals

Completing the multi-agency referral form is a requirement to confirm the referral.

Staff will give as much information as possible (in emergency situations all of this information may not be available). However, unavailability of some information should not stop anyone making a safer referral.

- Name, telephone number, position and request the same of the person to whom you are speaking.
- Full name and address, telephone number of family, date of birth of child and siblings.
- Gender, ethnicity, first language, any special needs.
- Names, dates of birth and relationship of household members and any significant others.
- The names of professionals' known to be involved with the child/family e.g.: GP, Health Visitor, School.
- The nature of the concern; and foundation for them.
- An opinion on whether the child may need urgent action to make them safe.

- Your view of what appears to be the needs of the child and family.
- Whether the consent of a parent with parental responsibility has been given to the referral being made.

8.6 Action to be taken following the referral

Ensure that an accurate record is made and kept detailing your concern(s) made at the time (chronology of all actions and concerns leading to the referral).

Make sure the concerns are confirmed in writing to Children's Social Care following the referral (within 48 hours).

Accurately record the action agreed or that no further action is to be taken and the reasons for this decision*.*

9. <u>Safe Schools/Safe Staff</u>

Trustees and governors have agreed and ratified the following policies, procedures, processes or systems which must be read and considered in conjunction with this policy.

9.1 Whistle blowing/confidential reporting

Ad Astra Academy Trust's whistle blowing/confidential reporting policies provide guidance to staff and volunteers on how they can raise concerns and receive appropriate feedback on action taken, when staff have concerns about any adult's behaviour.

9.2 Complaints / Allegation Management Towards or with a Child or Adult

A Safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. If the complaint involves the Headteacher then the CEO must be informed and also the Chair of Governors. Such as;

- Behaved inappropriately in a way that has harmed 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 s/he is unsuitable to work with children

Where there are concerns about the Headteacher or Principal, this should be referred to the Chair of Governors and CEO of the Trust. In the event of allegations of abuse being made against the Headteacher, 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. (KCSIE, 2018: pg. 12)

Consultation without delay with the LA Designated Officer, Tel: 01429 284116 or 01642 130080 will determine what action follows. A multi-agency strategy meeting may be arranged to look at the complaint in its widest context, the Headteacher/senior member of school staff must attend this meeting, which will be arranged by the Designated Officer. All issues must be recorded on the allegation management form and the outcome reached must be noted to ensure closure.

http://www.teescpp.org.uk/allegations-against-staff

The process for dealing with these types of concerns is now known as Allegations Management and all organisations should have clear guidelines how to deal with them.

9.3 Reporting Concerns

Ad Astra Academy Trust ensures that each school has a Named Senior Officer (NSO) who has responsibility for Allegations Management. This NSO should be advised of any allegations. To make sure the child is protected the Named Senior Officer will consider, after seeking advice from the Local Authority Designated Officer (LADO) if necessary, whether a serious criminal offence has been committed and if so s/he must inform the Police.

Regardless which organisation the Senior Nominated Officer is from they must inform the CEO and Local Authority Designated Officer for the Allegations Management. The LADO will advise on how to proceed, whether the matter can be dealt with within the organisations own arrangements or whether a multi –agency strategy meeting is required.

Where the LADO decides that the issue can be dealt with internally by the academy trust, the reasoning and advice will be recorded and sent to the CEO* for the organisation, Children's Social Care and the Police Vulnerability Unit.   The organisation must however comply with the timescales in the guidance and inform the LADO of the outcome of their investigation. *Where the allegation is against the CEO this will be dealt with by the Chair of the Trust.

Where the LADO decides, the case needs to proceed to a strategy meeting s/he will make a referral to Children's Social Care and convene a strategy meeting in accordance with guidance.

Complaints made directly to the police will be reported to the LADO as soon as possible and again s/he will decide whether to hold a strategy meeting. This however will not prevent the Police interviewing the complainant if they feel this is appropriate.

Ad Astra Academy Trust will act on all allegations made against members of staff or volunteers.

