

KINGSMEAD SCHOOL



Whole School Policy for Safeguarding Incorporating Child Protection

This policy has been adapted from the Staffordshire County Council and Staffordshire Safeguarding Children Board policy.

This policy is available on our school website and is available on request from the school office.

The policy is provided to all staff (including temporary staff and volunteers) at induction alongside our Staff Code of Conduct.

In addition, all staff are provided with Part One of the statutory guidance

[Keeping Children Safe in Education 2021](#)

Implementation Date: June 2019

Review Date: 28/09/2021

**Next Review Date: September 2022
(or earlier if amendments required)**

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1. Purpose and Aims

The **purpose** of Kingsmead School's safeguarding policy is to ensure we:

- **Are committed** – developing a robust culture of vigilance
- **Build resilience** – raising awareness of safeguarding and child protection issues, and equipping children with the language and skills to keep themselves safe
- **Establish a safe environment** – in which children can learn and develop within an ethos of openness and are taught to treat each other with respect, to feel safe, to have a voice and are listened to
- **Support vulnerable students** – supporting students who have been abused, have witnessed violence towards others or may be vulnerable to abuse
- **Prevent unsuitable people** – from working with children by ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with our children, and to maintain an active vigilance thereafter

Our aim is to follow the procedures set out by Staffordshire Safeguarding Children's Board, Working Together to Safeguard Children 2019 and Keeping Children Safe in Education 2021 by:

- **Knowing** that safeguarding and promoting the welfare of children is everyone's responsibility, and **the voice of the child is evident;**
- **Protecting** children and young people at our school from maltreatment;
- Establishing **a safe environment** in which our children can learn and develop within an ethos of openness;
- **Preventing** impairment of our children and young people's health or development;
- **Ensuring** young people at our school grow up in circumstances consistent with the provisions of safe and effective care;
- Offering children a **balanced curriculum** including Personal development, Relationships and Sex education, online safety, sexting, peer on peer abuse as well as county lines, contextualised issues and Child Criminal Exploitation. Also supporting this with online activities to enable them to enhance their safeguarding skills and knowledge whilst understanding the risks
- Offering children and young people balanced curriculum through online activities, enabling them to enhance their **safeguarding** skills and knowledge whilst **understanding the risks;**
- Understanding that **no single professional** can have the full picture of a child's needs and circumstances. **Everyone** who comes into contact with children and their family has a **role to play in identifying concerns, sharing information and taking prompt action;**
- Undertaking the role so as to enable children and young people at our school to have **best outcomes;**

- Ensuring as a school we have a clear understanding of our staff's knowledge and understanding, and embedding safeguarding through clear systems of communication and Continuous Professional Development (CPD) so that safeguarding is a **robust element** of our school

At **Kingsmead** we strive to: -

- **Protect** children and young people from maltreatment.
- **Prevent** impairment of our children and young people's mental and physical health or development.
- **Ensure** that our children and young people grow up in circumstances consistent with the provisions of safe and effective care.
- **Take action** to enable **ALL** children to have the **best outcomes**.

This policy provides guidance to all adults working within the school, whether paid or voluntary or directly employed by the school or a third party.

- This policy is available on our school website and is available on request from the school office. We also inform parents/carers about this policy when their children join our school.
- This policy will be reviewed in full by the Governing Body on an annual basis or sooner should legislation/guidance change.
- This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are students at this school. Our policy applies to all staff; paid and unpaid, working in the school including Governors.
- Our Governing Body, working with the senior leadership team and especially our Designated Safeguarding Lead, ensure that those staff who do not work directly with children read and either Part 1 or Annex A (condensed version of Part 1) of the KCSiE 2021 guidance
- The policy is provided to all staff (including temporary staff and volunteers) at induction, alongside our Staff code of conduct. In addition, all staff are provided with Part One, [Keeping Children Safe in Education](#) 2021
- The school follows the Staffordshire Safeguarding Children's Board policies and procedures. 8

2. Ethos

The child's welfare is of paramount importance, we are a child centred school and make all efforts possible to capture the voice of the child and to try and understand what their daily lived experiences are like

We all have a statutory duty to safeguard and promote the welfare of children and to maintain a professional attitude of *it could happen here* where safeguarding is concerned.

Our school is committed to safeguarding children and promoting children's welfare and expects all staff, governors, volunteers and visitors to share this commitment and maintain a vigilant and safe environment. Everyone has a responsibility to **act without delay** to protect children by reporting anything that might suggest a child is being abused or neglected. It is our willingness to work safely and challenge inappropriate behaviours that underpins this commitment. The school seeks to work in partnership with families and other agencies to improve the outcomes for children who are vulnerable or in need.

***'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.'* (Keeping Children Safe in Education 2021)**

All staff are expected to report any concerns that they have, and **not see these as insignificant**. On occasions, a referral is justified by a **single incident** such as an injury or disclosure of abuse. More often however, **concerns accumulate over a period of time** and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, **it is crucial that staff record and pass on concerns** in accordance with this policy to allow the Designated Safeguarding Lead to build up a picture and access support for the child at the earliest opportunity. **(See Appendices 1 And 2)**

The school maintains a professional attitude of 'it could happen here' where safeguarding is concerned. When there are concerns about the welfare of a child, staff members will always act in the best interests of the child. This policy has been developed in-conjunction with our school culture of prevention, protection and support and will be linked with all our safeguarding related policies. Our school will continue to maintain an ethos where students feel secure, are encouraged to talk, are listened to and feel safe. Children at our school are encouraged to talk freely with any staff member at our school if they are worried or concerned about something.

3. Key Principles

The child's needs and welfare are paramount. **Kingsmead School is a child centred school**. All children have a right to be protected from abuse and neglect and have their welfare safeguarded.

Children should be **listened to** and their views and wishes should inform any assessment and provision for them. Staff should always act in the **interests of the child** in order to protect them.

Kingsmead School recognises that scrutiny, challenge and supervision are key to safeguarding children.

- At Kingsmead School we have a robust Safeguarding training schedule for all staff, which is monitored by the DSL. All staff receive Level 1 Safeguarding training as required in KCSIE 2021, and also receive regular updates through staff meetings, briefings, emails,

Safeguarding notice board etc. to develop and support robust safeguarding practices amongst all staff. All members of the safeguarding team are at least level 2 trained. DSL and Deputy DSL keep up to date with Level 3 and 4.

- The school has **clear induction processes** for all staff, volunteers and Governors, and all required documents and policies are provided both at induction of new staff, and on a yearly refresh basis for current staff. These documents include Part 1, KCSIE 2021; Code of Conduct; the Behaviour policy; Attendance procedures and Kingsmead School follow the procedures listed in 4.0 of the JT MAT attendance Policy for Children Missing in Education, the role of the DSL; and this Safeguarding Policy.
- The school is committed to working with other agencies to provide **early help** for children before they become at risk of harm or require a 'child in need' statutory assessment.
- '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.' (WT 2019)
 - **All staff at Kingsmead** will 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.
 - **All staff at Kingsmead** will be aware that safeguarding incidents and /or behaviours can be associated with factors outside the school or college and /or can occur between children outside of these environments.
 - **All staff**, but especially the Designated Safeguarding Lead/ Deputies at **Kingsmead** will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence.
- All staff should be aware of the early help process, and **understand their role in it**. (KCSIE 2021). 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 an early help assessment.' (DfE 2019)
- '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 that may follow a referral, along with the role they might be expected to play in such assessments.' (KCSIE 2021)
- All staff have equal responsibility to report their concerns about a child or the behaviour of any adult without delay to the Designated Safeguarding Lead. Whilst the Designated Safeguarding Lead will normally make referrals to Children's Services, **any staff member can refer their concerns to children's social care** directly in emergencies or if they feel they need to do so. (**Staffordshire First Response 0800 1313126**)
- Everyone has responsibility to **escalate their concerns** and 'press for reconsideration' if they believe a child's needs remain unmet or if the child is failing to thrive and in need or if the child is at risk of harm.
- The school understands its responsibility to **request a statutory assessment** lead by a social worker for any child in need, as defined under the Children Act 1989, who is

unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services.

- The school will work in **partnership with other agencies** to promote the welfare of children and protect them from harm, including the need to share information about a child in order to safeguard them.
- The school will **work with other agencies** to ensure any actions that are part of a multi-agency coordinated plan are completed in a timely way.
- The school will follow the Staffordshire Safeguarding Children's Board's procedures and provide them with information as required. www.staffsscb.org.uk
- Staff, children and families will need support following child protection processes being followed.
- Children have a right to learn ways to keep themselves safe from harm and exploitation. We will provide opportunities for students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.
- Safeguarding issues will be addressed through the relevant curriculum areas, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), sexting and bullying (including cyber bullying).
- Tutors will deliver aspects of Safeguarding through Tutor periods and 'Drop down' days will provide focussed opportunities to deliver relevant topics
- A range of Safeguarding issues will be delivered across all year groups via assembly programs.
- Relevant issues will be addressed through all areas of the curriculum.

4. Legislation and Guidance:

Schools and colleges **must have regard** for the DfE statutory guidance '**Keeping Children Safe in Education (DfE2021)**'. [***'Keeping Children Safe in Education' 2021,***](#)

This guidance is read alongside

- statutory guidance [Working Together to Safeguard Children](#)
- departmental advice [What to do if you are Worried a Child is being Abused-Advice for Practitioners](#) and
- departmental advice [Sexual Violence and Sexual Harassment Between Children in Schools and Colleges](#)

Local Authorities have a duty to make enquiries under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, **significant harm**, to enable them to decide whether they should take any action to safeguard and promote the child's welfare. There may be a need for immediate protection whilst the assessment is carried out. **(See Appendices 1 and 2)**

A **child in need** is defined under the Children Act 1989, as a child who is unlikely to achieve or maintain a satisfactory level of health or development, or their health and development will be significantly impaired, without the provision of services; or a child who is disabled. A social worker will lead and co-ordinate any assessment under section 17 of the Children Act 1989. **(See Appendices 1 and 2)**

Section 175 of the Education Act 2002 places a duty on local authorities (in relation to their education functions, and governing bodies of maintained schools and further education institutions, which include sixth-form colleges) **to exercise their functions** with a view to safeguarding and promoting the welfare of children who are students at a school, or who are students under 18 years of age attending further education institutions. The same duty applies to independent schools (which include Academies and free schools) by virtue of regulations made under section 157 of the same Act.

