



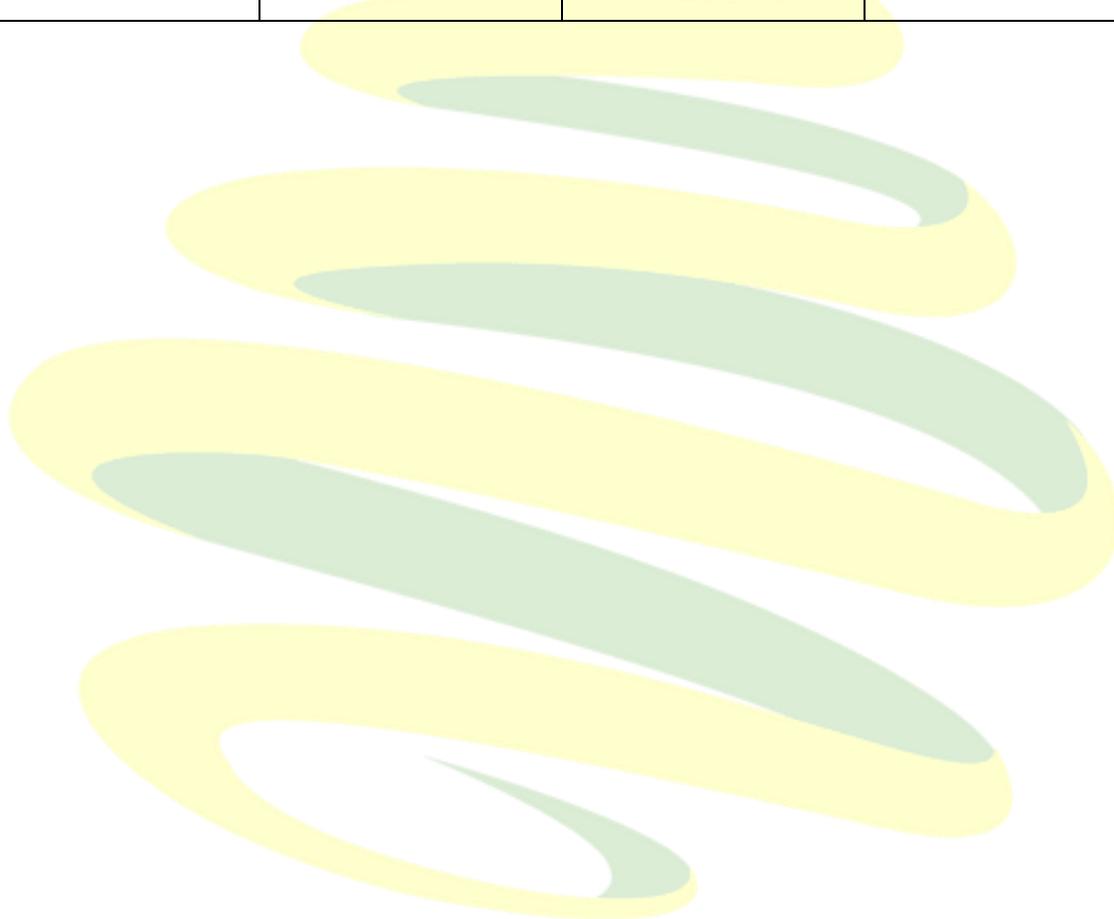
# Healing Multi Academy Trust Secondary Safeguarding Policy

Version 1

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## 1. Introduction

At Healing Multi Academy Trust (HMAT), we are committed to safeguarding and promoting the welfare of all our pupils and in keeping with guidelines for Child Protection We believe that all staff and visitors have an important and unique role to play in safeguarding our that pupils. We comply with the statutory guidance from the Department for Education as detailed below and the arrangements agreed and published by our 3 local safeguarding partners.