9.4 LADO Contacts
The numbers below are for Hartlepool schools, and each school must amend this section accordingly.

Phil Curtis email:
Phil.Curtis@hartlepool.gov.uk secure email: HSCB@hartlepool.gcsx.gov.uk
Telephone number: 01429 284284 or 01429 401844

Jane Groom email:
jane.groom@hartlepool.gov.uk secure email: HSCB@hartlepool.gcsx.gov.uk
telephone number: 01429 284284 or 01429 401844

Middlesbrough 01642 130080

10 <u>Training and Support</u>

All staff members should be aware of the systems within their school which support safeguarding and these should be explained to them as part of their induction into the school to ensure they can discharge their responsibilities effectively. This includes: the trust's Child Protection Policy; each school's Staff Behaviour Policy (sometimes called a code of conduct); Safer Working Practice Document and the names of the Designated Safeguarding Lead and their deputies.

All staff members should also receive appropriate safeguarding and child protection training which is regularly updated. The governing body in consultation with the LSCB will decide the frequency and content of this CPD.
At ……… school our whole school training is held……………In addition, all staff members should receive regular safeguarding and child protection updates as required but at least annually to provide them with relevant skills and knowledge to safeguard children effectively with opportunities to contribute to reviewing and shaping the safeguarding arrangements in school inclusive of, the Child Protection Policy.

10.1   Professional Confidentiality

Confidentiality is an issue which needs to be understood by all those working with children, particularly in the context of safeguarding. Ad Astra Academy Trust recognises that the only purpose of confidentiality in this respect is to benefit the child. (Child Protection Tees Local Safeguarding Children Board procedures (to be replaced by Safeguarding Partner arrangements) http://www.teescpp.org.uk).

10.2   Records and Monitoring

Well-kept records are essential to good safeguarding practice. Ad Astra Academy Trust is clear about the need to record any concerns, discussions held, decisions made and reasons for those decisions about a child or children within its care. All staff will follow the trust's information sharing and recording polices to ensure record keeping is compliant and in line with the General Data Protection Regulations 2018 and Data Protection Act 2018. Safeguarding Recording within Ad Astra Academy Trust schools is held electronically through a secure management system of CPOMS and all staff have received training in the recording expectations and retention. Following a child leaving any school we follow the appropriate transfer procedures and retention guidelines. At …… Primary School we started electronic recording from…………… and still keep some paper records which are stored securely. Retention guidelines are followed accordingly.

10.3   Attendance at Safeguarding Conferences

In the event of any trust school being invited to attend child protection conferences, the Designated Safeguarding Lead or deputies will represent the school and/ or identify the most appropriate trained member of staff to provide information relevant to the child protection conference (initial/review). In the event that those staff members cannot attend, it may be necessary for an alternative trained member of staff from across the trust to attend.

10.4 Supporting Children

Ad Astra Academy Trust recognises that children who are abused or who witness violence may find it difficult to develop a sense of self-worth and to view the world in a positive way. Their school may be the only stable, secure and predictable element in the lives of some of the children in its care. The school, therefore, recognises that such children might exhibit challenging and defiant behaviour and will take careful note of the context of such behaviour.

10.5 Operation Encompass

Ad Astra Academy Trust recognises that children living in a home with Domestic Violence, could very well be victim to or witness to physical or emotional abuse in the home. Thus, the trust encourages all schools to register and support the Operation Encompass communication strategy to ensure School staff are fully aware of any instances of domestic violence in our children's homes. Schools who become an Operation Encompass (OE) partner work closely with the OE Lead with regards to DV incidents and offer wellbeing checks to our pupils if we are contacted following an incident which has occurred in one of our pupils' homes.

10.6   Peer on Peer abuse

Ad Astra Academy Trust also recognises that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately. No peer on peer abuse should be tolerated or minimised as part of growing up and <u>all</u> those involved will be provided with an appropriate level of support. It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others. This requires a considered and sensitive approach in order that the child can receive appropriate help and support. See the trust Peer on Peer abuse policy for detailed information.

Therefore, Ad Astra Academy Trust will endeavour to support all its pupils through:

- The curriculum to encourage self-esteem, self-motivation, self-protection.

