

Safeguarding and Child Protection Policy

The Darley Centre

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Introduction

The Darley Centre recognises its responsibilities for safeguarding, child protection and promoting the welfare of children. This policy applies to all governors, staff, visitors and parents. This policy has been developed in accordance with the requirements identified in 'Keeping Children Safe in Education 2016' <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> (See Appendix 1).

This includes guidance on:

- child sexual exploitation (CSE)
- female genital mutilation (FGM) so called Honour violence
- forced marriage (FM) so called Honour violence
- anti-radicalisation and the Prevent strategy
- children missing in education (CME)

The Darley Centre will fulfil its local and national responsibilities and have due regard to the following documents:-

1. DfE 'Keeping Children Safe in Education', Sept 2016
2. DfE 'Working Together to Safeguard Children', March 2015
(Please see appendix 10 for other relevant documents)

PREVENTION

The Darley Centre will establish an ethos where:

- Children feel secure in a safe environment in which they can learn and develop
- Children know that there are adults in the school whom they can approach if worried or in difficulty.
- Importance and prioritisation is given to equipping the children with the skills needed to stay safe; including providing opportunities for Personal, Social and Health Education throughout the curriculum.
- Children develop realistic attitudes to their responsibilities in adult life and are equipped with the skills needed to keep themselves safe; including understanding and recognition of healthy/unhealthy relationships and support available.
- Children are supported in recognising and managing risks in different situations, including on the internet, being able to judge what kind of physical contact is acceptable and unacceptable, recognising when pressure from others, including people they know, threatens their personal safety and well-being and supporting them in developing effective ways of resisting pressure.
- All adults feel comfortable and supported to draw safeguarding issues to the attention of the Head Teacher and/or the Designated Safeguarding Lead and are able to pose safeguarding questions with 'respectful uncertainty' as part of their shared responsibility to safeguard children 'Think the unthinkable' Keeping Children Safe in Education, July 2016.
- There is a proactive approach to substance misuse. Issues of drugs and substance misuse are recorded and there is a standalone policy which is robustly delivered throughout the school and curriculum.
- Support and planning for young people in custody and their resettlement back into the school community is undertaken, where necessary, as part of our inclusive approach.
- It works in accordance with Working Together to Safeguard Children 2015' and supports the North Lincolnshire Local Safeguarding Children Board (LSCB) to ensure children and young people receive the most appropriate referral and access provision; actively supporting multi agency planning for those children and, in doing so, providing information about the 'voice of the

child' and the child's lived experience as evidenced by observations or information provided the multi- agency forum.

- All students have a right to be protected, respected, valued and to be heard. This will be achieved by:
 - The identification of students at risk of suffering significant harm, exploitation or extremism
 - Reducing the potential risks pupils face of being exposed to violence, extremism, exploitation, or victimisation
 - Raising awareness of all staff through effective communication and training
 - The referral of all disclosures to the appropriate agencies
 - Addressing concerns at the earliest possible stage using Early Help procedures
 - Working in partnership with the Local Safeguarding Children Board (LSCB)

1.1 Policy Statement

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse, neglect, victimisation and exploitation. We will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to
- Ensure children know that there are adults in the school whom they can approach if they are worried
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

We will follow the procedures set out by North Lincolnshire Local Safeguarding Children Board (LSCB) and guidance issued by the Department for Education to:

- Ensure we have a nominated Senior Leadership Team member responsible for Safeguarding.
- Ensure every member of staff (including temporary, supply and volunteers) and members of the governing body; know the name and understand the role of the designated senior person responsible for Safeguarding.
- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated senior person responsible for Safeguarding.
- Ensure that parents have an understanding of the responsibility placed on the School staff for Safeguarding by setting out their obligations by updating and publishing our policy on the school website annually.
- Notify the allocated social worker immediately if there is an unexpected absence of a pupil who is subject to a child protection plan.
- Develop effective links with relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attendance at case conferences.
- Keep written records of concerns about children, even where there is no need to refer the matter immediately.
- Ensure all records are kept securely; separate from the main pupil file, and in locked locations.
- Follow procedures where an allegation is made against a member of School staff or volunteer.
- Ensure safe recruitment practices are always followed.
- Ensure **EARLY HELP Process** is available to support children who need additional support (the Early Help Strategy can be accessed at www.northlincs.gov.uk/LSCB). We will identify learners who require this extra level of support in our school, these are vulnerable children who we will monitor to support their development whilst not at risk of immediate danger or significant risk of harm. This includes the additional barriers that exist when recognising abuse of pupils with SEN-D.