HMAT will fulfil local and national responsibilities as laid out in the following documents:

- Working Together to Safeguard Children (2018)
- Keeping Children Safe in Education (DFE 2020)
- What to do if you're worried a child is being abused (DfE 2015)
- Safeguarding Children Partnership Guidance (2019)
- Children and Families Act (DfE 2014)
- The Children's Act 1989 (as amended 2004 Section 52)
- Education Act 2011 s175/s157
- Prevent - Section 26 of the Counter-Terrorism and Security Act 2015 (CTSA 2015)
- Multi-agency statutory guidance on female genital mutilation (2016)
- Mental Health and Behaviour in Schools: Departmental Advice (DFE 2016)
- Children and Social Work Act (2017)

## 2. Aims

This policy will contribute to safeguarding our pupils and promoting their welfare by:

- Clarifying standards of behaviour for staff and pupils;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect, and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all might not be well;
- Developing staff awareness of the causes of abuse;
- Developing staff awareness of the risks and vulnerabilities their pupils face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation or victimisation.

This policy will contribute to supporting our pupils by:

- Identifying and protecting the most vulnerable;
- Identifying individual needs where possible; and
- Designing plans to meet those needs.

This policy will contribute to the protection of our pupils by:

- Including appropriate work within the curriculum;
- Implementing child protection policies and procedures; and
- Working in partnership with pupils, parents and agencies.

### 3. Principles

These are some of the key principles of safeguarding at HMAT -

- The welfare of the child is paramount.
- All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All staff have an equal responsibility to act upon suspicion or disclosure that may suggest a child is at risk of harm.
- Pupils and staff involved in child protection issues will receive appropriate support.

### 4. Definitions

Safeguarding and promoting the welfare of children means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

Abuse is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Sexting (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children.

Children includes everyone under the age of 18.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the LA area

#### Contextual Safeguarding

Contextual Safeguarding is referred to in Working Together to Safeguard Children (2018) and in Keeping Children safe in Education (2020). Contextual Safeguarding highlights the importance of considering wider environmental factors in a child's life that may be a threat to their safety and/or welfare. Contextual Safeguarding is an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognizes that the different relationships that young people form in their neighbourhoods,

schools and online can feature violence and abuse. Parents and carers have little influence over these contexts. Contextual Safeguarding expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social and online contexts.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school. All staff, but especially the designated safeguarding lead, should 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.

## **5. Expectations**

All staff, visitors and volunteers will:

- Be familiar with this safeguarding policy;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc. The 2018 regulations are made under section 75 of the Childcare Act 2006. This includes Disqualification by Association which is defined as living in the same household where another person who is disqualified lives or is employed as specified in regulation 9 of the 2018 regulations.
- Be involved, where appropriate, in the implementation of individual education programmes, integrated support plans, child in need plans and interagency child protection plans;
- Be alert to signs and indicators of possible abuse
- Record concerns and give the record to a member of the Safeguarding team staff should also record safeguarding issues on academy system used.
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix Two – you must inform the DSL or deputy DSLs immediately, and provide a written account as soon as possible and ideally within 24 hours.

All staff will receive safeguarding training at intervals of no more than three years and will be updated annually on procedures and expectations.

Key staff will undertake more specialist child protection training as agreed by the Governing Body.

## **6. Equality Statement**

Some children may have an increased risk of abuse. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and reluctance on the part of some adults to accept that abuse can occur. To ensure that our pupils receive equal protection, we will give special consideration to children who are:

- Living away from home or in temporary accommodation
- Living in chaotic and unsupportive home situations
- Living transient lifestyles

- Affected by parental substance misuse, domestic violence or parental mental health needs
- Vulnerable to being bullied, or engaging in bullying
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, disability or sexuality
- Do not have English as a first language
- At risk of sexual exploitation, female genital mutilation, forced marriage or being drawn into extremism.

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect and staff are trained to manage these additional barriers to ensure this group of children are appropriately safeguarded.

Where risk factors are present but there is no evidence of a particular risk, then our DSL / Child Protection Officer will investigate preventative work that can be done within school to engage the pupil into mainstream activities and social groups. The DSL / Child Protection Officer may well be the person who talks to and has conversations with the pupil'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) –

1. The DSL / Child Protection Officer may decide to notify MASH of the decision so that a strategic overview can be maintained and any themes or common factors can be recognised; and
2. The school will review the situation after taking appropriate action to address the concerns.