- The school ethos, which promotes a positive, supportive and secure environment and which gives all pupils and adults a sense of being respected and valued.

- Approaches which allow children and young people to develop critical thinking, literacy skills and digital literacy skills.

- A curriculum which explores human rights, equality, democracy and tolerance and prepares children and young people fully for life in modern Britain.

- A curriculum where children develop personal resilience, understand and can take appropriate risks or have personal strategies/safety plans that allow them to manage their own safety. This can include topics covered as part of Relationships and Sex and Relationships Education as well as Fundamental British Values and the SMSC Curriculum which cover harm, abuse, positive and healthy relationships and crime

- A coherent management of school's behaviour and discipline policy & procedures inclusive of the use of reasonable force.

- Liaison with other professionals and agencies who support children and parents, including the possibility of accessing play therapy.

- A commitment to develop productive, supportive relationships with parents whenever it is in the child's interest to do so.

- The development and support of a responsive and knowledgeable staff group whose role it is to respond appropriately in all safeguarding situations.

Ad Astra Academy Trust recognises that, statistically, children with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must consider children who are subject to a statement of special needs, an education health and care plan or have a medical condition, as these can mask safeguarding issues and may often be attributed to the medical condition rather than that a child may be being harmed. Concerns such as changes in behaviour and presentation (both physical and mental) must be considered for each individual child and their own circumstances and must not be dismissed. Children with SEN are often more prone to peer group isolation than other children and there is greater potential for children with SEND and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs. Therefore, time must be taken to ensure that the full circumstances of any child who has additional needs and requires support around language and communication is shared at the point of referral to ensure the best possible outcome for the child is always achieved and their voice through any form of communication is always heard. To address these additional challenges, schools and colleges should consider extra pastoral support for children with SEND and disabilities.

Ad Astra Academy Trust also recognises that in a home environment where there is domestic violence, drug or alcohol misuse or mental health issues children may also be vulnerable and in need of support and protection.

11 <u>Links to other policies</u>

This policy must be read in conjunction with other related policies in each school.

These include:

- Robust School Recruitment and Selection policy-inclusive of safer recruitment guidance and regulation for example a single central record which demonstrates the pre-employment vetting checks for all staff (e.g. identity, professional qualifications, right to work in the UK, further checks on people who have lived or worked outside the UK including recording checks for those EEA teacher sanctions and restrictions), for the workforce who are in regulatory activity (enhanced DBS, children's/adult barred list, prohibition from teaching check, section 128 check for management positions) and supervision of those who don't meet this requirement.

- Clear recruitment procedures which embed keeping children safe across every aspect from vacancy to conditional appointments, induction and an on-going culture of vigilance.

- Trained panel members who ensure that the policy works in practice in all recruitment and selection within the school.

- School Staffing (England) Regulations 2009, Regulation 9: require trustees/governing bodies of maintained schools to ensure at least one member of a recruitment panel must undertake safer recruitment training to satisfy all requirements in the statutory guidance Keeping Children Safe in Education 2018 and Working Together 2018. At Ad Astra Academy Trust we share this commitment.

- Ad Astra Academy Trust human resources procedures.

- Staff Behaviour Policy (code of conduct) Safer Recruitment Consortium Guidance for Safer Working Practices for those working with Young People in education settings – October 2015. The trust and each individual school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with young people and agree to work within all policies and procedures to safeguard both children and adults.

- Each school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings being taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).

- Each school's Behaviour/Discipline Policy – inclusive of the Use of Reasonable Force/Positive Handling and confiscating and searching.

- Each school's Anti-Bullying Policy – (Cyber/Online bullying included in Trust's Online Safety Policy).

- Ad Astra Academy Trust Online Safety Policy inclusive of appropriate usage documentation (covering the use of mobile phones, cameras and all other technology within the school or setting)

- Each school's SEND Policy.

- Each school's educational visits/off site guidance reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the school when undertaking school trips, visits or pupils being creatively educated.