5. Roles and Responsibilities

Designated and Deputy Safeguarding Leads

The Designated and Deputy Safeguarding Leads (DSL and DDSL) will carry out their roles in accordance with keeping Children Safe in Education 2021. ['Keeping Children Safe in Education'](#)

Our Designated Safeguarding Lead is Mrs Diane Pritchard

Our Deputy Designated Safeguarding Leads are Ms Toni Bohn, Mrs Jenny Russell

The DSL/DDSL will undergo appropriate Safeguarding Training to provide them with the knowledge and skills to carry out their role. This training should be updated at least every 2 years, in line with Staffordshire Safeguarding Children's Board requirements. In addition to the formal training, their knowledge and skills should be refreshed at regular intervals, at least annually through SCC DSL Briefings, meeting other DSL's, emails, the JT MAT DSL networking meeting and reading statutory guidance.

The DSL continually develops an understanding of the community the school serves, the risks and resilience. Kingsmead School leads a community safeguarding forum attended by local primary school DSLs, Neighbouring secondary school DSLs, PCSOs, Governing body for safeguarding and SSCB representatives. This forum allows us to share contextual knowledge and provide solutions for our children. We work alongside 'Hednesford in Partnership', Hednesford Parish Council and Wimblebury and Heath Hayes Parish council.

DSL/Deputy DSL will refer cases of suspected abuse to the local authority children's social care as required. They will represent School at child protection conferences and core group meetings. The DSL will be the expert within the school to support staff in liaising with other agencies, making assessments and referrals. Any staff member maybe required to be part of strategy discussions with other interagency meetings and contribute to the assessment of child/ren.

[NPCC Guidance 'When to call the Police'](#) helps designated safeguarding leads understand when they should consider calling the Police and what to expect when they do.

The DSL will support staff who make referrals to Staffordshire Children's Advice and Support service

The DSL will support staff that make referrals to First Response

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and also support staff that make referrals to the Channel programme

The DSL will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required in conjunction with the Headteacher.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSCB training strategy and KCSIE 2020 recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteers.

The DSL monitors the electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. Kingsmead School uses the '**MY CONCERN**' safeguarding monitoring system. The recording and storing of information is kept in-line with the General Data Protection Act.

Safeguarding and child protection records are kept separate from academic records and that there is a clear recorded process of transfer of records to **all new** education settings (e.g. nurseries, schools, colleges, student referral units). Chronology case management systems at the front of all children/young people's files are there to give clarity on summary/recognition of cumulative low level concerns which need to be monitored.

DSL monitors the quality of safeguarding files and/or recording on electronic systems through auditing case files regularly. The DSL/DDSL should have appropriate and regular supervision within the Senior Leadership Team. Systems are compliant with General Data Protection Act.

The DSL has developed systems for case management which is detailed, accurate, secure electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly. Systems are compliant with General Data Protection Act.

The DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned the purpose of e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews).

The DSL will share risks and resilience of student's proportionately with staff members/volunteers on a "need to know and in the child's best interest" and this is recorded and monitored to ensure risks/progress of student/student is understood. The DSL will clearly state reasons for sharing this information and that this is carried out in strict confidentiality. The DSL will attend Kingsmead 'STRAT' meetings to work with other agencies in providing the most appropriate and best interventions through referral.

DSL helps to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children (including children with or who have previously had a Social Worker) are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

The DSL ensures systems are in place to induct new staff/governors that is robust and monitored. Non-compliance is shared with Senior Leadership Team/Governance body. The DSL ensures the induction procedure is updated annually in-line with Keeping Children Safe in Education.

The DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

The DSL understands and supports the school with regards to the requirements of the Prevent duty and is able to provide advice and support to staff on protecting children from the risk of radicalisation. The schools on-line safety policy links with this policy. A copy can be requested from the school's office if required.

The DSL, along with the Head of School and Governing Body, encourages a culture of listening to children and taking account of their wishes and feelings. The DSL has developed systems to record these and ensure through case reviews the child/ren's voice has been heard and recorded.

The DSL will liaise with the Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

The DSL, as required, will liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns) for all cases which concern a staff member.

The DSL will liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. The DSL will act as a source of support, advice

and expertise for staff. Risk assessments will be completed as required and should where appropriate involve other agencies.

The DSL ,where a parent chooses to remove their child/ren from school to **EHE (Elected Home Educators)** will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL ensures 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.

The DSL has links with the SSCB and has contact names of all school representatives on the Board and sub groups and can influence the work of the Board. As a school, we also adopt local policies on safeguarding and training opportunities.

During term time the DSL or DDSL is available (during school or college hours) for staff in the school to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

The DSL in school has robust checking procedures for all outside providers and ensures that visits and Safeguarding procedures ensure compliance. The DSL checks DBS details for all coach and taxi companies used through the school day.

School at times may require further assistance from interpreters to support child and families. These services will be accessed with support of the DSL.

Governing Body

The Local Governing Body and Head of School is accountable for ensuring the effectiveness of this policy and school compliance. The Governors has a named champion within Safeguarding, this is **Barbara Heath**.

The Local Governing Body and Head of School have appointed **Diane Pritchard** as the Designated Safeguarding Lead who is part of the Senior Leadership Team. The Local Governing Body will monitor this post to ensure the post holder has the time and resources required to fulfil the duty.

The Local Governing Body and Head of School have identified **Toni Bohn and Jennifer Russell** as Deputy Designated Safeguarding Leads (DDSL). The DDSL is trained to the same safeguarding standard as is required of the DSL. The DSL can delegate activities to the DDSL yet the ultimate responsibility still remains with the DSL; the lead responsibility should not be delegated. In the absence of the DSL the Deputy DSL will take lead on safeguarding with clear direction from the Senior Leadership Team.

The DSL and DDSL job description (appendix B KCSIE 2021) has been added to each staff members Job description. The Local Governing Body have shared the content of "Keeping

Children Safe in Education" (2020) with the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead and are confident the individuals have the knowledge and understanding to carry out their roles appropriately. The DSL training is compliant with the [SSCB training strategy](#).

The Local Governing Body ensures that the DSL understands they have the responsibility in leading safeguarding and child protection across the school. This individual has the appropriate status, authority, funding, resources, training and support to provide advice and guidance to all staff members within the school on child welfare and child protection. The DSL/Deputy DSL receives appropriate and regular supervision from the Senior Leadership Team or external services.

The Governing body ensure that they facilitate a whole setting approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes, policies and practice, should operate with the **best interests of the child** at their heart.

Where there is a safeguarding concern, Governing bodies ensure the child's wishes and feelings are considered when determining what action to take and what services to provide. Systems are in place and are well promoted, explained properly and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

The Local Governing Body ensures that the school is **compliant with their 175/157** return to the Local Authority/Staffordshire Safeguarding Children Board. Any areas of concern in safeguarding are identified and an action plan and/or necessary risk assessment is developed. The Local Governing Body ensures the school contributes to inter-agency working in-line with Working Together to Safeguard Children (2019).

The Local Governing Body ensures **Safer Recruitment Procedures**, that include the requirement for appropriate checks in line with national guidance, are followed.

The Local Governing Body has overview of the **training schedule and future training requirements** and this updated every term. All staff, volunteers and Governors have received an induction which includes basic safeguarding training compliant with the SSCB. www.staffsscb.org.uk. All staff, volunteers and Governors have read and understood the Code of Conduct and Keeping Children Safe in Education 2020.

At **Kingsmead** we ensure that children are taught about safeguarding, including online safety, see sections further on in this policy regarding this.

- [Teaching about relationships, sex and health](#)

There is an expectation that all teachers manage behaviour effectively to ensure a good and safe educational environment and requires teachers to have a clear understanding of the needs of all pupils.

All staff, volunteers and Governors have read and understood the code of conduct annually and Keeping Children Safe in Education 2021. At **Kingsmead** we have developed a system, in-line

with guidance, to ensure that regulated and non-regulated activities, as well as staff supervision, is understood across the school. The identification of volunteers, students, supply staff and visitors can be clearly identified by our visitor system.

Governing bodies will ensure there are appropriate policies and procedures in place for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These policies are updated at least annually with timely updates, if required sooner. These policies include: -

- This Safeguarding/Child Protection Policy and our whole setting culture and approach to all forms of safeguarding referencing Staffs SCB safeguarding arrangements by safeguarding partners, as well as other policies such as peer on peer abuse/child on child sexual violence and sexual harassment, online safety and special educational needs and disabilities (SEND). We ensure that we keep up to date with safeguarding issues as they emerge and evolve, including lessons learnt.
- a restorative behaviour policy including measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a staff behaviour/code of conduct which includes acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media.
- a whistleblowing policy and staff have received a copy and had the opportunity to raise concerns. There is a culture in our setting where staff can raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed whistle blowing procedures [whistle blowing procedures](#)
- appropriate safeguarding arrangements in place to respond to children who go missing from education, particularly on repeat occasions

The JTMAT ensures there is a current whistle blowing policy and that staff have access to a copy and had the opportunity to raise concerns. There is a culture evident in school to raise concerns about poor or unsafe practice and such concerns are addressed professionally and sensitively in accordance with agreed [whistle blowing procedures](#)

Further guidance on [whistle blowing](#) can be found at this link. 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

The JTMAT Board, Local Governing Body and Head of School have a schedule of policies and procedures to reviews to ensure they are current and in line with National and Local guidance.