The Darley Centre recognises that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. We may be the only stable, secure and predictable element in the lives of children at risk. Their behaviour may be challenging and defiant or they may be withdrawn. We will endeavour to support the pupil through:

- The content of the curriculum.
- Our ethos.
- Our behaviour policy, which is aimed at supporting vulnerable pupils.
- Ensuring that the pupil knows that some behaviour is unacceptable, but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adult Mental Health Service (CAMHS), Education Welfare Service and Educational Psychology Service.
- Ensuring that, where a pupil subject to a child protection plan, child in need or early help leaves, their information is securely transferred to the new School/Academy immediately and that the child's social worker is informed.
- We use internal and external exclusions only as a last resort for students deemed as vulnerable or at risk.
- We will seek information on pupils who have moved into the school from another area.
- We recognise that children with SEN and disabilities are more likely to be abused or neglected and we will monitor these young people to keep them safe.

1.1.1 Related Issues

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as pupil health and safety, bullying and a range of other issues. For example, arrangements for meeting the medical needs of children, providing first aid, building security, drugs and substance misuse, positive behaviour, etc. There may also be other safeguarding issues that are specific to the local area or population that need to be identified in partnership with the Local Authority e.g. gang membership and the safeguarding of vulnerable adults. The Darley Centre has a duty to ensure that safeguarding permeates all activities and functions. This policy therefore complements and supports a range of other safeguarding issues

- Bullying including cyber bullying
- Children missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith abuse
- Female genital mutilation (FGM)
- Forced marriage
- Gangs and youth violence
- Gender based violence/violence against women and girls (VAWG)
- Hate
- Mental health
- Missing children and adult strategy
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Sexting

- Trafficking

1.2 Responsibilities: Governors

1.2.1 The governors will oversee and keep under review the Schools/Academy Child Protection and Safeguarding policy and ensure they:

- Have robust Safeguarding procedures in place.
- Operate safer recruitment procedures and ensures appropriate checks are carried out on new staff and adults working on the school site. This includes checking the Single Central Record (SCR).
- Have procedures for dealing with allegations of abuse against any member of staff or adult on site.
- Appoint a member of staff from the School/Academy leadership team (SLT) to the role of designated safeguarding lead with a clear job description outlining this role.
- Always have cover for the designated safeguarding lead.
- Provide a broad and balanced curriculum with children been taught about safeguarding, including on-line, through teaching and learning opportunities.
- Have appropriate filters and monitoring systems in place to proactively monitor internet use particularly for vulnerable pupils.
- Take steps to remedy any deficiencies or weaknesses with regard to safeguarding arrangements.
- Governing Body will nominate a member responsible for liaising with the LA and/or partner agencies in the event of allegations of abuse against the Head teacher
- Carries out an annual review of the Safeguarding policy and procedures.
- Carry out an Annual Safeguarding Audit sharing this with the LSCB/Safeguarding in Schools team.
- Ensure that the School/Academy contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children 2015'.
- Comply with its obligations under section 14B of the Children's Act 2004 to supply the LSCB with information to fulfil its functions.
- Ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- Governing bodies should utilise the experience and expertise of their staff when shaping safeguarding policies.

1.2.2 All adults working in our School/Academy (including visiting staff, volunteers and pupils on placement) are required to report instances of actual or suspected child abuse or neglect (as defined in the latest DfE 'Keeping Children Safe' 2016 guidance) to the Designated Senior Lead with responsibility for child protection.