- Ad Astra Academy Trust Peer on Peer Abuse Policy

- Ad Astra Academy Trust Photographic & digital imagery guidance and Responsible use of internet guidance, parental consent forms

- Ad Astra Academy Trust Administration of medicines guidance and procedures with trained staff who manage this.

- Ad Astra Academy Trust Pupils with medical needs guidance and implications for your workforce, pupils and partnership with parents.

- Ad Astra Academy Trust Attendance Management policy- school management for attendance and the partnership with the LA in reporting children missing from education and those deleted from the school's admission register. This includes the need for two emergency contact details for every pupil, where possible.

- Ad Astra Academy Trust Missing Children Policy – inclusive of runaways, missing, and children missing from education, ensuring appropriate safeguarding responses.

- Ad Astra Academy Trust Complaints Policy

- Ad Astra Academy Trust Allegation Management Policy

- Ad Astra Academy Trust Confidentiality and Whistle blowing Policy.

- Ad Astra Academy Trust Information Sharing Policy (internal and external exchange of information)

- Ad Astra Academy Trust Looked After Children policy inclusive of named LA teacher whose role is to champion the achievement of LAC in your schools and work closely with the Designated Safeguarding Lead and the Virtual Headteacher within LA who has responsibility for the LAC.

- Ad Astra Academy Trust Intimate care and care plan policies – inclusive of procedure to support pupils who have an accident and either wet, soil or menstruate and need assistance.

  - Ad Astra Academy Trust Equalities Policy.

  - Each school's Spiritual, moral, social and cultural Curriculum inclusive of female genital mutilation, domestic abuse, child sexual exploitation, mental health and well-being and fundamental British values.

  - Ad Astra Academy Trust Prevent policy

  - Building design, access and management policy (including site security and visitors)

  - School's unaccompanied Travel to and From School procedure to ensure pupils safety.

This template was originally developed by members of CAPE (The National Group of Education Leads for Safeguarding and Child Protection across the North West/East). Sunderland City Council Education Safeguarding Team remodelled and adapted it to suit local/regional need. Between 2014-2018, this template was again revised in partnership with Pam Gartland: Safeguarding First Ltd to provide a guidance tool for schools in light of the new statutory DfE guidance Keeping Children Safe in Education.

12 **National Legislation & Local Guidance**

This policy has been informed by the following legislation and national & local guidance

Children Act 1989/2004
http://www.legislation.gov.uk/ukpga/2004/31/contents

CP Referral Form
New Multi Agency Referral Form to Children's Social Care = Click here to download the referral form

Data Protection Act 2018
http://www.legislation.gov.uk/ukpga/2018/12/contents/enacted

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Education Act 2002 Section 175
www.legislation.gov.uk/ukpga/2002/32/section/175

Education (Independent School Standards) Regulations 2014
http://www.legislation.gov.uk/uksi/2014/3283/schedule/made

Equality Act 2010
https://www.gov.uk/guidance/equality-act-2010-guidance

General Data Protection Regulations, 2018
https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en

Information Sharing: Advice for Practitioners providing safeguarding services
https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

Hartlepool Safeguarding Children Board Procedures
http://www.teescpp.org.uk

Keeping Children Safe in Education 2018
https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

Non-Maintained Special Schools (England) Regulations 2015
http://www.legislation.gov.uk/uksi/2015/728/made

DfE Statutory framework for the Early Years Foundation Stage (EYFS) 2017
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/596629/EYFS_STATUTORY_FRAMEWORK_2017.pdf

Public Sector Equality Duty Guidance for Schools in England
https://www.equalityhumanrights.com/en/publication-download/public-sector-equality-duty-guidance-schools-england

Hartlepool Safeguarding Children Board Procedures
http://www.teescpp.org.uk

CP Referral Form
New Multi-Agency Referral Form to Children's Social Care = Click here to download the referral form

What to do if you are worried a child is being abused 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf

Data Protection Act 1998
http://www.legislation.gov.uk/ukpga/1998/29/contents

Sexual Offences Act 2003
http://www.legislation.gov.uk/ukpga/2003/42/contents

Safeguarding Vulnerable Groups Act 2006
http://www.legislation.gov.uk/ukpga/2006/47/contents