The DSL / Child Protection Officer may also offer and seek advice about undertaking an early help assessment by making a referral to MASH. The local family support and safeguarding hub can assist us with advice with early help.

If the concerns about the pupil are significant and meet the additional needs or complex need criteria, they will be referred to MASH. This includes concerns about a child/young person who is affected by the behaviour of a parent or other adult in their household.

## **7. Roles and Responsibilities**

It is the responsibility of every member of staff, volunteer and regular visitor to the academy to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at the academy. This includes the responsibility to provide a safe environment in which children can learn.

The Trustees of the Healing Multi Academy Trust, the local Governing Body and the Principal are accountable for ensuring the effectiveness of this policy and compliance with it. Although the LGB takes collective responsibility to safeguard and promote the welfare of pupils, there is also a named Governor representative who champions safeguarding within the academy.

### All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education.
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL / deputy DSLs, and sharing information with other professionals to support early identification and assessment.
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play.
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals.
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalisation.

### The Safeguarding Team

During term time, the safeguarding team will be available during school hours for staff to discuss any safeguarding concerns.

We will ensure that the designated safeguarding lead officer for child protection leads regular case monitoring reviews of vulnerable children with designated staff responsible for child protection.

The designated safeguarding lead officer will ensure that all staff involved in direct case work of vulnerable children, where there are child protection concerns/issues; have access to regular safeguarding supervision.

Where the school has concerns about a child, the designated safeguarding lead officer, will act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Child Protection information will be dealt with in a confidential manner. Staff will be informed of relevant details only when the Designated Safeguarding lead feels them having knowledge of a situation will improve their ability to deal with an individual child and/or family.

Child Protection records will be stored securely in a central place and separately from academic records. Individual files will be kept for each child; school will not keep family files. Original files will be kept for at least the period during which the child is attending the school, and beyond that in line with current data legislation.

Access to these by staff other than the Designated Staff will be restricted, and a written record will be kept of who has had access to them and when.

**PLEASE NOTE:** All calls are to be treated as highly confidential and dealt with only by the appropriate qualified member of staff.

Guidelines and procedures for dealing with Child Protection issues have been produced by the Local Safeguarding Children Partnership.

## Raising Awareness

The designated safeguarding lead should ensure that the Academy's policies are known and used appropriately:

- Ensure that the child protection policy is reviewed **annually** and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure that the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.
- Link with the local authority and Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

## The Governing Body

The Governing Body is the accountable body for ensuring the safety of each academy.

The Governing Body will ensure that:

- The school has a safeguarding policy in accordance with the procedures of the local Safeguarding Children Partnership;
- The school operates, "safer recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the school's leadership team acts as a Designated Safeguarding Lead;
- The Designated Safeguarding Lead and Child Protection Officer attend appropriate refresher training every two years;
- The Principal and all other staff who work with children undertake training at three yearly intervals;
- Temporary staff and volunteers are made aware of the school's arrangements for child protection and their responsibilities;
- The school remedies any deficiencies or weaknesses brought to its attention without delay; and
- The school has procedures for dealing with allegations of abuse against staff/volunteers.

The Nominated Governor is responsible for liaising with the Principal and Designated Safeguarding Lead over all matters regarding child protection issues. The role is strategic rather than operational – they will not be involved with individual pupils.

The chair of the MAT Board is nominated to be responsible for liaising with the local authority and other partner agencies in the event of allegations of abuse being made against the Principal.

## **8. Training**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Visitors / contractors will view the safeguarding guidance on arrival in reception. Volunteers will receive appropriate training, if applicable.

New staff receive a briefing during their induction, which includes the school's child protection policy and staff code of conduct and details for the safeguarding team including the DSL and Child Protection Officer.

The designated safeguarding lead / Child protection Officer should receive appropriate training carried out **every two years** in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff and volunteer has access to and understands the Academy's child protection policy and procedures, including new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff.
- It is important that all staff receive training to enable them to recognise the signs of abuse, neglect and exploitation and to know what to do if they have a concern.

All Trustees and Local Governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the chair of governors/safeguarding lead governor may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Principal, they receive training in managing allegations for this purpose.