The Local Governing Body and DSL coordinate the updates for safeguarding with a training schedule to support the culture of learning for all staff/volunteers.

Kingsmead School updates parents through the website and bulletins.

Designated Lead Teacher for Looked After and previously Looked After Children

The Local Governing Body must appoint a designated teacher and should work with Local Authorities to promote the educational achievement of registered students who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, the designated teacher will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is: **Declan Farrell**

The designated teacher will work with the Virtual School to provide the most appropriate Support, utilising the student premium plus to ensure they meet the needs identified in the child's personal education plan.

The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

6. Working with Parents/Carers

At Kingsmead School we are committed to working in partnership with parents/carers to safeguard and promote the welfare of children, and to support them to understand our statutory responsibilities in this area. The school follows legislation that aims to act in the best interests of the child.

When new students join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to make a referral to Families First Services or other agencies.

We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission or if it is necessary to do so in order to safeguard a child from harm.

We will seek to share with parents any concerns we may have about their child before making a referral, unless to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the Designated Safeguarding Lead making a referral to Families First in those circumstances where it is appropriate to do so.

In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives
- Full names and contact details of all persons with parental responsibility (if different from above)
- Emergency contact details (if different from above)
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).
- Any legal or criminal changes which effects parental responsibility e.g. bail condition, court orders, Multi Agency Risk Assessment Conference (MARAC).

Kingsmead School will retain this information on the student file. The school will only share information about students with adults who have parental responsibility for a student or where a parent has given permission and the school has been supplied with the adult's full details in writing.

7. Staffordshire Early Help

Any Child may benefit from Early Help, but all school/college staff are 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 they have a statutory Education, Health and Care Plan or not).
- Is a young carer.
- Is showing signs of being drawn in to antisocial or criminal behaviour, including gang involvement and association with organised crime groups.
- Is frequently missing or goes missing from school, care or from home.
- Is at risk of modern slavery, trafficking, or exploitation.
- Is at risk of being radicalised or exploited.
- Is in family circumstances that presents challenges for the child, such as drug or alcohol issues, 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.

The Designated Safeguarding Lead will ensure staff are 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 an early help assessment.

Every member of staff, including volunteers working with children at our school, are advised to maintain an attitude of '**professional curiosity and respectful uncertainty**' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outlined in this policy.

Early intervention is a key part of a wider continuum of services and will work alongside universal services. For early intervention to be successful each stage of the process must be carried out well and followed through by every person who works with children, young people and families and has an individual responsibility for early intervention

Practitioners should complete the Staffordshire Early Help Assessment (EHA) when:

- Age appropriate progress is not being made and the causes are unclear or
- The support of more than one additional agency is needed to meet the child or young person's needs
- Children do not meet threshold yet concerns are emerging e.g. attendance, behavioural, academic progress, change in behaviour

Guidance documents can be accessed at the following links:

- [Families First Guidance Documents](#)
- [Thresholds and Early Help Guidance](#)

The establishment EHA lead may need to make a referral directly to other agencies, or request the support of Staffordshire County Council Local Support Team (LST). That referral will be made through Families First Responsive Services (0800 1313126) or to report a concern via email, www.staffordshire.gov.uk/reportconcern

The DSL may also consider seeking advice and guidance from [Staffordshire Education Safeguarding Advice Service](#) around thresholds and appropriate referrals to First Response. **ESAS:**
- **01785 895836**

Concerns about a child should always lead to help for a child. The school may need to escalate its concerns with Children's Services to ensure a referral is accepted or work with other agencies to ensure an Early Help Assessment is completed.

8. What Happens after a Referral is Deemed Necessary to Escalate Beyond Early Help?

Child in Need (Section 17)

If the DSL considers that the welfare concerns indicate that a Child in Need referral is appropriate, they will speak with the parents of the child and obtain their consent for referral to the First Response Team (FRT), or the appropriate social care team if a different authority, to request an assessment. If parents refuse to give consent, but the child's needs are not being met, the DSL will discuss the issues with the First Response Team. Appropriate school staff should be invited to participate in Child in Need (CIN) meetings convened by Children's Social Care when children are deemed to require section 17 services.

Child Protection (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 are in police protective custody under section 46 of the Children Act 1989.

Children's Services will convene a Child Protection Conference, once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk. Between conferences regular meetings of a core group will take place to monitor the progress of the child protection plan.

The DSL and sometimes other staff members may be asked to attend a child protection conference on behalf of the school in respect of individual children. In any event, the person attending will require to have as much relevant up to date information/case files about the child as possible; any member of staff will be required to contribute to this process. The person attending must contribute a recommendation on the risks/protective factors for the family from their factual information and a view on a need for child protection plan.

Clearly child protection conferences can be upsetting for parents. It is recognised that school staff are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to First Response or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parent.

9. Escalation Procedure

Staffordshire Safeguarding Children Board expects members of staff working directly with families to share information appropriately and work to plans agreed in all relevant forums. Good practice includes the expectation that constructive challenge amongst colleagues within agencies and between agencies provides a healthy approach to the work.

Where members of staff from any agency feel concerns regarding a child are not being addressed it is expected that the escalation process should be used until a satisfactory conclusion is reached.

The process of resolution should be kept as simple as possible and the aim should be to resolve difficulties at a professional practitioner level wherever possible. It should be recognised that differences in status and experience may affect the confidence of some workers to pursue this course of action, and support should be sought from the Schools DSL.

Guidance on the [escalation procedure](#) can be found at this link.

When to call the Police

The DSL will support staff that make referrals to First Response

The DSL will refer cases to the Channel programme where there is a radicalisation concern as required, and support staff making referrals to the Channel programme

The DSL will refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

The DSL will refer cases where a crime may have been committed to the Police as required.

The DSL/Deputy DSL will maintain robust systems to monitor and record training of all staff, volunteers, supply annually, refresher time scales are evident. Training is delivered in-line with SSSCB training strategy and KCSIE 2020 recommendations. This will include bulletins, briefings and inset day training as well as external events attended. Regular updates to be shared with staff and a system to record these communications should be in place

The DSL will ensure all staff and regular visitors have training on how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information accurately. Staff/volunteers will not make promises to any child and will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose to a staff member/volunteer.

The DSL monitors the paper/electronic case management systems set up to record cause for concerns on students to ensure the quality of information is accurate, proportionate, timely and assessment/referrals are made appropriately. The recording and storing of information is kept in-line with the Data Protection Act 2018 and General Data Protection.

Safeguarding and child protection records are kept separate from academic records and that there is a clear recorded process of transfer of records to **all new** education settings (e.g. nurseries, schools, colleges, pupil referral units). Chronology case management systems at the front of all children/young people's files are there to give clarity on summary/recognition of cumulative low-level concerns which need to be monitored.

DSL has developed systems for case management, which is detailed, accurate, secure written/electronic records of concerns and referrals and also a system to monitor the quality through auditing case files regularly.

DSL has a clear system for Child Protection (section 47), Child in Need (section 17), Early Help Assessment (EHA) files being removed from school and returned the purpose of e.g. case review meeting, SCR (Serious case reviews), DOH (Domestic Homicide Reviews)

DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a Social Worker, are experiencing, or have experienced, with teachers and school leadership staff. Their role could include ensuring that the schools and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children

DSL ensures systems are in place to induct new staff/governors is robust and monitored and non-compliance shared with Senior Leadership Team/Governance body. DSL to ensure induction policy is updated annually in-line with Keeping Children Safe in Education.

DSL ensures each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff.

DSL will liaise with the Headteacher/Director or Principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

DSL notifies children's social care if a child with a child protection plan is absent for more than two days without explanation.

DSL as required, liaise with the "case manager" and the LADO (designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member)

DSL will liaise with all staff (especially pastoral staff, school nurses, SENCO's or the named person with oversight for SEN in a college and Senior Mental Health Leads) 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. Risk assessments will be completed as required and should where appropriate involve other agencies.

DSL, where a parent chooses to remove their child/ren from school to **EHE (Elected Home Educators)** will make arrangements to pass any safeguarding concerns to the EHE Team within Staffordshire County Council and inform other professionals who may be involved with that child.

The DSL ensures the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.

During term time the DSL or DDSL is available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. As a school we have cover arrangements in place to cover any out of hours/out of term activities. This information is shared with the Local Authority.

10. A Safer School Culture

Safer Recruitment and Selection

Kingsmead School pays full regard to 'Keeping Children Safe in Education Sept 18'. Safer Recruitment practice includes: scrutinising applicants; verifying identity, academic or vocational qualifications; obtaining professional and character 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 appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on the school's Single Central Record.

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of students.

Staff who have lived or worked outside the UK **will** undergo the same checks as all other staff, even if they have never been to the UK. We will ensure that any other appropriate checks are carried out so that any relevant events that occurred outside the UK can be considered. These checks could include criminal records checks for overseas applicants and for teaching positions obtaining a letter (via the applicant) from the professional regulating authority in the country (or countries) in which the applicant has worked confirming that they have not imposed any sanctions or restrictions, and or that they are aware of any reason why they may be unsuitable to teach

Guidance: [Application process for criminal records checks overseas](#)
[Regulated professions database](#)
[UK Centre for Professional Qualifications](#)

Separate barred list checks are only be carried out in the following circumstances:

- for newly appointed staff who are engaging in regulated activity, pending the receipt of an Enhanced Certificate with Barred List information from the Disclosure and Barring Service (DBS) (and where all other relevant checks as per paragraph 213 have been carried out); or,
- where an individual has worked in a post in a school or college that brought them into regular contact with children or young persons which ended not more than three months prior to that person's appointment to the organisation (and where all other relevant checks as above have been carried out).

All recruitment materials will include reference to the school's commitment to safeguarding and promoting the wellbeing of pupils.