The Designated Senior Lead for Safeguarding is: Richard Martin

The Deputy Designated Lead for Safeguarding is: Mike Burnett and Robert Horton

1.2.3 The Head Teacher will:

- Be responsible for the implementation of the policy and procedures and ensuring that the outcomes are monitored.
- Ensure that all staff, governors, parents and students are aware of the policy and procedures in place.
- Select/appoint two Designated Safeguarding Leads (DSLs) - the DSL and Deputy DSL. Consideration should be given by the Head Teacher to the range of other responsibilities that the DSL undertakes. The DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and to be able to give time to lengthy meetings or case conferences.

- Ensure that details of the DSL and Deputy DSL are clearly displayed in staff areas and any staff handbook.
- Determine an appropriate training programme in consultation with the Designated Safeguarding Lead (DSL) reflecting the requirements of Keeping Children Safe in Education 2016

1.2.4 The Designated Safeguarding Lead (DSL) is responsible for:

- Ensuring that all cases of suspected or actual concerns associated with child protection are referred to the appropriate agencies.
- DSL will have level 3 training on Safeguarding and Child protection every 2 years and at least annual updates.
- Being aware of the latest national and local guidance and requirements and keeping the staff informed as appropriate.
- Ensuring that effective communication and liaison takes place between the School/Academy and the Local Authority, and any other relevant agencies, where there is a safeguarding concern in relation to a student.
- Ensuring that all staff have an understanding of child abuse, neglect and exploitation and their main indicators. This will include training for all staff at least annually.
- Dealing with allegations of abuse in accordance with local procedures.
- Ensuring that appropriate training for staff is organised according to the agreed programme. This training must now be 'at least annually' (with regular updates as necessary).
- Ensuring that adequate reporting and recording systems are in place; and

The Designated and Deputy Safeguarding Lead will meet regularly to discuss safeguarding issues including:

1. LAC (looked after children)
2. CIN/CP (Child in need/Child Protection)
3. Early Help
4. Medical issues
5. Persistent Absence
6. Police reports
7. Substance misuse
8. Local and national issues such as FGM (Female Genital Mutilation), extremism, CSE (Child sexual exploitation) , CME (Children missing Education) and FM (Forced Marriage)
9. SEND children

1.2.5 All staff, including supply teachers and other visiting staff (e.g. School nurses) and those supporting educational visits will be informed of the Designated Safeguarding Lead (DSLs) name, the named Deputy, and the Schools/Academy's policy for the protection of children:

- During their first induction to the School /Academy
- Whole staff training or briefing meetings

All staff need to be alert to the signs of harm and abuse. They should report any concerns if not immediately, as soon as possible, to the Designated Safeguarding Lead (DSL) or named deputy. If in any doubt, staff should consult with the Designated Safeguarding Lead (DSL).

2. Allegations of Abuse

2.1 When a member of staff suspects that any student may have been subject to abuse, or a student has suggested that abuse has taken place either to themselves or another student, the allegation must be reported immediately to the Designated Safeguarding Lead (DSL) or the Deputy DSL, if the DSL is off site.- unless it relates to these people

2.2 The DSL (or Deputy DSL if the DSL is off site) will ensure the allegation is acted on within the school day (including extended hours).

2.3 The DSL will ensure that the Head Teacher and Deputy DSL are informed of all allegations and how they are dealt with.

2.4 The DSL will deal with the allegation in accordance with locally agreed LSCB procedures.

2.5 The DSL will be best placed to carry out a risk assessment of the issue and determine the escalation and timescales for dealing with the allegation.

3. Allegations against Staff - Reporting Procedures

3.1 We will manage cases of allegations that might indicate a person would pose a risk of harm if they continue to work in regular or close contact with children in their present position, or in any capacity. It will be used in respect of all cases in which it is alleged that a teacher or member of staff (including volunteers) has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he/she is unsuitable to work with children.

We will follow guidance in Keeping Children Safe in education 2016 p. 40-50 and LSCB guidance see LSCB procedures Managing Allegation against Staff.

3.2 We have a duty of care to our employees. We will ensure we provide effective support for anyone facing an allegation and provide the employee with a named contact if they are suspended. It is essential that any allegation of abuse made against a teacher or other member of staff or volunteer in a school or college is dealt with very quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

3.3 The procedures for dealing with allegation will be applied with common sense and judgement. Many cases may well either not meet the criteria set out above, or may do so without warranting consideration of either a police investigation or enquiries by local authorities children's services. In these cases we will link to the LSCB procedures.