## **9. Record Keeping**

Child protection files should be held in a locked cabinet with only the designated officer(s) having access. The reporting of any safeguarding updates and / or concerns are kept as a record within the schools safeguarding system.

The required information includes the following specific items:

- Cause for concern forms
- Child protection reports
- Minutes of child protection (CP) / child in need (CIN) conferences, early help assessments and family network / teams around the child meetings
- A copy of support plan for the young person
- Disclosures including the voice of the child

Each child protection file should contain a chronological summary of significant events and the actions and involvement of the school.

Where children leave the Academy, the Child Protection Coordinator will ensure that the child protection file is transferred securely and separately from the main pupil file to the receiving school/educational establishment (where this is known). ***A copy of the chronology must be retained for audit purposes.***

Children's records should be transferred in a secure manner, for example, by hand. When hand-delivering a pupil's records, a list of the names of those pupils whose records are being transferred and the name of the school they are being transferred to will be made and a signature obtained from the receiving school as proof of receipt.

If a pupil moves Academy, child protection records will be forwarded onto the named designated child protection person at the new school, with due regard to their confidential nature.

If there is any on-going legal action the original file should be retained by the school and a copy sent.

If sending by post, children's records should be sent, "Special Delivery", a note of the special delivery number should also be noted to enable the records to be tracked and traced, via Royal Mail.

For audit purposes a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received. A copy of the child protection chronology sheet will also be retained for audit purposes.

If a pupil is permanently excluded, child protection records will be forwarded onto the relevant organisation in accordance with the 'The Education (Pupil Information - England) Regulations 2005.

When a designated safeguarding lead/ member of staff resigns their post/ no longer has child protection responsibility, there should be a full face to face handover/exchange of information with the new post holder.

All Designated Safeguarding Officers receiving current (live) files or closed files must keep all contents enclosed and not remove any material.

All receipts confirming file transfer must be kept in accordance with the recommended retention periods.

## **Archiving**

### Responsibility for the pupil record once the pupil leaves the Academy:

The school which the pupil attended until statutory school leaving age (or the school where the pupil completed sixth form studies) is responsible for retaining the child protection record. The recommended retention periods are 25 years from closure when there has been a referral to Children's Social Work Social Services. If no referral has been made to Children's Social Work Services, the child protection record should be retained until the 25th birthday. The decision of how and where to store these files must be made by the Academy via the governing body. (NB. Due to sensitivity of the information, the records should continue to be held in a secure area with limited access e.g. designated officer(s).

### Confidentiality and Sharing Information

Information sharing will take place in a timely and secure manner and where:

- It is necessary and proportionate to do so; and
- The information to be shared is relevant, adequate and accurate.

Information sharing decisions will be recorded, whether or not the decision is taken to share. Any electronic information will be password protected or sent using the Local authority's secure email system and only made available to relevant individuals.

The DSL / CP Officer will normally obtain consent from the pupil / parent to share sensitive information within school or with outside agencies. Where there is good reason to do so, the DSL / CP Officer may share information without consent, and will record the reason for not gaining consent.

A pupil or their nominated representative may request to see their records and this will be referred to the school data protection officer. The school's data protection policy is available to parents and pupils on the website or on request.

The GDPR and Data Protection Act 2018 do not prevent school staff from sharing information with relevant agencies, where that information may help protect a child.

### Safe Destruction of Pupils' Records

Where records have been identified for destruction they should be disposed of securely at the end of the academic year (or as soon as practical before that time). Records which have been identified for destruction should be confidentially destroyed. This is because they will either contain personal or sensitive information, which is subject to the requirements of the GDPR and Data Protection Act 2018 or they will contain information which is confidential to school or the Local Education Authority. Information should be shredded prior to disposal or confidential disposal can be arranged through private contractors. For audit purposes the school should maintain a list of records which have been destroyed and who authorised their destruction. This can be kept in either paper or an electronic format.