Staff who have undertaken Safer Recruitment Training:

- Maria Mincher (Head of School)
- Dave Mist (Deputy Headteacher)
- Simon Cope (Deputy Headteacher)
- Janet Mist (Assistant Headteacher)
- Diane Pritchard (Assistant Headteacher)
- Adam Reynolds (Assistant Headteacher)
- Matthew Russell (Assistant Headteacher)
- Thomas Truby (Associate Assistant Head / Senior Leader KS3)
- Kate Greenwood (Assistant Headteacher)
- Ave Lowe (Senior Leader Open Faculty)
- Ben Morris (Associate Assistant Head / Data Manager)
- Debbie Derry (Office Manager/Clerk to Governors)

One of the above will be involved in **all** staff and volunteer recruitment processes and sit on the recruitment panel. A member(s) of the Governing Body have received Safer Recruitment training. Governors who have undertaken Safer Recruitment Training:

- Christopher Hunt (Chair)
- Barbara Heath (Co-opted Governor)
- Dave Ryder (Co-opted Governor)

Induction

All staff must be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
- The behaviour policy;
- The staff behaviour policy (the Code of Conduct);
- The safeguarding response to children who go missing from education (via the attendance policy); and
- The role of the DSL (including the identity of the DSL and deputy).
- At least part one of KCSIE 2021

Copies of Part One of the KSCIE 2021 document should be provided to staff at induction and annual Level 1 Safeguarding training. All policies are available to view and download from the school intranet.

If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open. No visitors, volunteers or parent helpers are ever to be left unsupervised with children or out of sight of the teacher or member of staff in charge. It is the responsibility of the member of staff to ensure this is the case.

Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. All staff and volunteers are expected to carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

Staff Support

Kingsmead School recognises the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

Regular supervision will be offered to the Lead DSL within school, usually half-termly and may be

extended to other members of staff as deemed appropriate by the school.

Use of reasonable force

There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves 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 students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom. Departmental advice for schools is available [here](#)

When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.

11. Keeping Children Safe in Education (2020) Specific Safeguarding Issues:

All staff in Kingsmead School have an awareness of safeguarding issues through regular training and briefings, some of which are listed below. We enable our staff to be aware that these behaviours put children in danger. All staff are aware of the Designated Safeguarding Lead and her who are the expert within our School and who are there to support staff, volunteers and the Local Governance Body further.

- Abuse
- Bullying, including cyberbullying
- Children and the courts
- Children with family members in prison
- Children missing education
- County Lines
- Child missing from home or care
- Child sexual exploitation (CSE)
- **Child Criminal Exploitation**
- Domestic abuse
- Drugs
- Fabricated or induced illness
- Faith abuse
- So called 'honour based violence' including FGB and Forced Marriage.
- Female genital mutilation (FGM)
- FGM Mandatory reporting duty for teachers
- Forced marriage
- Gangs and youth violence

- Gender-based violence/violence against women and girls (VAWG)
- Homelessness
- Mental health
- Missing children and adults strategy
- Online safety
- Peer on peer abuse
- Private fostering
- Preventing radicalisation
- Prevent duty and Channel
- Sexual violence
- sexual harassment
- Sexting
- Trafficking
- Upskirting

Peer on peer abuse

All Kingsmead School staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, biting, hair pulling or otherwise causing physical harm; sexting and initiating/ hazing type violence and rituals. Staff **must challenge** any form of derogatory and sexualised language or behaviour. Staff should **be vigilant** to sexualised/aggressive touching/grabbing, particularly towards girls. Behaviours by children should **never be passed off** as 'banter' or 'part of growing up'. The DFE states 'peer on peer abuse should be taken as seriously as abuse by adults and should be subject to the same child protection procedures.

Professionals **should not dismiss** abusive behaviour as normal between young people and **should not develop high thresholds** before taking action.' Concerns should be referred to senior staff who may need to consult with the Designated Safeguarding Lead. Victims of peer on peer harm will be supported by the school's pastoral system and referred to specialist agencies if appropriate. School has an anti-bullying and behaviour policy 'Shield & Shelter' programme to guide children, staff and parents. These can be found here <http://kingsmeadschool.net/policies-procedures>

Upskirting

Upskirting normally involves taking a picture under a person's clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification, or to cause upset to the victim. Upskirting often occurs in a crowded place, making it hard for the victim to know that a photograph is being taken, victims are often distressed and feel humiliated.

It is a form of sexual harassment and since April 2019 has been listed as a criminal offence under the 'voyeurism' act 2019.

It is a form of peer on peer abuse and sexual harassment and as such the School safeguarding team will deal with it seriously and where necessary refer to police agencies.

All Kingsmead staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. Staff must challenge any form of derogatory and sexualised language or behaviour. These behaviours should never be passed off as 'banter' or 'part of growing up'.

Concerns should always be referred to the DSL or another appropriate member of the safeguarding team. Victims of sexual harassment in any form will be supported by the school's pastoral system and referred to specialist agencies if appropriate.

Bullying including Cyberbullying

Bullying may be defined as deliberately hurtful behaviour, usually repeated over a period of time, where it is difficult for those bullied to protect themselves. It can take many forms but the main types are:

- Physical (e.g. hitting, kicking, theft)
- Verbal (e.g. racist or homophobic remarks, threats, name-calling)
- Emotional (e.g. isolating an individual from the activities and social acceptance of their peer group)
- Cyberbullying (including sexting)

Guidance on bullying can be [found here](#) and the policy can be found at <http://kingsmeadschool.net/policies-procedures>

Children Missing Education

All professionals working with children, as well as the wider community can help by remaining vigilant to children's safety. The law states every child should be receiving an education, and we stand a better chance of ensuring a child's safety if we know where and how they are receiving this. The Education and Inspections Act 2006 places a duty on local authorities in England and Wales to make arrangements to identify children and young people of compulsory school age missing education in their area; we work closely to ensure we put appropriate safeguarding responses in place for children who go missing from education. The school's attendance policy can be found at <http://kingsmeadschool.net/policies-procedures>

A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.

Kingsmead School will hold two or more emergency contact numbers for each student. It is good practice to give our school additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

Kingsmead School must notify the Local Authority of any student who fails to attend school regularly after making reasonable enquiries, or has been absent without the school's permission for a continuous period of 10 days or more. The school (regardless of designation) must also notify the Local Authority of any student who is to be deleted from the admission register because they:

- Have been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Have ceased to attend school and no longer lives within a reasonable distance of the school at which they are registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither they nor their parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Have been permanently excluded.

Kingsmead School will demonstrate that they have taken reasonable enquiries to ascertain the whereabouts of children that would be considered ['missing'](#).

Child Missing from Home or Care

There are strong links between children involved in sexual exploitation and other behaviours such as running away from home or care, bullying, self-harm, teenage pregnancy, truancy and substance misuse. In addition, some children are particularly vulnerable, for example, children with special needs, those in residential or foster care, those leaving care, migrant children, particularly those who are unaccompanied, those forced into marriage, those involved in gangs and unaccompanied asylum seeking children. The majority of children who go missing are not in care and go missing from their family home. However, children who are looked after are much more likely to run away than those who live at home, and over 50% of young people in care have run away at some point.

Guidance documents

□ [Promoting the Welfare & Safety of Children in Specific Circumstances](#) –Section 4G

□ [Children who run away or go missing from home or care](#)

Child Sexual Exploitation (CSE)

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. (Child Sexual Exploitation: Definition and Guidance, Feb 2017. Gov.uk)

CSE can affect any child or young person (no matter the gender) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;

- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

- Unexplained gifts or new possessions
- Association with other young people involved in exploitation
- Older boyfriends or girlfriends
- Suffering from sexually transmitted infections or become pregnant
- Changes in emotional well-being
- Misuse of drugs and alcohol
- Going missing for periods of time or regularly come home late; and
- Regularly missing school or education or do not take part in education

Guidance documents

- [Definition and a guide for practitioners, local leaders and decision makers working to protect children from child sexual exploitation](#)
- [Child Sexual Exploitation policy](#)
- [Promoting the Welfare & Safety of Children in Specific Circumstances](#)
- [Know about CSE](#)

Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism 98 should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- Can affect any child or young person (no matter the gender) under the age of 18 years;
- Can affect any vulnerable adult over the age of 18 years;
- Can still be exploitation even if the activity appears consensual;
- Can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic Violence – Any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse:

- Psychological
- Physical
- Sexual
- Financial
- Emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or

may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Guidance Documents:

- [Domestic Violence and Abuse](#)
- [Domestic Abuse-Staffsscb](#)
- [NSPCC-Domestic Abuse](#)

Drugs

There is evidence that children and young people are increasingly misusing alcohol and illegal drugs. Consequences range from non-attendance and poor attainment at school, poor health, committing crime to support 'habits' and also increased risk of being a victim of violent crime and sexual exploitation.

Guidance Documents:

- [NSPCC-Parental Substance Misuse](#)
- [SSCB-Working with parents who misuse substances](#)
- [Drugs Advise for Schools](#)

Fabricated or induced illness - Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of their carer and which is attributed by the adult to another cause.

There may be a number of explanations for these circumstances and each requires careful consideration and review. Concerns about a child's health should be discussed with a health professional who is involved with the child.

Guidance Documents:

- [Safeguarding children in whom illness is fabricated or induced](#)
- [Staffsscb-Fabricated or induced Illness Guidance](#)

Female Genital Mutilation (FGM)

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.

FGM is known by a number of names including "cutting", "female circumcision" or "initiation". The term female circumcision suggests that the practice is similar to male circumcision, but it bears no resemblance to male circumcision, has serious health consequences and no medical benefits.

FGM is also linked to domestic abuse, particularly in relation to „honour based violence“.

With effect from 31 October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers (either by verbal or visual disclosure) that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police. Failure to report such cases will result in disciplinary sanctions.

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school or college's designated safeguarding lead (or deputy) 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.

Guidance Documents:

- [Multi Agency Statutory guidance on Female Genital Mutilation](#)
- [Female Genital Mutilation Act 2003](#)

Further guidance to be found on [Female Genital Mutilation Act 2003](#)

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 and colleges can play an important role in safeguarding children from forced marriage.

