



Moss Hall Schools Federation

Child Protection policy and procedures

Autumn 2020

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1. Introduction

At Moss Hall Schools Federation the Child Protection Policy and Procedures is an essential element of the school's compliance with the Every Child Matters agenda. It underpins Moss Hall School Federation's commitment to ensuring every child is:

- safe
- healthy
- able to enjoy and achieve

The policy is fully compliant with Moss Hall Schools Federation's duty under the Disability Act and the Equality Act 2010. It must also be used in conjunction with the school's other safeguarding policies:

- Behaviour Policy including Anti-Bullying Policy and Physical Restraint Policy
- Equal Opportunities Policy
- Health and Safety Policy
- Sex and Relationship Policy
- Online Policy
- Whistleblowing Policy
- Safer Recruitment Policy
- Intimate Care Policy
- First Aid Policy

The purpose of a Child Protection Policy is to:

- inform staff, parents / carers, volunteers and Governors about the school's responsibilities for safeguarding children.
- enable everyone to have a clear understanding of how these responsibilities should be carried out.

2. School Staff and Volunteers

At Moss Hall Schools Federation all staff are particularly well placed to observe outward signs of neglect, abuse, changes in behaviour and failure to develop, because they have daily contact with children. Staff should be aware of the important role the school has in the early recognition of the signs and symptoms of physical, emotional, sexual abuse or neglect as well as the appropriate referral process within Moss Hall Schools Federation.

The schools will require all adults employed on the premises to have the appropriate clearance to work with children and will ensure that enhanced checks are obtained from the Disclosure and Barring Service (DBS).

All volunteers involved in a regulated activity within school or off school premises will also have been cleared to work with children following a DBS check. If a volunteer's activity is supervised by an employee of the schools then such supervision will be regular and reasonable in the circumstances so as to ensure the children's safety.

Regular updated checks will be required by the Governing Board, as determined by the Governing Board's staffing review process.

3. Aims

The aims of this policy are to:

- establish and maintain an environment where children feel secure, are encouraged to talk and are listened to when they have a worry or concern
- ensure children know that there are adults in the school whom they can approach if they are worried
- include opportunities in the Personal, Social, Health and Economic education (PSHE) curriculum to develop the skills that children need to recognise and stay safe from abuse

4. Statutory Framework

The Safeguarding Vulnerable Groups Act 2006, amended by the Protection of Freedoms Act 2012 introduced a new vetting and barring scheme for all those working with children and young people from 2012.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf guidance published in September 2020 sets out how individuals and organisations should work together to safeguard and promote the welfare of children. The new version reflects developments in legislation, policy and practice.

The guidance is addressed to all practitioners who have particular responsibilities for safeguarding and promoting the welfare of children.

The guidance places the following responsibilities on schools:

- that the school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children
- to be aware of and follow the procedures of their local authority's Safeguarding Children Board i.e. Barnet's Safeguarding Children Board www.barnet.gov.uk/bscb
- to make all staff aware of the types of abuse and neglect (i.e. abuse, physical abuse, emotional abuse, sexual abuse and neglect) and that in most cases multiple issues will overlap
- to ensure staff are alert to signs of abuse and know to whom they should report suspicions or concerns
- to have clear procedures (of which all staff are aware) for handling suspected cases of abuse of pupils, including procedures to be followed if a member of staff is accused or suspected of abuse
- to have a Designated Safeguarding Officer who has responsibility for coordinating action within the school and liaising with other agencies
- to ensure staff with designated responsibility for Child Protection receive appropriate training every two years.

5. Roles and responsibilities

The governing board has a duty to:

- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to inter-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Ensure that staff members have due regard to relevant data protection principles that allow them to share (and withhold) personal information.

- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff members have due regard to relevant data protection principles which allow them to share personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the executive headteacher or another governor.
- Guarantee that there are effective child protection policies and procedures in place together with a Staff Code of Conduct.
- Ensure that there is a senior board level lead responsible for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSL(s) to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems. We have a Senior Learning Mentor who completed First Aider Mental Health Training.
- Make sure that pupils are taught about safeguarding, including protection against dangers online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff members are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff members receive safeguarding and child protection training updates, such as ebulletins, emails and staff meetings, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against members of staff or volunteers.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Make sure that pupils' wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual pupils.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regards to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse and neglect, including sexual abuse or exploitation, and prevent the risk of their disappearance in future.

- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

The Executive Headteacher has a duty to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing board, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff, upon induction, with the Child Protection and Safeguarding Policy, Staff Code of Conduct, part one of the 'Keeping children safe in education' (KCSIE) guidance, Behavioural Policy, the Children Missing from Education Policy, online safety training, and the identity of the DSL and any deputies.

The DSL has a duty to:

- Understand and keep up-to-date with local safeguarding arrangements.
- Act as the main point of contact with the three safeguarding partners and arrange the child death review meeting.
- Make the necessary child protection referrals to appropriate agencies.
- Understand when they should consider calling the police, in line with the National Police Chiefs' Council (NPCC) guidance if necessary.
- Liaise with the headteacher to inform them of safeguarding issues and ongoing enquiries.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Act as a source of support, advice and expertise to staff members on matters of safeguarding by liaising with relevant agencies.
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the CSCS if the situation does not appear to be improving.
- Have a working knowledge of how the LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Ensure the best educational outcomes by identifying at-risk pupils to the school and its staff, so that the relevant personnel understand each pupil's educational and welfare needs.
- Support teaching staff to identify the challenges that at-risk pupils may face and the additional academic support and adjustments they can make to support these pupils.
- Be alert to the specific requirements of children in need, including those with SEND and young carers.
- Keep detailed, accurate and secure records of concerns and referrals.
- Secure access to resources and attend any relevant training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with local safeguarding arrangements to make sure that staff members are aware of the training opportunities available and the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school.
- Be available at all times during school hours to discuss any safeguarding concerns. NB. The school will determine what "available" means, e.g. it may be appropriate to be accessible by electronic means such as phone or Skype.

The designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

Other staff members have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties.
- Provide a safe environment in which pupils can learn.
- Act in accordance with school procedures with the aim of eliminating unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Be aware of the signs of abuse and neglect.
- Be aware of the early help process and understand their role in it.
- Act as the lead professional in undertaking an early help assessment, where necessary.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Be confident of the processing conditions under relevant data protection legislation, including information which is sensitive and personal, and information that should be treated as special category data.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused or neglected.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Maintain appropriate levels of confidentiality when dealing with individual cases, and always act in the best interest of the child.
- Follow the school's procedure for, and approach to, preventing radicalisation as outlined in the Extremism and Anti-Radicalisation Policy.
- Challenge senior leaders over any safeguarding concerns, where necessary.

6. Specific Safeguarding Issues

All staff should have an awareness of the following safeguarding issues:

- bullying including cyberbullying
- children missing in education
- children missing from home or care
- child sexual exploitation (CSE)
- child criminal exploitation (CCE)
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence
- hate crime
- mental health
- missing children and adults strategy
- private fostering
- radicalisation (the Prevent duty)

- relationship abuse
- sexting
- trafficking

7. The Designated Senior Staff

The Executive Headteacher at Moss Hall Schools Federation is Laura Wynne

The Designated Senior Staff at Moss Hall Infant School are:

Designated Safeguarding Lead (DSL):	Sally King
Deputy Designated Safeguarding Lead:	Samina Thorpe
Designated teacher for LAC and previously-LAC	Samina Thorpe
Designated Child Protection and Safeguarding Link Governor	Patrick Richmond

The Designated Senior Staff at Moss Hall Juniors are:

Designated Safeguarding Lead (DSL):	Angela Dhillon
Deputy Designated Safeguarding Lead:	Andrea Nash
Designated teacher for LAC and previously-LAC	Angela Dhillon
Designated Child Protection and Safeguarding Link Governor	Patrick Richmond

It is the role of the Designated Safeguarding Officer (DSL) for Child Protection to:

- ensure the school operates within the legislative framework and recommended guidance
- ensure that all staff and volunteers are aware of Barnet's Safeguarding Children Board procedures and have or have read a copy of the government guidelines What to do if you're worried a child is being abused
- ensure that the appropriate information, training and support is given to all staff.
- That new staff receive level one training in the first week starting at school including training sessions on how to use My Concern.
- ensure that the Headteacher is kept fully informed of any concerns
- develop effective working partnerships with other agencies and services
- decide with the Headteacher whether to take further action about specific concerns (e.g. refer to Barnet Children's Information Services Social Care team)
- liaise with Social Care Team over suspected cases of child abuse or neglect
- engage Early Help process for families in need of or eligible for further assistance either by introducing them to the system and /or by participating within it for them
- ensure accurate records relating to individual children are kept separate from academic files in a secure place and marked 'strictly confidential'
- submit online referral form to the Barnet Children's Information Service (BCIS) Multi-Agency Safeguarding Hub (MASH 0208 359 4066)
- submit reports to, and ensure the school's attendance at, Child Protection conferences
- ensure that the school effectively monitors children about whom there are concerns
- provide guidance for parents and carers, children and staff about obtaining suitable support
- work with the Governor with responsibility for Child Protection in order to inform the Governing Body of the effectiveness of the school's Policy

8. School Procedures

If any member of staff or volunteer is concerned about a child or a child makes a disclosure s/he must inform the DSL straight away.

The member of staff or volunteer must record information regarding the concerns or the disclosure as soon after it has happened as possible so that it is an accurate reflection of the details of the conversation and it must be on the same day.

If the concern relates to inappropriate contact via communication technologies

- contact the parents / carers, unless to do so would place the child at further risk of harm
- advise the child how to terminate the communication and save all evidence
- contact Child Exploitation and Online Protection Centre www.ceop.gov.uk
- consider the involvement of Police and Social Services
- inform the local authority e-safety officer

Particular attention will be paid to the attendance and development of any child about whom the school has concern, or who has been made subject of a child protection plan.

If a child who is/ has been on the Child Protection Register changes school, the DSL will inform the social worker responsible for the case, and transfer the appropriate records to the receiving school in a secure manner, to a named person and separate from the child's academic file. If the child goes abroad the local authority must be informed.

9. When to be concerned

All staff and volunteers should familiarise themselves with the guidance regarding physical, emotional, sexual abuse or neglect and should be concerned about a child if s/he:

- is being contacted by someone using communication technologies (such as social networking sites) to make inappropriate contact with them
- has any injury not typical of the bumps and scrapes normally associated with child injuries
- regularly has unexplained injuries
- frequently has injuries, even when reasonable explanations are given
- gives confused or conflicting explanations about how injuries were sustained
- exhibits significant changes in behaviour, performance or attitude
- indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age
- discloses an experience in which he/she may have been significantly harmed
- is unusually attention seeking or hyperactive
- has poor attention
- appears to be frightened of parents / carers or family members
- exhibits an abnormal attachment with their parent / carer
- attaches themselves indiscriminately to adults
- is hyper alert
- exhibits reduced response(s)
- has nightmares
- is anxious / irritable
- has abdominal pain / headaches
- has poor self esteem
- acts in an inappropriate way for their age
- self-harms or has an eating disorder
- makes frequent visits to the toilet / has pain when urinating / has urinary infection
- reluctantly changes for PE
- fails to thrive
- has poor hygiene
- frequently has skin infections / head lice
- has untreated health and dental issues
- frequent absence from school / repeated lateness

10. Procedure and Responsibilities – Any Staff Member

The procedure route will depend upon the urgency of the situation and whether it is merely a suspicion of abuse or an actual disclosure. The emphasis is on the identification of early help by **all** staff.