## **10. Procedures for Suspected Abuse**

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

### If a child is suffering or likely to suffer harm, or in immediate danger

- In discussion with DSL, make a referral to children's social care and/or the police immediately if you believe a child is suffering or likely to suffer from harm, or in immediate danger. Anyone can make a referral.
- Tell the DSL as soon as possible if you make a referral directly and record on the school's system.
- The DSL / Child Protection Officer are responsible for referring all cases of suspected abuse). Whilst Keeping Children Safe in Education (DfE 2020) dictates that anyone in the school setting can make a referral, wherever possible this should be done by appropriately trained designated safeguarding staff.

### If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions. Best practice is for someone to scribe whilst the child is being comforted.
- Stay calm and do not show that you are shocked or upset.
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner.
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret.
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it.
- Sign and date the write-up and pass it on to the DSL via schools recording system.

### If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)

Where possible, record your concerns on "my concern" or speak to the DSL. If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline and / or Barnados (Details in appendix). Share details of any actions you take with the DSL as soon as practically possible. Make a referral to local authority children's social care directly, if appropriate. Share any action taken with the DSL as soon as possible.

### If you are concerned about Honour-based violence

Honour-based violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and / or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBV are abuse.

With effect from October 2015 all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers 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.

When a teacher has reasons to suspect that an act of FGM has been carried out on a pupil under 18, they will discuss the situation with the Designated Safeguarding Lead, who may consult children's social care before a decision is made as to whether the mandatory reporting duty applies.

Forced marriage is a marriage in which a female (and sometimes a male) does not consent to the marriage but is coerced into it. Coercion may include physical, psychological, financial, sexual and emotional pressure. It may also involve physical or sexual abuse. In England and Wales, the practice is a criminal offence under the Anti-Social Behaviour, Crime and Policing Act 2014.

Staff concerned about any HBV should alert the safeguarding team particularly if suspicions or concerns are raised by a pupil about being taken abroad and not allowed to return to England.

## **If you are concerned about Breast Ironing**

Breast Ironing is practiced in some African countries, notably Cameroon. Girls aged between 9 and 15 have hot pestles, stones or other implements rubbed on their developing breast to stop them growing further. In the vast majority of cases breast ironing is carried out by mothers or grandmothers and the men in the family are unaware. Estimates range between 25% and 50% of girls in Cameroon are affected by breast ironing, affecting up to 3.8 million women across Africa. The practice of breast ironing is seen as a protection to girls by making them seem 'child-like' for longer and reduce the likelihood of pregnancy. Concerns have been raised that breast ironing is also to be found amongst African communities in the UK, with as many as a 1,000 girls at risk. Keeping Children Safe in Education (2018) mentions breast ironing, as part of 'Honour Violence'. Staff worried about the risk of breast ironing in school should speak to the Designated Safeguarding Lead as soon as possible.

## **Early Help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly, you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

## **If you have concerns about extremism**

The government defines extremism 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.

Some children are at risk of being radicalised: adopting beliefs and engaging in activities which are harmful, criminal or dangerous. Islamic extremism is the most widely publicised form but schools should also remain alert to the risk of radicalisation into white supremacy extremism.

School staff receive training to identify signs of extremism. Opportunities are provided in the curriculum to enable pupils to discuss issues of religion, ethnicity and culture and the school follows the DfE advice Promoting Fundamental British values as part of SMSC in Schools (2014).

If staff are concerned about the risk of a pupil being radicalised this should be reported via the schools reporting system and the DSL / CP Officer will investigate further. A referral may be made to provide support to individuals who are at risk of being drawn into terrorist related activity. 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).

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

- In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related.

#### If you have a mental health concern

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.

Staff will be alert to behavioral signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by making contact with a member of the safeguarding team.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

#### If you have a concern about sexual and criminal exploitation of children (CSE and CCE)

Sexual and criminal exploitation involves an individual or group of peers or adults taking advantage of the vulnerability of an individual or groups of children or young people, and victims can be boys or girls. Children and young people are often unwillingly drawn into exploitation through the offer of friendship and care, gifts and drugs and alcohol and sometimes accommodation. Sexual and criminal exploitation is a serious crime and it may also be linked to child trafficking.

The school includes the risks of exploitation in the PSHCE curriculum and works with outside agencies such in order to promote safer communities for the young people. Staff should report any concerns of a child being at risk of exploitation via the school's reporting system.