There are some significant differences between the referral of a concern about a young person being forced into marriage and other child protection referrals. Professionals must be aware that sharing information with a young person's parents, extended family or members of their community, could put the young person in a situation of significant risk. Any disclosure that indicates a young person may be facing a forced marriage must be taken seriously by professionals who should also realise that this could be 'one chance to save a life'. A forced marriage is a marriage in which one or both spouses do not consent to the marriage but are coerced into it. Duress can include physical, psychological, financial, sexual and emotional pressure. In cases of vulnerable adults who lack the capacity to consent to marriage, coercion is not required for a marriage to be forced.

Guidance Documents:

- [Promoting the Welfare & Safety of Children in Specific Circumstances](#) - Section 4L
- [Forced Marriage](#)

Mental Health

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

Guidance Documents:

- [Parenting capacity and mental health](#) – Section 4O
- [Mental Health & Behaviour in schools](#)

Private Fostering

Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering.

The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a step parent.

People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;

- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

There is a mandatory duty on the school to inform Staffordshire Children's Social Care of a private fostering arrangement by contacting First Response. (08001313126), who then has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

Guidance Documents:

- [Promoting the Welfare & Safety of Children in Specific Circumstances](#) - Section 4E
- [Children Act 1989 – Private Fostering](#)

Preventing Radicalisation

Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. 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.

Kingsmead School values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. 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.

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. Kingsmead School is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the school's safeguarding duty.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in

Appendix 4.

Kingsmead School 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, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

Response

With effect from 1 July 2015, all schools are subject to a duty to have “due regard to the need to prevent people being drawn into terrorism” (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 5.

Kingsmead 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 DSL. The SPOC for our school is **Diane Pritchard**. The responsibilities of the SPOC are described in Appendix 6.

Staff within our school will be alert to changes in a child’s behaviour or attitude which could indicate that they are in need of help or protection.

Our School will monitor online activity within the school to ensure that inappropriate sites are not accessed by students or staff. This is best done by the use of specialist online monitoring software, which in this school is called Futures Cloud.

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/DSL.

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.

Channel

Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the Staffordshire Police Counter Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.
- The Channel programme 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 participation in the programme is entirely voluntary at all stages.
- Schools have a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015)

Guidance Documents:

- Duties relating to the risk of radicalisation is available in the Advice for Schools on [The Prevent Duty](#).
- [Further Guidance for Practitioners](#) – Section 6L
- [Educate Against Hate](#)

Serious Violence

Serious violent crime is not just a law enforcement issue and requires intervention from education. The serious violent crime strategy identifies offences such as homicide, knife and gun crime.

All staff at Kingsmead are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include:

- Increased absence from school
- A change in friendships or relationships with older individuals or groups
- A significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs

All staff are aware of the associated risks and any concerns will be reported immediately to the DSL or Head of School. Early recognition and response is vital in reducing risk factors and increasing protective factors.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- Not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

School staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom.

Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Non-consensual sharing of sexual images and videos;
 - Sexualised online bullying;
 - Unwanted sexual comments and messages, including, on social media; and □ Sexual exploitation; coercion and threats

Response to a report of Sexual Violence or Sexual Harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow Kingsmead School's safeguarding referral process. As is always the case, if staff are in any doubt as to what to do they should speak to the DSL (or deputy). The school's behaviour policy will support any sanctions.

Guidance Document:

- [Sexual Violence and Sexual Harassment between children in schools and colleges](#)

Sexting

Sexting is when a young person takes an indecent images of them self and sends this to their friends or partner via mobile phones or via social media messaging. The problem is that once taken and sent, the sender has lost control of these images and these images could end up anywhere. They could be seen by the child's future employers, their friends or even by paedophiles.

By having in their possession, or distributing, indecent images of a person under 18, to someone else – the young person could be breaking the law. These are offences under the Sexual Offences Act 2003.

Guidance Documents:

- [Further Guidance for Practitioners](#) – Section C
- [Disrespect Nobody](#)
- [CEOP](#)
- [U tube resource](#)

Trafficking

Human trafficking is defined by the UNHCR guidelines (2006) as a process that is a combination of three basic components:

- Movement (including within the UK);
- Control, through harm / threat of harm or fraud;
- For the purpose of exploitation.

The Palermo Protocol establishes children as a special case for whom there are only two components – movement and exploitation. Any child transported for exploitative reasons is considered to be a trafficking victim – whether or not s/he has been deceived, because it is not considered possible for children to give informed consent.

'Child' refers to children anyone below 18 years of age.

A child may be trafficked between several countries in the EU or globally, prior to being trafficked into / within the UK. The child may have entered the UK illegally or legally (i.e. with immigration documents), but the intention of exploitation underpins the entire process. Child victims may be indigenous UK nationals, European Union [EU] nationals from any country outside the EU.

Guidance Documents:

- [Promoting the Welfare & Safety of Children](#) – Section 4K
- [Safeguarding children who may have been trafficked](#)

Online Safety

The use of technology has become a significant component of many safeguarding issues. The internet can be a fantastic place for children and young people where they can talk to friends, be creative and have fun. However, just like in the real world sometimes things can go wrong. Working with our children we develop curriculum developing skills in identifying and avoiding risk, learning how best to protect themselves and their friends, and knowing how to get support and report abuse if they do encounter difficulties.

The use of technology has become a significant component of many safeguarding issues. Child Criminal Exploitation, Child Sexual Exploitation, radicalisation, sexual predation, and technology often provides the platform that facilitates harm.

At **Kingsmead** we realise that it is essential for our children to be safeguarded from potentially harmful and inappropriate online material. We have an effective whole school/college approach to online safety which empowers us to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms for us to identify, intervene in, and escalate any concerns where appropriate.

The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, and extremism.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying); and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

We ensure that online safety is a running and interrelated theme whilst devising and implementing policies and procedures. We consider online safety in other relevant policies, when planning

curriculum, teacher training, the role and responsibilities of the DSL and parental engagement. We have filters and monitoring systems in place, and these are regulated, and risk assessed as part of the prevent duty.

We have an online safety policy which identifies the usage and expected behaviour of children/students. As a school we appreciate the value of technology and that appropriate filters are in place, yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

Education at home/Remote learning: - Where children are being asked to learn online at home, our school will refer to and use the links and resources provided by the DfE; Safeguarding in schools, colleges and other providers and Safeguarding in remote education.

The On-line Safety Coordinator / DSL

- takes day to day responsibility for on-line safety issues and has a leading role in establishing and reviewing the school on-line safety guidance / documents
- ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- liaises with MAT and school ICT technical staff, receives reports of on-line safety incidents and creates a log of incidents to inform future on-line safety developments,
- meets regularly with On-line safety Governor to discuss current issues, review incident logs and filtering / change control logs
- attends relevant meeting / committee of Governors
- supporting the Head of School in ensuring that staff and volunteers understand this guidance and that it is being implemented consistently through the school.
- working with the Head of School, ICT technical team and other staff, as necessary, to address any online safety issues or incidents.
- ensuring that online safety incidents are logged through 'My Concern' and dealt with appropriately in line with the school's Behaviour – Rewards and Sanctions Strategy
- ensuring that any incidents of cyber-bullying are logged through 'My Concern' and dealt with appropriately in line with the school's Behaviour – Rewards and Sanctions Strategy
- updating and delivering staff training on online safety
- liaising with other agencies and/or external services if necessary
- providing regular reports on online safety in school to the Head of School and/or local advisory bodies

The Strategic Network Manager / Technical support co-ordinator and IT support are responsible for ensuring:

- that the school's ICT infrastructure is secure and is not open to misuse or malicious attack
- that users may only access the school's networks through a properly enforced password protection policy,
- the school's filtering policy, is applied and updated on a regular basis and that its implementation is not the sole responsibility of any single person
- that he / she keeps up to date with on-line safety technical information in order to effectively carry out their on-line safety role and to inform and update others as relevant

- that the use of the network / remote access / email is regularly monitored in order that any misuse / attempted misuse can be reported to the DSL /Head of School / Senior Leader / Head of ICT / Class teacher / Progress Leader (as in the section above) for investigation / action / sanction
- that monitoring software / systems are implemented and updated as agreed in school policies and guidance
- blocking access to potentially dangerous sites and, where possible, preventing the download of potentially dangerous files

Please refer to the online safety policy for updated information.

Guidance Documents:

- [Children's Commissioner-Online Safety](#)
- [Teaching online safety in education settings](#)
- [Appropriate Filtering and Monitoring](#)
- [CEOP-Safety Centre](#)
- [National Cyber Security Centre](#)
- [NSPCC-Undertaking remote teaching safely](#)
- [PHSE-Advice on addressing coronavirus \(COVID-19\)](#)
- [360 Degree Safe - Online Safety Review Tool](#)
- [UKCCIS-UK Council for Child Internet Safety](#)

The Local Governing Body and Head of School have systems in place to limit children' exposure to safeguarding issues through IT. Kingsmead School have filters and monitoring systems in place and these are regulated and risk assessed as part of the prevent duty. We have E-safety procedures, which identifies the usage and expected behaviour of the students. As a school we appreciate the value of technology and that appropriate filters are in place yet this does not lead to unreasonable restrictions which would limit online teaching and safeguarding.

12. Educational Visitors to School

Kingsmead School will undertake risk assessment and use their professional judgement and experience when deciding whether to seek an enhanced DBS for any volunteer not engaging in regulated activity. In doing so we will consider:

- What we know about the individual/company, including formal and informal information offered by staff, parents, other establishments or volunteers.
- Whether the individual/company has other employment or undertakes voluntary activities where references can be sought and suitability recorded.
- Whether the role is eligible for an enhanced DBS check
- We will clearly have decided the level of supervision required through risk assessment – the supervision will be "reasonable in all the circumstances to ensure the protection of children" as stated in KCSIE 2020

- We have clear visitor's procedure that enables us to offer student experiences of meeting other professionals to extend knowledge and curriculum. This clearly states whether they are supervised or unsupervised within the school.