Freedom of Information Act 2000
http://www.legislation.gov.uk/ukpga/2000/36/pdfs/ukpga_20000036_en.pdf

School attendance: Guidance for schools
https://www.gov.uk/government/publications/school-attendance

Working together to safeguard children HM GOV (2018)
https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

13 Appendix A- Professional Advice and Guidance

1. Female Genital Mutilation

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, including so called 'honour-based violence'. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate a risk, but if there are two or more indicators present this could signal a risk to a child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If a teacher, 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.

Any staff wanting further advice on FGM can contact the NSPCC helpline on 0800 028 3550.

If staff members have any concerns regarding FGM; they must be discussed with the designated lead immediately.

2. Child Sexual Exploitation

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example accommodation, drugs, alcohol, gifts, money or affection) as a result of engaging in sexual activities.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any signs of this abuse.

If staff members have any concerns regarding children who may be a victim of Sexual exploitation; they must be discussed with the designated lead immediately.

If staff members have any concerns regarding CSE; they must be discussed with the designated lead immediately.

3. Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting'. Many professionals consider sexting to be 'sending or posting sexually

suggestive images, including nude or semi-nude photographs, via mobiles or over the Internet.' Yet when young people are asked 'What does sexting mean to you?' they are more likely to interpret sexting as 'writing and sharing explicit messages with people they know'. Similarly, many parents think of sexting as flirty or sexual text messages rather than images.

Sharing photos and videos online is part of daily life for many people, enabling them to share their experiences, connect with friends and record their lives. Photos and videos can be shared as text messages, email, posted on social media or increasingly via mobile messaging apps, such as Snapchat, Instagram, WhatsApp or Facebook Messenger. 90% of 16-24-year olds and 69% of 12-15 year olds own a smartphone, giving them the ability to quickly and easily create and share photos and videos. This increase in the speed and ease of sharing imagery has brought concerns about young people producing and sharing sexual imagery of themselves. This can expose them to risks, particularly if the imagery is shared further, including embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing sexual images of under 18s is also illegal.

Although the production of such imagery will likely take place outside of school and college, these issues often manifest in schools, colleges and organisations working with children and young people. Schools, colleges and other organisations need to be able to respond swiftly and confidently to ensure that children are safeguarded, supported and educated. (See Sexting in schools and colleges: responding to incidents and safeguarding young people – UK council for Child internet safety)

If staff members believe any children may be involved in sexting; the designated lead must be informed immediately.

4. Fabricated or induced illness

The fabrication or induction of illness in children by a carer has been referred to by a number of different terms, most commonly Munchausen Syndrome by Proxy (Meadow, 1977), Factitious Illness by Proxy (Bools, 1996; Jones and Bools, 1999) or Illness Induction syndrome (Gray et al, 1995). This terminology is also used by some as if it were a psychiatric diagnosis.

If, as a result of a carer's behaviour, there is concern that the child is or is likely to suffer significant harm, this guidance should be followed. The key issue is not what term to use to describe this type of abuse, but the impact of fabricated or induced illness on the child's health and development, and consideration of how best to safeguard and promote the child's welfare.

There are three main ways of the carer fabricating or inducing illness in a child. These are not mutually exclusive and include:

- fabrication of signs and symptoms. This may include fabrication of past medical history;
- fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents:
- induction of illness by a variety of means.