To access the full procedures visit www.northlincspsc.co.uk

4. Training

The School/Academy also has a commitment to training annually in house and to multi agency training run through the LSCB or Local Authority.

- Time will be given to enable this commitment to be met.
- The Designated Safeguarding Lead (DSL) and Deputy DSL will receive relevant level 3 training at least every two years with updates at least annually.
- All staff, governors and volunteers new to the School/Academy will be given appropriate Safeguarding training as part of their induction programme to the School/Academy.
- All School/Academy staff and Governors will undertake training annually as organised by the DSL.
- Newly recruited staff have safeguarding and child protection training as part of their induction and will receive School/Academy specific training including being made aware of local risk factors for extremism.

- The DSL will attend Prevent training (WRAP) as provided by the Home Office and Local Authority.
- Appropriate members of senior leadership teams and Governors are required to complete Safer Recruitment Training in order that one panel member on every selection panel is trained in 'Safer Recruitment'. Online training can be obtained from the NSPCC <http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course> or through the LSCB website.

5. Safe Staff Recruitment

It is vital that schools and colleges create a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children. Governing bodies and proprietors must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks together with references and interview information.

The level of DBS certificate required, and whether a prohibition check is required, will depend on the role and duties of an applicant to work in a school or college, as outlined in KCSIE 2016.

For most appointments, an enhanced DBS certificate, which includes barred list information, will be required as the majority of staff will be engaging in regulated activity. In summary, a person will be considered to be engaging in regulated activity if as a result of their work they:

- will be responsible, on a regular basis in a school or college, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once.

Regulated activity

The full legal definition of regulated activity is set out in Schedule 4 of the Safeguarding Vulnerable Groups Act 2006 as amended by the Protection of Freedoms Act 2012.

Regulated activity includes:

a) Teaching, training, instructing, caring for (see (c) below) or supervising children if the person is unsupervised, or providing advice or guidance on well-being, or driving a vehicle only for children,

b) Work for a limited range of establishments (known as 'specified places', which include schools and colleges), with the opportunity for contact with children, but not including work done by supervised volunteers;

c) Relevant personal care, or health care provided by or provided under the supervision of a health care professional:

- personal care includes helping a child, for reasons of age, illness or disability, with eating or drinking, or in connection with toileting, washing, bathing and dressing;
- health care means care for children provided by, or under the direction or supervision of, a regulated health care professional.

Please refer to the **Safer Recruitment Specific Guidance and KCSIE 2016**

6. Safeguarding Pupils who are Vulnerable to Extremism; the Prevent Duty

The Darley Centre follow statutory guidance as set out in Appendix Six on the responsibility to dispense the Prevent Duty.

Through our ethos, values and behaviour policy, the School/Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

6.1 We are aware 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.

The Prevent strategy aims to stop people becoming terrorists or supporting terrorism. Whilst it remains rare for children and young people to become involved in terrorist activity, we recognise young people from an early age can be exposed to terrorist & extremist influences or prejudiced views. As with other forms of safeguarding strategies, early intervention is always preferable.

We value inclusion, tolerance, the freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning healthy communities in which the School/Academy is based. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility. 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 subject to treating others with respect, understanding differences, equality, human rights, community safety and community cohesion.

The School/Academy is committed to working with the local authority and other local partners, families and communities to play a key role in ensuring young people and our communities are safe from the threat of terrorism.

Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 6 under Prevent Duty Guidance from the DfE.

We seek to protect children and young people against the messages of all extremism including, but not restricted to, those linked to Daesh (ISIS), Far Right/White Supremacist ideology, Irish Nationalist and Loyalist paramilitary groups and extremist Animal Rights movements.

6.2 Risk Reduction

The Designated Safeguarding Lead will assess the level of risk within the School/Academy and put actions in place to reduce that risk. Actions will include consideration of the school's RE curriculum, PSHE curriculum, SEND policy, assembly content. Risk assessment will include the use of school premises by external agencies, integration of pupils by gender and SEND, anti-bullying policy and other issues specific to the School/Academy's profile, community and ethos.