13. MANAGING ALLEGATIONS AGAINST ALL STAFF, INCLUDING SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS

Our aim is to provide a safe and supportive environment securing wellbeing and best possible outcomes for the children at Kingsmead. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

The Governing Body ensures that there are procedures in place for dealing with the two sections covering two levels (see below) of concern and/or allegations against staff members, supply staff, volunteers, and contractors.

- Allegations that may meet the harms threshold.
- Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as 'low level concerns'.

Allegations that may meet the harms threshold

We follow KCSIE 2021 guidance where it is alleged that anyone working in our education setting providing education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- **behaved in a way that has harmed a child or may have harmed a child and/or;**
- **possibly committed a criminal offence against or related to a child and/or;**
- **behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or**
- **behaved or may have behaved in a way that indicates they may not be suitable to work with children.**

This relates to members of staff, supply staff, volunteers, and contractors, who are currently working in any education setting, regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching and/or historical allegations of abuse will be referred to the police.

Where we are not the employer of an individual, we still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. Our Governing body/proprietor will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

We take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We ensure that the procedures outlined in *Staffordshire Safeguarding Children's Board Protocol: Managing Allegations of abuse Against Persons who work with Children and role of LADO* and Part 4 of '*Keeping Children Safe in Education*', DfE (2021) are adhered to and will seek appropriate advice from the Local Authority Designated Officer (LADO). **0800 13 13 126**

If an allegation is made or information is received about an adult who works at **Kingsmead** which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Head teacher/Principal immediately. Should an allegation be made against the Head teacher/Principal, this will be reported to the Chair of the Governing Body/management Committee.

If neither the Headteacher nor Chair of Governing Body is contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

Allegation/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’.

We are aware that concerns may arise in several ways and from several sources, for example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of our setting; or as a result of vetting checks undertaken.

As part of our whole school approach to safeguarding, we promote an open and transparent culture in which **all** concerns about **all** adults working in or on behalf of our setting (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We have created a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, and this is critical. We encourage an open and transparent culture; enabling us to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of **Kingsmead** are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

Low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms threshold. Low level concern is still a concern, no matter how small, and even if no more than causing a sense of unease or a ‘nagging doubt’ - that an adult working in or on behalf of the school or college may have acted in a way that

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work.
- and does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children.
- having favourites.
- taking photographs of children on their mobile phone.
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating, or offensive language.

We understand how crucial it is that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively will also protect those working in or on behalf of our setting from potential false allegations or misunderstandings.

Any member of staff or volunteer who does not feel confident to raise their concerns with the Head teacher or Chair of Governors should contact **the LADO directly on 0800 1313126**.

General guidance on [whistle blowing](#) can be found at this link

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 and the line is available from 8:00am to 8:00pm, Monday to Friday and Email: help@nspcc.org.uk

Kingsmead School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR. The DSL has a responsibility to inform the Barring service.

14. Vulnerable Children

Kingsmead School recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate responses are in place for children who are **absent from school** or **who go missing from education**. We will inform the Local Authority of any student who fails to attend school regularly, or who has been absent without school permission for a continuous period of **10 school days or more**. Please see Attendance procedures, these can be found here <http://kingsmeadschool.net/policies-procedures>

Kingsmead School also recognise that safeguarding against **radicalisation and extremism** is no different to safeguarding against any other vulnerability in today's society. Our 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, FGM and forced marriage**.

As a school we are aware of the potential for children with SEN-D to have **additional barriers when it comes to safeguarding**, the school recognises that this group can be more vulnerable to abuse and neglect. Disabled children may be **especially vulnerable to abuse**, because they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs which may make it **difficult to tell** others what is happening.

Heightened vulnerability linked to:

- Communications skills
- Maturity (Lower cognitive ability)

- Perceptions of intent from others
- Lower self-esteem/confidence
- Potential to trust unreservedly
- A need to have “friends” or find a partner
- Differing boundaries
- Online safety – digital technology understanding

A **combination** of these factors can make those students more susceptible to risks.

Children develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent/child interactions which are concerning. This could include parents who are under the influence of drugs or alcohol, if there is a sudden change in their mental health or if domestic abuse is present. By **understanding the warning signs**, staff can respond to problems as early as possible and provide the right support and services for the child and their family.

Children say they need:

- **Vigilance:** to have adults notice when things are troubling them
- **Understanding and action:** to be heard and understood; and to have that understanding acted upon.
- **Stability:** to be able to develop an on-going stable relationship of trust with those helping them.
- **Respect:** to be treated with the expectation that they are competent, rather than not.
- **Information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans.
- **Explanation:** to be informed of the outcome of assessments, decisions and how they have been reached, positive or negative.
- **Support:** to be provided with support in their own right as well as a member of their family.
- **Advocacy:** to be provided with advocacy, to assist them in putting forward their views.

Guidance Document:

- [Promoting the Welfare of Children in Specific Circumstances](#) – Section 4S

Looked after children:

All Local Authorities are advised to support the raising of the educational attainment and achievement of their Looked After Children through the overarching support of a Virtual School.

The responsibility for each child's education, target setting, learning and teaching remains with the schools where they are enrolled.

Staffordshire's Virtual School for Looked After Children provides a support and challenge role for schools and Local Authority teams in the form of staffing support; access to additional resources to support educational outcomes; information, advice and guidance (especially around Personal Education Plans); monitoring and tracking of educational outcomes and targets, and training and support at key transitional moments

Name of LAC designated teacher: Declan Farrell

The Local Governing Body must ensure that the designated teacher undertakes appropriate training (section 20(2) of the 2008 Act).

The role of the designated teacher for LAC within Kingsmead School

The designated teacher plays a crucial role leading the responsibility for helping school staff understand how things affect how looked after children learn and achieve. The designated teacher will:

- Promote a culture of high expectations and aspirations for how looked after children learn
- Make sure the young person has a voice in setting learning targets.
- Be a source of advice for staff about differentiated teaching strategies appropriate for individual children and in making full use of Assessment for Learning.
- Make sure that looked after children are prioritised in one-to-one tuition arrangements and that carers understand the importance of supporting learning at home.
- Has the lead responsibility for the development and implementation of the child's personal education plan (PEP) within the school.

Guidance Document:

- [Designated Teacher for Looked After Children](#)

15. Communication – Confidentiality/Information Sharing

At all times Kingsmead School will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with Working Together to Safeguard Children (2019). The school works closely with Staffordshire Children's Social Care and, where appropriate, from a placing local authority.

As a school we recognise the importance of information sharing between professionals and local agencies. We follow [best practice guidance](#)

The General Data Protection Act places a duty on organisations and individuals with regards to processing personal information fairly and lawfully. As a school we **adhere to data protection** yet we **do not allow this to stand in our way** in the need to promote the welfare and protect the safety of our children in our care.

16. Managing Complaints

Kingsmead School encourage children and families to raise with us compliments, concerns or comments and have a robust internal investigation process.

The compliment, comment or complaint policy states clearly the stages of complaints and where to escalate concerns following completion of process either through Ofsted or EFA.

Our complaints policy is on our school website for parents/carers to access

Safeguarding concerns should be raised with school immediately. If a concern or a child is **at immediate risk then the individual needs to contact First Response (0800 1313126)**. All visitors are given a safeguarding leaflet which outlines how to share concerns and also code of conduct expected by visitors/contractors. (<https://johntaylorfreeschool.co.uk/policies>)

17. Site Security

Kingsmead School provides a secure site which is controlled by precise management directives, but the site is only as secure as the people who use it. All people on the site have to adhere to the rules which govern it. Laxity can cause potential problems to safeguarding. Therefore:-

- Gates are kept closed during the school day, visitors gain access through the main entrance.
- Visitors, volunteers and students must only enter through the main entrance and after signing in at the office will be issued with a visitor's pass. Kingsmead School has a clear system of ensuring staff are to be accompanied/supervised by a regulated staff member. Any visitor on site who is not identifiable by visitors pass will be challenged by any staff member and this will be reported to a Senior Leadership Team member.
- Parents, carers and grandparents attending functions have access only through the designated and supervised entrances, with tickets for visitors for appropriate school events.
- Children will only be allowed home with adults with parental responsibility or confirmed permission.
- Children are never be allowed to leave school alone during school hours unless collected by an adult such as a parent who is doing so for a valid reason. They should report to the office to do this.
- A minimum of two members of staff are always on duty at break times.

- A health and safety audit is completed annually with a risk assessment. This will form part of Governors annual report. This will include a fire evacuation and invacuation Prevent risk assessment.
- Risk management of site security is managed by the Senior Leadership Team and the Local Governing Body. Kingsmead School has a clear system of risk assessments and review timescales of these.

18. Key Legislation

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children 2019](#) (DfE)
- [Staffordshire Safeguarding Children Board Procedures](#) (online)
- [Staffordshire Safeguarding Children Board Training Catalogue](#) (online)
- [Keeping Children Safe in Education 2020](#) (DFE)
- [Information Sharing Advice for practitioners providing safeguarding services](#)
HM Gov 2015
- Restrictive Physical Interventions (including restraint) in mainstream schools
- The Children Act 1989 and 2004
- Education Act 2002
- [What to do if you're worried a child is being abused](#) – March 2015 - advice for practitioners (HM Gov)
- **JTMAT** Whistle Blowing policy
<http://resources.jtmat.co.uk/policies/JTMAT%20Whistleblowing%20Policy.pdf>
Online-safety Tool Kit
- [Children Missing from Education Policy](#)
- [Early Years Statutory Framework](#)
- [Statutory policies for schools](#)
- [NSPCC/TES safeguarding in education tool](#)
- [Visa – Immigration/Asylum](#)
- [Children's commissioner](#)

19. Schools Policies

To underpin the values and ethos of our school and our intent to ensure that students at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella.