#### If you have concerns or a disclosure has been made about peer on peer abuse

Children may be harmed by other children or young people. Staff will be aware of the harm caused by bullying and will use the schools' anti-bullying procedures where necessary. Staff will receive training on how to recognise that children are capable of abusing their peers and

should follow the school's behaviour policy regarding peer on peer abuse. All peer on peer abuse is unacceptable and should be taken seriously.

Peer on peer abuse can take many forms, including: physical abuse, sexually harmful behaviour, sexual abuse, teenage relationship abuse, upskirting, indecent exposure, initiation or hazing. Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse and we aim to minimise or prevent the risk by having an open and honest environment where young people feel safe to share information about anything that is upsetting or worrying them. Assemblies and Thought for the Week tutor activities provide a moral framework outlining acceptable behaviour and highlighting the effects of bullying.

Allegations of peer on peer abuse should be passed to the DSL / CP Officer and will be investigated. If a child is at risk of significant harm, then children's services will be informed. Police involvement may be necessary. Parents would normally be informed but the focus must be on the safety and wellbeing of the child and if the school believes that notifying the parents could increase the risk to the child or exacerbate the problem, advice will be sought from children's services and / or the Police. Where allegations of sexual violence or harassment are made, the school will act in accordance with the guidance in Keeping Children Safe in Education (2019).

#### If you are concerned about online safety and sexting

The use of technology has become a significant component of many safeguarding issues, such as child sexual exploitation, radicalisation and sexual predation.

We have ensured that appropriate filters and monitoring systems are in place to manage content available to pupils, who can contact our pupils and monitor the personal conduct of our pupils online.

The sending or posting of sexually suggestive images, including nude or semi-nude photographs of pupils (under the age of 18 years old) via mobiles or over the internet will be dealt with as follows:

- Incident referred to the DSL / CP Officer through the schools reporting system
- Member of the safeguarding team will investigate.
- Staff must not view, download or share the imagery themselves or ask a pupil to share or download it. If a staff member has already viewed the imagery by accident, they must report this to the DSL
- Staff must not delete the imagery or ask the pupil to delete it.
- Parents will be informed at an early stage and involved in the process unless there is good reason to believe that involving the parents would put the pupil at risk of harm.
- At any point in the process, if there is a concern that the pupil has been harmed or is at risk of harm, a referral will be made using LA channels and / or the Police.
- In some circumstances the matter will be referred to the Police and this may include seizure of devices and interviews with the pupils involved.

#### **Our Role in the Prevention of Abuse**

We will provide opportunities for pupils to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

## **11. Embedding 'Keeping Safe' in the Curriculum**

### The Curriculum

Relevant issues are addressed through the PSHCE curriculum, including self-esteem, assertiveness, power, sex and relationship education, e-safety and bullying.

Relevant issues are addressed through other areas of the curriculum, including English, History, Drama and Art.

### Other Areas of Work

All our policies which address issues of power and potential harm, for example bullying, equal opportunities, handling, positive behaviour, will be linked to ensure a whole school approach.

Our safeguarding policy cannot be separated from the general ethos of the school, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **12. Working with Parents and Carers**

In normal circumstances we will discuss any child protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the Designated Safeguarding Lead. However, there may be occasions when the school will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.

Parents/carers will be informed about our safeguarding policy through the school website.

## **13. Child Protection Conferences**

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.

Staff members may be asked to attend a child protection conference or core group meetings on behalf of the academy in respect of individual children. Usually the person representing the school at these meetings will be the Principal, DSL or other appropriate member of staff. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

All reports for child protection conferences will be prepared in advance using the guidance and template report. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at the academy. In order to complete such reports, all relevant information will be sought from staff working with the child in the school.

Clearly child protection conferences can be upsetting for parents. HMAT recognises that staff are likely to have more contact with parents than other professionals involved. The school will work in an open and honest way with any parent whose child has been referred to Children's Services or whose child is subject to a Child Protection Plan. It is the responsibility of the

school to promote the protection and welfare of all children and the aim is to achieve this in partnership with parents.