Risk Assessment Proforma can be found in APPENDIX 7.

There is no single way of identifying an individual who is likely to be susceptible to a terrorist/radical ideology. As with managing other safeguarding risks, all staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Children at risk of radicalisation may display different signs or seek to hide their views. Staff are advised to use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately.

The School/Academy recognises that the Prevent duty does not require teachers to carry out unnecessary intrusion into family life but, as with any other safeguarding risk, they must take action when they observe behaviour of concern. Some of the indicators School/ Academy staff look out for include:

- **Vulnerability:** identity crisis, personal crisis, migration, unmet aspirations and history of criminality
- **Access to extremist influences:** through friendship groups, internet activity, activities abroad i.e. military camps, child vocalising support of illegal or extremist/militant groups
- **Experiences and influences:** social rejection, personal impact from civil unrest and wide spread media coverage of international events, change in appearance and behaviour, family conflict over religious reviews, verbal or written evidence of support for terrorist activities
- **Travel:** pattern of travel, regular extended travel, evidence of falsifying identity documents, consideration of unexplained absences
- **Social factors:** disadvantaged background, lack of empathy and/or affinity with others, severe learning difficulties or mental health, is the child a foreign national or refugee, experience of trauma or sectarian conflict, extremist views of a significant other.

6.3 Response

The School/Academy will identify a Prevent Single Point of Contact (SPOC) who will be the lead within the School/Academy for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead. The responsibilities of the SPOC are described in APPENDIX 8.

When any member of staff has concerns that a pupil may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC and/or the Designated Safeguarding Lead (if this is not the same person) and record the concerns.

If there is a concern that a young person is being radicalised or at risk of being drawn into terrorism refer to Children's Services as with any other safeguarding concern.

In addition, links with the local Channel lead can be made by the DSL and where necessary, individual cases will be referred to the local channel panel for screening and assessment.

More information on Channel Programme is available via:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf

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. To access the full procedures visit www.northlincsiscb.co.uk.

6.4. Training

The School/Academy will ensure that the DSL and SPOC (if different) will complete a local Workshop to Raise Awareness of Prevent (WRAP) and that this training will be cascaded to staff as part of the annual CPD training programme, this will be the responsibility of the DSL/SPOC.

7. Safeguarding Pupils who are Vulnerable to Exploitation, Child Sexual Exploitation, Forced Marriage, Female Genital Mutilation, or Trafficking

Through our ethos, values and behaviour policy, the School/Academy provides a platform to ensure children and young people are given the support to respect themselves and others, and understand their role as a local and global citizen, being aware of the potential issues they face.

The ethos of healthy open relationships, inclusion and treating everyone equally permeates all we do. We place a strong emphasis on our values such as self-respect, building a sense of personal identity, tolerance and the value of a human life. We work hard to broaden our students' experience, to prepare them for life and work in contemporary Britain. We teach them to respect and value the diversity around them as well as understanding how to make safe, well-considered decisions through our approach.

We are equipping our students and pupils to consider their responsibilities and see themselves as active participants and champions of the transformation of attitudes and therefore communities.

The Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation and access support, advice and resources from the LSCB

- What is human trafficking?
- Healthy relationships and grooming
- Online safety
- Staff training on child trafficking
- Assembly resources on vulnerable communities

Through the use of these resources and others, our staff are supported to recognise warning signs and symptoms in relation to specific issues.

Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.

Our Designated Safeguarding Lead knows where to seek and get advice as necessary from the Local Authority and national specialist organisations. Staff are available for advice and links to relevant support with dealing with a potential trafficking situation if needed.

<https://www.stophetraffik.org/>

Additional guidance on Forced Marriage can be found in APPENDIX 3

Additional guidance on FGM can be found in APPENDIX 4

Specific guidance on Child Sexual Exploitation (CSE) can be found in APPENDIX 5

7.1 Procedure for Students Identified as being 'at risk'

Where risk factors are present but there is no evidence of a particular risk then our DSL/SPOC advises us on preventative work that can be done within school to engage the students into mainstream activities and social groups. The DSL may well be the person who talks to and has conversations with the student's family, sharing the school's concern about the young person's vulnerability and how the family and school can work together to reduce the risk.