The following can be found at <http://kingsmeadschool.net/policies-procedures>

- Anti-Bullying (including cyber bullying indicators)
- Attendance

- Behaviour (including harassment and discrimination, including racial abuse; use of reasonable force)
- Equality Policy and Accessibility Plan
- SEND
- First Aid procedures

The following can be found at <https://jtmat.co.uk/privacy/policies/>

- Staff Code of Conduct
- Whistle-blowing
- Online safety – IT code of conduct
- Recruitment & Selection
- Health and Safety including site security

Safeguarding Induction Sheet for new/supply staff, regular visitors/ volunteers.

Safeguarding is **EVERYONE'S** responsibility. We must all do our best to ensure we have relevant and up to date advice. If you have **any** question, at **any** time, please see one of the Safeguarding term

THE SAFEGUARDING TEAM AT KINGSMEAD:

Designated Safeguarding Lead (DSL)

Name: Diane Pritchard

Location: DSL office located in E block

Telephone number 01543 227373

Deputy Designated Safeguarding Lead (DDSL)

Name: Ms. Toni Bohn

Location: 6th Form Office

Telephone number: 01543 227336

Deputy Designated Safeguarding lead (DDSL)

Name: Mrs. Jennifer Russell

Location: English Office

Telephone number: 01543 227320

The Head of School: Mrs. Maria Mincher	The Nominated Governor for Safeguarding Name: Barbara heath	Year 7 Name: Mr. Joe Taylor Location: KS3 Hub Tel: 01543 227369	Year 8 Name: Mrs. J. Williams Location: KS3 Hub Tel: 01543 227384
Year 9 Name: Mrs. G. Taylor Location: KS3 Hub Tel: 01543 227325	Year 10 Name: Mrs T. Milner Location: KS4 Hub Tel: 01543 227370	Year 11 Name: Mrs. L. Finch Location: KS4 Hub Tel: 01543 227366	Year 12 and Year 13 Name: Ms. Toni Bohn Location: 6 th Form Office Tel: 01543 227336

GENERAL ADVICE

Adults visiting or working on our school site play an important part to the life of the school. You can play a part in keeping students safe whilst working at, or visiting the school by observing the following guidelines:

- Do not initiate verbal or physical contact with students unless it is appropriate and a part of the agreed reason for your visit.
- Do not provide any personal information to students, such as your mobile phone number or address.
- Do not provide students with your personal email address and only provide your professional work email if it is necessary as part of the reason for your visit.
- Do not give students details of your personal social networking accounts or engage in any communication with students using social networking sites.

MOBILE PHONE USE:

As a rule, staff are not allowed to make and receive calls, or send texts when working with students. Use of mobile phones should be limited to lunchtime or during breaks and not used when in the same vicinity as students. Mobile phones should be kept away out of view and there should be no use of the camera function at any time unless specific permission has been given.

WHAT TO DO IF YOU HAVE A CONCERN:

We all have a statutory duty to “safeguard and promote the welfare of children” and to maintain a professional attitude of “it could happen here” where safeguarding is concerned.

All staff and visitors at every JT MAT School are encouraged to report any concerns that they have and not see these as insignificant. On occasions a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy to allow the Designated Safeguarding Lead at each school to build up a picture and access support for the child at the earliest opportunity.

However, if you think the matter is very serious and may be related to a child protection concern, where the child has been harmed or is at risk of harm e.g. physical, sexual, emotional abuse or neglect, you must talk to one of the safeguarding team within the appropriate JT MAT school immediately. If you are unable to contact them you can ask the school office staff to find them and ask them to speak to you straight away about a confidential and urgent matter.

Safeguarding Induction Checklist

Name:

Date:

	<u>Criteria</u>	<u>Comments</u>	<u>Signature</u>
DAY 1	Welcome		
	Employment Checks Complete		
	School Background information: Students, Ofsted, Community/Special		
	School Structure, Governance arrangement		
	Keeping Children Safe In Education, Part 1 issued and explained		
	School Ethos explained		
	Role & Responsibility: reporting structure, Safeguarding role in school		
	Name of DSL, role described and contact details		
	Role of the Governing Body- members		
	Staff Conduct of Code Policy Behaviour Policy		
	Children Missing from education process		
	Confidentiality and breaches		
	General Data Protection Act		

	Health & Safety: Fire procedures and Fire officers (review date)		
WE	E Meet with Head teacher & DSL		

	Physical Intervention Leads Other leads: CSE/Prevent/LAC/SENCO/IT lead		
	Named Governors Safeguarding- Chair-		
	Pastoral Support Officers/ behaviour/ attendance		
	Alternatives to reporting in school in an emergency		
	Signs and types of Abuse		
	Where to find safeguarding policy		
	What to do regarding disclosure – reporting systems		
	Policies to read: Health & Safety Complaints Safeguarding Code of Conduct Whistle Blowing KCSIE (part 1 or 2) Online Safety Prevent Site Security Behaviour Other: Other:		

WEEK 2	Training needs identified		
	Training needs scheduled		
	Any other issues		
	Review date:		

Date Induction carried out on:

By:

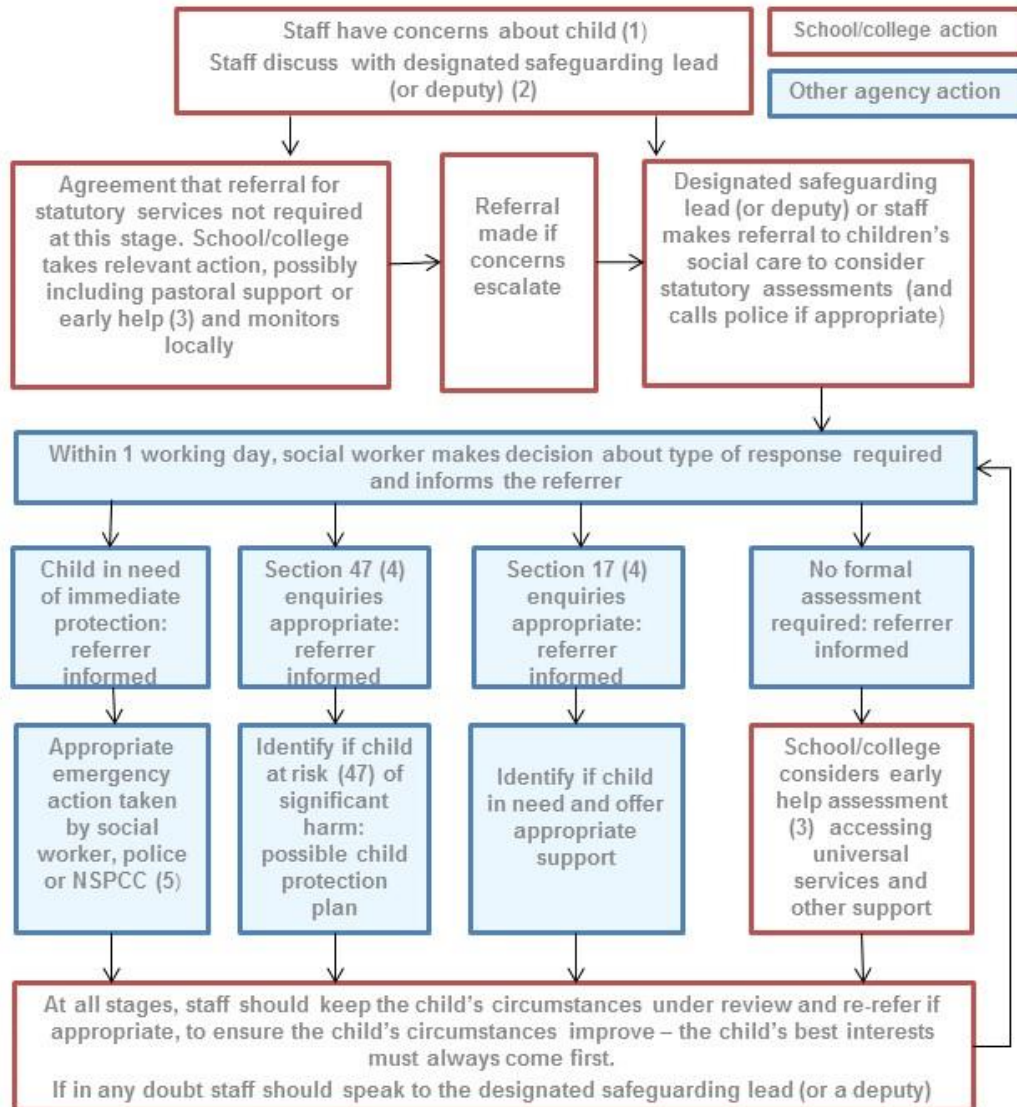
Signed by Employee:

Date of Completion:

Areas to follow up:

Training needs Identified:

Actions where there are concerns about a child



Definitions and Indicators of Abuse

1. Neglect

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;
- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.
- Adolescent neglect
- Affluent neglect

2. Physical Abuse

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or □ Isolation from peers.

3. Sexual Abuse

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

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group; □
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

4. Exploitation

Child Sexual Exploitation occurs when a child or young person, or another person, receives “something” (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to Staffordshire Children’s Social Care. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and □
Having unexplained contact with hotels, taxi companies or fast food outlets. □ Missing for periods of time (CSE and County Lines)

5. Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 also involve seeing or hearing the ill treatment of another person. 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.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self-harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or □ Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as “traumatic mutism”) can indicate maltreatment.

6. Responses from Parents/Carers

Research and experience indicates that the following responses from parents may suggest a cause for concern across all five categories:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;

- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.

7. Disabled Children

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

Dealing with a Disclosure of Abuse

When a student tells me about abuse they have suffered, what should I remember?