#### **14. Children who go Missing from Education**

A child going missing from school / education is a potential indicator of abuse or neglect, including sexual exploitation, criminal exploitation, FGM, forced marriage or travelling to conflict zones. School staff will be alert to these safeguarding concerns when a pupil goes missing for an extended period, or on repeat occasions (such as truancy).

The school must notify the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 days or more. The school must also notify the local authority of any pupil who is to be deleted from the admission register because s/he –

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered;
- Has 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;
- 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
- Has been permanently excluded.

#### **15. Liaison with Other Agencies**

We work in partnership with other agencies in the best interests of the children. The school will, where necessary, liaise with the school nurse and doctor, and make referrals to children's social care. Referrals should be made by the Designated Safeguarding Lead / CP Officer. Where the child already has a safeguarding social worker, the request for service should go immediately to the social worker involved, or in their absence to their team manager.

We will co-operate with any child protection enquiries conducted by children's social care: the school will ensure representation at appropriate inter-agency meetings such as integrated support plan meetings initial and review child protection conferences, and core group meetings.

We will provide reports as required for these meetings. If the school is unable to attend, a written report will be sent. The report will, wherever possible, be shared with parents / carers at least 24 hours prior to the meeting.

#### **16. A Safer School Culture**

##### Safer Recruitment and Selection

HMAT pays full regard to 'Keeping Children Safe in Education'. Safer recruitment practice includes scrutinising applicants, verifying identity and 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 undertaking appropriate checks through the Disclosure and Barring Service (DBS).

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

### Safer Working Practice

All adults who come into contact with children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon the academy to ensure that all adults who work with or on behalf of children are competent, confident and safe to do so.

All adults working at or visiting HMAT schools will wear a lanyard at all times. A green lanyard indicates others who have been DBS cleared and a red lanyard indicates anyone who has not been DBS cleared. Those wearing a red lanyard must be supervised at all times.

All staff will be provided with a copy of the individual school's Code of Conduct at induction. They will be expected to know the school's Code of Conduct and the Positive Handling and Restraint policy and to carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for positive handling must be adhered to.

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 the school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

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. This advice can be found in 'Guidance for Safer Working Practices for Adults Who Work with Children and Young People in Education Settings' (May 2019). 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 are responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions.

### Staff Support

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

### Mental Health and Wellbeing

KCSIE (2020) states that all staff should 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. Staff should also be aware that mental health problems can have a lasting impact throughout childhood for those children who have suffered abuse, neglect or other potentially traumatic adverse childhood experiences.

Issues that arise from learning can be further explored, and support provided, by the Learning Mentors in pastoral groups or an appropriate external referral can be made by the designated safeguarding lead and/or SENCO (the referral processes for this will vary dependent on level of need and risk). In line with KCSIE (2020) HMAT acknowledges that only trained professionals should attempt to make a diagnosis of a mental health problem. HMAT staff

however are well placed to observe children on a day to day basis and identify children's behaviour that suggests there may be a mental health concern, or a risk of developing one.

Further advice and information can be found here: [Mental health and behaviour in schools guidance](#)

### Abuse of Position of Trust

All HMAT staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach. The school provides advice to staff regarding their personal online activity, and has strict rules regarding online contact and electronic communication with pupils. The individual school's staff code of conduct sets out the expectations of staff. Staff are asked to sign annual declarations to confirm they have read and understood the relevant safeguarding documents.

### **Our Role in Supporting Children**

We will offer appropriate support to individual children who have experienced abuse or who have abused others.

An individual support plan will be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A written outline of the individual support plan will be kept in the child's child protection record.

Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. We will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims.

We will ensure the school works in partnership with parents / carers and other agencies as appropriate.

## **17. Managing Allegations against Staff / an External Agency/ a Volunteer**

This procedure should be used in any case in which it is alleged that a member of staff, governor, visiting professional or volunteer has:

1. Behaved in a way that has harmed a child or may have harmed a child;
2. Possibly committed a criminal offence against or related to a child; or
3. Behaved in a way that indicated s/he is unsuitable to work with children.

Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately. Allegations or concerns about colleagues and visitors must be reported direct to the Principal / Vice Principal (unless the concern relates to the either of these individuals). If the concern relates to the Principal, it must be reported immediately to the Chair of the MAT Board, who will liaise with the Local Authority Designated Officer Team in children's social care and they will decide on any action required.

## **Whistleblowing**

Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. All staff must remember that the welfare of the child is paramount. The school's whistleblowing policy enables staff to raise concerns or allegations, initially in confidence and for a sensitive enquiry to take place.

## **18. Children with SEN / Disabilities and Additional Needs such as EAL**

HMAT recognises that while all children have a right to be safe, some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug / alcohol abusing parents, etc. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Pupils being more prone to peer group isolation than other pupils.
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

## **19. Children in Specific Circumstances**

### Private Fostering / Kin Careship

Many people 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 private fostering.

The Children Act 1989 defines a relative as a grandparent, brother, sister, uncle or aunt (whether full blood, half blood, by marriage, 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 carer, the parents, and anyone else involved in making the arrangement, to inform the local authority of a private fostering. The local authority has a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

### Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school Headteachers.

We have appointed a designated teacher, who is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with statutory guidance.

The designated teacher is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the designated teacher will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to.
- Work with virtual school Headteachers to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans.

### **20. Monitoring Arrangements**

This policy will be reviewed annually by HMAT.

### **21. Other Relevant Policies**

This policy links to the following policies and procedures:

- Behaviour and Rewards policy
- Staff Code of Conduct
- Complaints Procedures
- Health and Safety Policy (First Aid)
- Attendance Policy
- Home School Agreement
- Sex and Relationship Education Policy
- Data Protection Policy
- Curriculum Policy
- Whistle blowing Policy
- Visiting guide – Link to volunteers / contractors etc.
- Anti-bullying Policy
- E-Safety and IT Users
- Allegations against Staff

- Staff Health and Well-Being Policy
- Restraint Policy
- Positive Handling Policy
- Medicines Policy
- Equality and Diversity Policy



A decorative graphic consisting of several overlapping, wavy, brushstroke-like lines in shades of yellow and light green, arranged in a vertical, slightly curved pattern. The word "APPENDICES" is centered over this graphic.

# **APPENDICES**

## Important contacts

Role/organisation	Name	Contact details
Designated safeguarding lead (DSL)	Mrs C Gunn (Vice Principal)	<a href="mailto:childprotection@healing-school.co.uk">childprotection@healing-school.co.uk</a> 01472 502400
Deputy DSLs	Mrs S Horner (Assistant Principal) Mrs N Hallatt-Peart (CP Coordinator) Mrs C Hanley (Pupil Services Manager) Mr J Blockley (Learning Coordinator) Mrs S Hall (SENDCo) Mrs K Simons (Deputy SENDCo)	<a href="mailto:childprotection@healing-school.co.uk">childprotection@healing-school.co.uk</a> 01472 502400
Local authority designated officer (LADO)	Ms C Allenby	<a href="mailto:LADO@nelincs.gov.uk">LADO@nelincs.gov.uk</a> 01472 326118.
Safeguarding governor	Mrs G. Walker	<a href="mailto:Office@healing-school.co.uk">Office@healing-school.co.uk</a> 01472 502400
Chair of Governors	Mr I. Fielding	<a href="mailto:Office@healing-school.co.uk">Office@healing-school.co.uk</a> 01472 502400
Channel	Humberside Police	<a href="mailto:prevent@humberside.pnn.police.uk">prevent@humberside.pnn.police.uk</a> 020 7340 7264
NE Lincs Multi-Agency Safeguarding Hub	Integrated Front Door	01472 326292 (Option 2)
PCSO	PCSO Richard Heseltine	101

## System Used to record Safeguarding

My Concern

## Agencies Who we engage with

Family hub	301472 326292 (Option 3)
YPSS and the Young and Safe Team	01472 313131
'I Can' project through the school nurses	01472 323660 / 07507331620
Young Minds Matter	01472 252570
Young Carers	01472 326294
Cruse	07867312658
We are one	01472 350610
Woman's Aid	01472 575757
Blue Door	0800 197 47 87
NSPCC	0808 800 5000
Barnados	01472 355365