In this situation, depending on how worried we are and what we agree with the parent and the young person (as far as possible):

- The DSL/SPOC can decide to notify the Single Access Point of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
- The School/Academy will review the situation after taking appropriate action to address the concerns.

The DSL/SPOC will also offer and seek advice about undertaking an early help assessment and/or making a referral to Social Services by contacting the Single Access Point (SAP).

If the concerns about the student are significant and meet the additional/complex needs criteria of the Local Authority, he/she will be referred to the (SAP). This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

All staff are aware that if they discover (through disclosure by the victim) or that FGM appears to have been carried out on a girl under 18, they are under a legal obligation to personally report to the police a disclosure that FGM has been carried out as well as informing the DSL immediately.

8. Children Missing in Education

We believe all students, regardless of their circumstances or background are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs or disability.

8.1 We operate a stringent attendance tracking system that is overseen by a member of the leadership team. The tracking and use of effective attendance management strategies enables us to ensure every child is accounted for.

8.2 We undertake to support and challenge both persistent absence and provide early intervention for emerging needs with the use of the early help assessment framework and report on such children on a timely basis to the Virtual School, including those children and young people who are not receiving a full time education within the school.

8.3 The School/Academy will only authorise leave of absence in exceptional circumstances. It is for Head Teacher to determine the length of time that the child can be away from the School/Academy as authorised leave.

8.4 We recognises that some children seeking leave of absence, are vulnerable to risk of abuse, neglect or travelling to conflict zones, or at risk of FGM or forced marriage. The DSL will, as soon as a concern is established, alert the Local Authority through an immediate referral to the Duty team of Children's Social Care.

8.5 All staff are alert to these triggers and the School/Academy works in partnership with the Local Authority to ensure localised risks are particularly taken note of and shared with all staff. Staff who have pastoral responsibility undergo training on attendance and safeguarding issues on a regular basis.

8.6 Pupil/student absence will be followed up on a daily basis as a matter of priority and all registers kept up to date daily with the appropriate DfE recognised attendance/absence marks. All absences are followed up with parents with a clear escalation process where concerns emerge or remain.

Through the Children Missing in Education procedures, the Local Authority has a statutory duty to identify children who are not registered pupils at a school and are not receiving a suitable education other than at a school. The overall aim is for all children and young people in North Lincolnshire to have the opportunity to fulfil their potential through access to education. The purpose of the section 436A of the Education Act 1996 is to ensure that local authorities' arrangements enable them to establish the identities of children in their area who are not registered pupils at a school, and are not receiving suitable education other than at a school (eg. privately or in alternative provision). Those children identified as not receiving suitable education should be returned to full time education either at a school or in alternative provision. **This duty only relates to children of compulsory school age.** It is expected therefore that through these procedures, schools/academies will work in conjunction with the local authority by ensuring:

- That all pupils who go missing from schools in the North Lincolnshire area and move to other areas are speedily located and children are adequately safeguarded in the process.
- All departments, services and agencies will work together and share information regarding children who may be missing education – this includes all schools/academies
- Support is given to other local authorities to locate their own missing pupils
- The local authority encourages all independent and non-maintained schools to notify them when children of compulsory school age leave their roll, and of their destination wherever possible.

The admissions register at the School/Academy is kept up to date and the Local Authority is informed of all pupils/children who are removed from the Academy roll when they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have 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 he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

The local authority will be informed as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the roll.

No student will be removed from a School/Academy roll until all safeguarding checks have been completed or the whereabouts of a pupil/student have been established.

8.7 Links with Virtual School Head and the Schools/Academy designated teacher for pupils who are LAC (Please see appendix 11)

9. E-Safety

Our E-safety policy can be found on our policy resource page. This policy sets out specific measures that ensure children in the School/Academy are safe from terrorist or extremist material via online platforms alongside other measures to minimise risk to the welfare of children due to other safeguarding threats.