Children have varying needs which change over time. Judgements on how best to intervene when there are concerns about harm to a child will often and unavoidably

entail an element of risk – the two extremes being leaving a child for too long in a dangerous situation or removing a child unnecessarily from their family. The way to proceed in the face of uncertainty is through competent professional judgements based on a sound assessment of the child's needs, the parents' capacity to respond to those needs – including their capacity to keep the child safe from significant harm – and the wider family circumstances (Working Together, 2006).
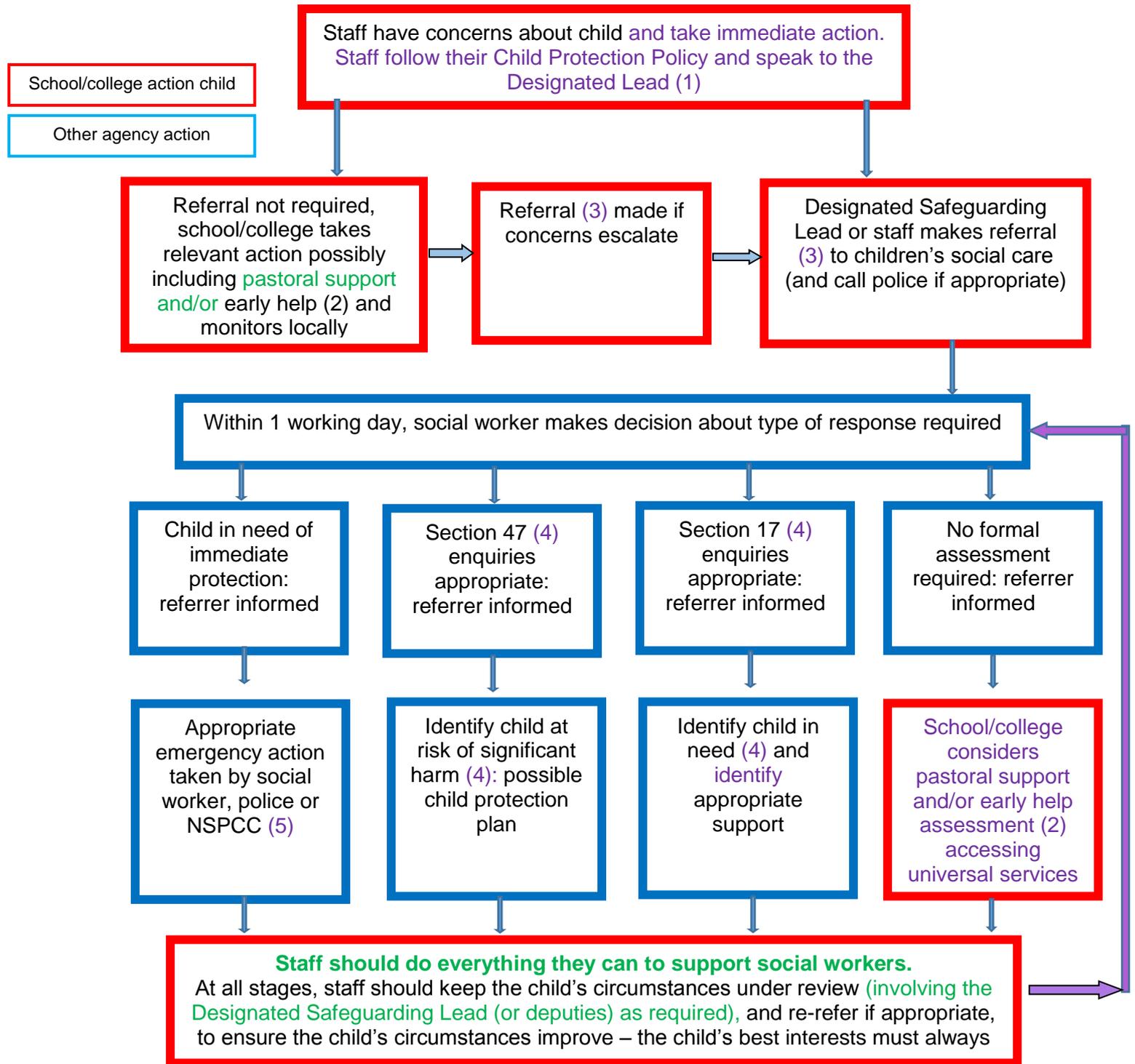
If staff members have any concerns regarding children who may be a victim of fabricated or induced illness; they must be discussed with the designated lead immediately.