- Stay calm
- Do not communicate shock, anger or embarrassment
- Reassure the child. Tell them you are pleased that they are speaking to you □ Never agree or promise to keep it a secret. Assure them that you will try to help but let the child know that you will have to tell other people in order to do this.
State who this will be and why
- Tell them that you believe them. Children very rarely lie about abuse; but they may have tried to tell others and not been heard or believed
- Tell the child that it is not their fault
- Encourage the child to talk but do not ask "leading questions" or press for information
- Use the acronym **T.E.D** : **T**ell me. **E**xplain. **D**escribe
- Listen and remember
- Check that you have understood correctly what the child is trying to tell you
- Communicate that they have a right to be safe and protected
- It is inappropriate to make any comments about the alleged offender
- Be aware that the child may retract what they have told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure. □ At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations. (dates, times, names mentioned and to whom the information was passed need to be clearly recorded)
- Use the schools written/electronic recording forms
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible

The information should then be passed, in a timely way, to the DSL/DDSL. Immediately if the child discloses any abuse they have suffered, or may be at risk of suffering.

If DSL/DDSL not available, it is the staff member's **responsibility** to make a referral to First Response, and then inform the DSL at the earliest opportunity. **(First Response, 0800 13 13 126) or email www.staffordshire.gov.uk/reportconcern**

Allegations about a Member of Staff, Governor or Volunteer

1. Inappropriate behaviour by staff/volunteers could take the following forms:
 - **Physical**
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
 - **Emotional**
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
 - **Sexual**
For example, sexualised behaviour towards students, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
 - **Neglect**
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
 - **Spiritual Abuse**
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head of School must be informed immediately. The Head of School must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head of School should not carry out the investigation themselves nor interview students.
3. The Head of School should exercise and be accountable for their professional judgement on the action to be taken as follows:
 - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head of School will notify the Staffordshire Designated Officer (**LADO**) (**0800 1313126**). The LADO will liaise with the Chair of Governors and advise about action to be taken, and may

initiate internal referrals within Staffordshire Children's Social Care to address the needs of children likely to have been affected.

- If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the student. These should be addressed through the school's own internal procedures.
 - If the Head of School decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file.
4. Where an allegation has been made against the Head of School, the Chair of the Local Governing Body takes on the role of liaising with the LADO in determining the appropriate way forward.

Please see SSCB guidance:-

[**Managing Allegations of Abuse against a Person who works with Children**](#)

5. Where the allegation is against the Chair of the Local Governing Body, the referral should be made to the LADO directly.

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. Students 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 student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;

- Personal Crisis – the student/student 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 student/student’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 student/student 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 – students/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. 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;
 - Family members convicted of a terrorism act or subject to a Channel intervention;
 - 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; and
 - Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

SPOC Contacts

Prevent Leads	Contact Name	Email Address
Cannock	Kerry Wright	KerryWright@cannockchasedc.gov.uk
	Karla Vowles	KarlaVowles@cannockchasedc.gov.uk
East Staffs	Mike Hovers	Michael.hovers@eaststaffsbc.gov.uk
	Sal Khan	sal.khan@eaststaffsbc.gov.uk
Lichfield	Susan Bamford	Susan.Bamford@lichfielddc.gov.uk
Newcastle	Sarah Moore	Sarah.moore@newcastle-staffs.gov.uk
South Staffs	Helen Marshall	H.Marshall@sstaffs.gov.uk
Stafford	Victoria Cooper	vcooper@staffordbc.gov.uk
Staffs Moorlands	David Smith	david.smith@staffsmoorlands.gov.uk
Tamworth	Joanne Sands	joanne-sands@tamworth.gov.uk
Staffordshire County Council (Safer Communities)	Becky Murphy	Becky.murphy@staffordshire.gov.uk

Staffordshire Police Prevent Team

Sgt. Calum Forsyth prevent@staffordshire.pnn.police.uk

Role of the Staffordshire LADO

The Staffordshire LADO (Local Authority Designated Officer) promotes a safer children's workforce by providing effective guidance, advice and investigation oversight to cases.

Staffordshire LADO may be able to offer advice and assist with communication in situations which sit outside the statutory criteria, albeit at the discretion of the LADO Duty Officer and where the broader goals of a safer children's workforce are relevant.

The service will give advice on how concerns or allegations should be investigated, including if a referral needs to be raised with the Police and/or Children's Social Care. Staffordshire LADO is not directly responsible for investigatory activities but will actively support any investigation, and give advice around a range of parameters including suspension, possible media interest, when to tell the adult, and ensure all interested parties are appropriately linked together.

Staffordshire LADO will retain oversight of individual cases to ensure concerns or allegations are investigated thoroughly in a fair and timely manner, and will advise in relation to any subsequent duties to communicate with regulatory bodies and/or the DBS. |

The SSCB inter-agency procedures for managing [Section 4A - Managing Allegations of Abuse Against a Person who works with Children & the Role of the LADO](#) | (146 KB) is based on the framework for dealing with allegations made against an adult who works with children, detailed in **Working Together 2019** and should be followed by all organisations providing services for children and young people. Compliance with these procedures will help to ensure that allegations are dealt with consistently and in a timely manner; that a thorough, proportionate and fair process is followed and that processes are open to challenge.

Arrangements for managing concerns or allegations of this nature should be robust and effective in keeping children safe. All allegations should be taken seriously, approached with an open mind, and not be driven by preconceived opinions about whether a child has or has not been harmed. [Guidance for Safer Working Practice for Adults who work with Children](#) | is available which will help individuals form judgements on what may constitute behaviour that is unsafe or abusive.

Who to refer concerns to:

All reports of concern or allegation to the Staffordshire LADO (Local Authority Designated Officer) that an adult working or volunteering with children:

- Has or may have harmed a child
- May have committed a criminal offence related to a child and / or

- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

Step 1: If your workplace has a Designated Senior Manager who deals with allegations contact them. They must contact the First Response Team within 24 hours of any situation arising at **0800 1313 126**

If your workplace does not have a Designated Senior Manager or if the concern is in relation to them please contact the First Response Team directly within 24 hours of any situation arising at **0800 1313 126**

Step 2: The First Response Team will ensure that the matter is passed promptly to the Staffordshire LADO Duty Officer and assist in initiating any additional safeguarding activities.

If your concern or allegation is urgent and outside of office hours telephone: 0845 6042 886 (the Emergency Duty Team).

This single referral point will provide a responsive and inclusive service for all children's workforce sectors, focus the advice and support where it is needed most and enable the team to continue to work effectively with partners.

Further advice on Safeguarding matters can also be obtained from:

Local Contacts

- Staffordshire County Council's Education Safeguarding Advice Service
01785 895836 e-mail : esas@staffordshire.gov.uk
- LADO Staffordshire 0800 13 13 126
- Staffordshire Children's Social Care Services: First Response Service in Multi Agency Safeguarding Hub (M.A.S.H.) 0800 1313 126. Email
www.staffordshire.gov.uk/reportconcern
- Emergency Duty Services (out of hours safeguarding concerns) 0845 604 2886 or email eds.team.manager@staffordshire.gov.uk
- Staffordshire Police M.A.S.H. can be contacted on 101. In the event of an emergency please dial 999
- Stoke-on-Trent Children's Services: Advice and Referral Team (ART) 01782 235100
Emergency Duty Team: 01782 234234 (outside office hours, weekends and bank holidays) Minicom: 01782 236037
- Sam Hubza – School Guidance around Asylum Seekers (Central Thoroughfare Team)
Tel: 01785 854906
- Staffordshire Police Force coordinator : Mark Hardern
Tel: 07539 3636299 Email: mark.hardern@staffordshire.pnn.police.uk
- Staffordshire Police Prevent Team 01785 232054, 01785 233109 or email
prevent@staffordshire.pnn.police.uk

NSPCC

Harmful Sexual Behaviour project: **0844 892 0273**

Local Advice

- Entrust Learning Technologies ICT/Computing/E-safety Teacher Consultants 0300 111 8030
- Families First Local Support team (Staffordshire) email
families.first@staffordshire.gov.uk
- Fostering Service (Staffordshire) 0800 169 2061 email
fostering&adoptionbus@staffordshire.gov.uk Out of Hours: Emergency Duty Service
01785 354030
- Staffordshire Safeguarding Children Board 01785 277151
sscb.admin@staffordshire.gov.uk
- Entrust HR Services (subscription basis) 01785 278961
- Fostering Service (Stoke-on-Trent) 01782 234555 Email: fostering@stoke.gov.uk
- Stoke-on-Trent Family Information Service Hub (F.I.S.H) 01782 232200 email
fish@stoke.gov.uk

National Contacts

- Police (Non-emergency 101)
- CEOP (Child Exploitation and Online Protection) <http://ceop.police.uk/>
- Professionals Online Safety Helpline – 0844 381 4772
www.saferinternet.org.uk/helpline
- Internet Watch Foundation (IWF) – <http://www.iwf.org.uk>
- Safer Internet Centre – helpline@saferinternet.org.uk
- Childline – 0800 1111 www.childline.org.uk
- Ofsted – General enquiries : 0300 123 1231
About Schools: 0300 123 4234
Concerns : 0300 123 4666

e-mail: enquiries@ofsted.gov.uk

- HM Government (advice on protecting children from radicalisation for parents, teachers and leaders) www.educateagainsthate.com
- **NSPCC** Harmful Sexual Behaviour project: **0844 892 0273**

Useful websites

- Staffordshire Safeguarding Children Board <http://www.staffsscb.org.uk>
- Stoke-on-Trent Safeguarding Children Board
<http://www.safeguardingchildren.stokeon-trent.gov.uk>
- Child Exploitation and Online Protection Centre (CEOP) – www.ceop.police.uk &
www.knowaboutcse.co.uk
- NSPCC – 24 hour Child Protection Helpline 0808 800 5000 <https://www.nspcc.org.uk/>
- WOMENS AID - 24 Hour Helpline: **0870 2700 123**
http://www.staffordshirewomensaid.org/contact_us/
- UNICEF – Support Care Team 0300 330 5580 (Mon – Fri 8am-6pm). If you think a child is in immediate danger, please call 999.
www.unicef.org.uk