9.1 Sexting in schools and colleges: responding to incidents and safeguarding young people

What does this advice cover?

This advice covers:

- Responding to disclosures
- Handling devices and imagery
- Risk assessing situations
- Involving other agencies, including escalation to the police and children's social care
- Recording incidents
- Involving parents
- Preventative education

More information can be found at

10. Confidentiality and Record Keeping

10.1 Staff have the professional responsibility to share relevant information about the protection of children with the DSL and Head Teacher and potentially external investigating agencies under the guidance of the Designated Safeguarding Lead (DSL).

10.2 If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tells the student sensitively that he/she has a responsibility to refer the matter to the Designated Safeguarding Lead (DSL) for the student's welfare. At the same time, the student should be reassured that the matter will only be disclosed to the Designated Safeguarding Lead (DSL), who will then decide on appropriate action.

10.3 Accurate written notes will be kept of all incidents or Child Protection concerns relating to individual pupils. If a teacher or any other staff have a child protection concern, they should inform the Head Teacher or DSL as soon as possible. These will be kept on the student's Child Protection file.

10.4 Child Protection records must be kept secure and arrangements in the School/Academy must comply with the Data Protection Policy. The DSL will ensure that all Child Protection records are kept separately from pupil records and stored securely, by encryption and/or password protecting electronic files, or ensuring that paper records are in a locked cabinet with restricted access. Information from child protection files will only be shared with relevant staff when it is necessary to do so and in a manner consistent with data protection legislation.

10.5 Upon receipt of any request regarding direct access to School/Academy documentation on a Child Protection file, the Head Teacher and DSL will be informed and a decision taken on the appropriate way forward in accordance with the Data Protection Policy.

In the event of a student who is being dealt with under the School/Academy's child protection procedures transferring to another school, the School/Academy will:

- Find out the name of the receiving school (and, where appropriate the Local Authority)
- Contact the relevant member of staff at that school to discuss the transfer
- Securely send all information relating to the student to the receiving school (and where relevant the Local Authority)
- Check with the receiving school that the student has actually arrived there on the expected day; and inform all relevant agencies of the transfer.

10.6 Any external individual or organisation contracted by the School/Academy to work with School/Academy students must report any child protection incidents or disclosures from students to the Head Teacher or DSL at the earliest opportunity. Such bodies will, as part of their contractual arrangements with the School/Academy, be required to work in accordance with the School/Academies child protection and safeguarding policy.

11. Working with Parents

- Parents play an important role in protecting their children from abuse. The School/Academy is required to consider the safety of the student and should a concern arise the Designated Safeguarding Lead (DSL) has the responsibility to seek advice prior to contacting parents;
- The School/Academy will work with parents to support the needs of their child;

- The School/Academy aims to help parents understand that the School/Academy has a responsibility for the welfare of all students and has a duty to refer cases to the Local Authority in the interests of the student as appropriate.

12. Diversity

- Peer on Peer abuse will not be tolerated or passed off as banter or part of growing up.
- ‘We will treat everyone at fairly, celebrating difference and meeting different needs so that all members of our school community are free to live, learn and enjoy’.
- Tackling discrimination on the grounds of age, disability, gender identity (gender reassignment and transgender), pregnancy and maternity, race, religion or belief, sex (gender) or sexual orientation.
- Advancing equality of opportunity.
- Creating good relations between different groups (Please see Equality and Diversity Policy).

13. Monitoring and Review

a. The Designated Safeguarding Lead (DSL) will monitor the working of this policy and will report as required to the Head Teacher/Governing Body.

b. The Head Teacher will report on Safeguarding termly to the Governors through completion of Key Performance Indicators (Attendance, Early Helps, Exclusions, LAC, Pupil Premium, Bullying, Referrals)

c. The School/Academy will actively evaluate the effectiveness of this policy by monitoring the School/Academy’s staff understanding and application of the procedures within this policy as their overall duty to safeguard pupils and students. School/Academy will undertake a yearly audit to assure that safeguarding systems and processes are working effectively. This audit will be returned to the Local Authority.