14. Appendix B- Links

Abuse or Safeguarding Issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE Advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE Advice
	Relationship Abuse: Disrespect Nobody	Home Office Website
Bullying	Preventing bullying, including cyberbullying	DfE Advice
Children and the courts	Advice for 5-11 year olds witnesses in criminal courts	MoJ Advice
	Advice for 12-17 year olds witnesses in criminal courts	MoJ Advice
Children missing from education, home or care	Children missing education	DfE Statutory Guidance
	Child missing from home or care	DfE Statutory Guidance
	Children and adults missing strategy	Home Office Strategy
Children with family members in prison	National information centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) Advice
Child Exploitation	County Lines: Criminal exploitation of children and vulnerable adults	Home Office Guidance
	Child sexual exploitation: Guide for practitioners	DfE Guidance
	Trafficking: Safeguarding children	DfE & HO Guidance
Drugs	Drugs: Advice for schools	DfE & ACPO Advice
	Drug strategy 2017	Home Office Strategy
	Information and advice on drugs	Talk to Frank Website
	ADEPIS platform sharing information and resources for schools: Covering drug (& alcohol) prevention	Website developed by Mentor UK
'Honour Based Violence' (so called)	Female genital mutilation: Information and resources	Home Office
	Female genital mutilation: Multi agency statutory guidance	DfE, DH and HO Statutory Guidance
	Forced marriage: Information and practice guidelines	Foreign Commonwealth Office and Home Office

Health and Well-being	Fabricated or induced illness: Safeguarding children	DfE, DH and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England Resources
	Medical conditions: Supporting pupils at school	DfE Statutory Guidance
	Mental health and behaviour	DfE Advice

Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: Responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private Fostering	https://www.gov.uk/government/publications/children-act-1989-private-fostering	DfE Statutory Guidance
Radicalisation	Prevent duty guidance	Home Office Guidance
	Prevent duty advice for schools	DfE Advice
	Educate against hate website	DfE & Home Office
Violence	Gangs and youth violence: For schools and colleges	Home Office Advice
	Ending violence against women and girls 2016-2020 strategy	Home Office Strategy
	Violence against women and girls: National statement of expectations for victims	Home Office Guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE Advice
	Serious violence strategy	Home Office Strategy

15. Appendix C- Actions where there are concerns about a child

Staff have concerns about child and take immediate action. Staff follow their Child Protection Policy and speak to the Designated Lead (1)

School/college action child

Other agency action

Referral not required, school/college takes relevant action possibly including pastoral support and/or early help (2) and monitors locally

Referral (3) made if concerns escalate

Designated Safeguarding Lead or staff makes referral (3) to children's social care (and call police if appropriate)

Within 1 working day, social worker makes decision about type of response required

Child in need of immediate protection: referrer informed

Section 47 (4) enquiries appropriate: referrer informed

Section 17 (4) enquiries appropriate: referrer informed

No formal assessment required: referrer informed

Appropriate emergency action taken by social worker, police or NSPCC (5)

Identify child at risk of significant harm (4): possible child protection plan

Identify child in need (4) and identify appropriate support

School/college considers pastoral support and/or early help assessment (2) accessing universal services

Staff should do everything they can to support social workers.
At all stages, staff should keep the child's circumstances under review (involving the Designated Safeguarding Lead (or deputies) as required), and re-refer if appropriate, to ensure the child's circumstances improve – the child's best interests must always

1. In cases which also involve a concern or allegation of abuse against a staff member, see Part Four of KCSIE 2018
2. Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter One of Working Together to Safeguard Children provides detailed guidance on the early help process.
3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children
4. Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter One of Working Together to Safeguard Children
5. This could include applying for an Emergency Protection Order (EPO)

Review and Approval

This Policy will be reviewed annually or in light of any changes in legislation and/or guidance. This policy will be updated by our Trust at any time that local solutions such as front door services in social care or the LADO details change. This policy may also be amended following the annual review with staff where our School/Setting's procedures or practices may change following whole staff discussion or training to ensure it is the most effective policy in keeping our children safe.

This policy must be ratified by the governing body signed/dated by both the Headteacher and Chair.

Whole-School Policy: Child Protection

School...