Suspicion of abuse

If abuse is suspected but there has been no disclosure, the member of staff should:

- ask open questions about the nature of the concern e.g. bruises, marks, change in behaviour etc. “Can you tell me about...” We use the strategy TED (Tell Explain Describe).
- believe the child and reassure them that they were right to talk to you
- record the facts of the conversation in writing immediately afterwards using the exact words spoken not implied. Sign and date the report (it may be required as evidence)
- report the suspicion to the DSL responsible for Child Protection or the Deputy DSL and they will take the appropriate action

Disclosure

If a child discloses that s/he has been abused in some way, the member of staff / volunteer should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said but do not apportion blame
- allow the child to talk freely, ask only open questions e.g. “Tell me more about....” Do not press for detail, put forward your own ideas or use words that the child has not used themselves
- stay calm and reassuring
- do not make promises which might be impossible to keep. Tell the child that you will have to tell someone else who will be able to help – it might be necessary to refer to the case to MASH
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell
- explain what has to be done next and who has to be told
- make a written record (see section on Record Keeping)
- pass information to the DSL or Executive Headteacher without delay
- the DSL will establish details of full name, Date of Birth, address and names of parents / guardians.

Emergency Procedures

If the DSL or Deputy DSL are not available, the member of staff must establish the facts and details as above and contact the MASH team :

- phone the MASH team - 020 8359 4066
- make sure you have the child’s full name and date of birth so that they can check to see if the family are known to Social Services
- discuss the situation and ask for advice
- a social worker may come to school to talk to the child
- establish who will be responsible for informing the parents / carers
- Social Services will contact the police as necessary
- If action is taken, follow up the phone call with an online referral <https://www.barnet.gov.uk/children-and-families/keeping-children-safe/worried-about-safety-child>

Support and Training

Dealing with a disclosure from a child, and a Child Protection case in general is likely to be a stressful experience. The member of staff / volunteer should therefore consider seeking support for him/herself and discuss this with the DSL and Headteacher.

Support and training is provided as follows:

- designated staff will attend update meetings and complete L3 designated training every two years.
- Child Protection and Safeguarding training will be a standing item on all staff and Full Governing Body agendas
- Vulnerable Children and safeguarding issues will be discussed regularly at Senior Leadership meetings.
- any new staff will receive Child Protection Training from a designated person within their first week at the school
- Staff will complete Level one training every three years
- any volunteers will receive a safeguarding briefing document and an induction with the deputy DSL prior to starting at the school.

11. Confidentiality

Child Protection raises issues of confidentiality that must be clearly understood by all staff / volunteers in schools:

- all staff in school, both teaching and non-teaching, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies of BCIS and the Police
- if a child confides in a member of staff / volunteer and requests the information is kept secret, the member of staff / volunteer MUST tell the child sensitively that s/he has a responsibility to refer cases of alleged abuse for the child's own sake. The child should be reassured that the information will ONLY be disclosed to people who need to know
- staff / volunteers who receive information about children and their families should share that information only within the appropriate professional contexts. Gossip and chat are strictly forbidden.

12. Record keeping

When a child has made a disclosure, the member of staff / volunteer should:

- make brief notes as soon as possible after the conversation using the form Concerns Record
- keep any original notes made. These must not be destroyed in case they are needed by a court
- record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- record the position of any bruising or other injury on MyConcern
- record statements and observations rather than interpretations or assumptions
- give all records to the DSL promptly. NO copies should be retained by the member of staff / volunteer
- all records will then be uploaded to MyConcern and the original paper copy and any notes will be kept in a folder in a locked secure cupboard in the office

13. Types of abuse and neglect

Abuse: A form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or, more rarely, by others, e.g. via the internet.

Physical abuse: A form of abuse which may involve actions such as hitting, throwing, burning, drowning and poisoning, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: A form of abuse that involves the emotional maltreatment of a child to cause severe and adverse effects on the child's emotional development. This may involve telling a child they are worthless, unloved, inadequate, not

giving them the opportunities to express their views, deliberately silencing them, or often making them feel as though they are in danger.

Sexual abuse: A form of abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving a high level of violence, and whether or not the child is aware of what is happening. This may involve physical assault, such as penetrative assault and touching, or non-penetrative actions, such as looking at sexual images or encouraging children to behave in inappropriate ways.

Neglect: A form of abuse that involves the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in serious impairment of a child's health or development. This may involve providing inadequate food, clothing or shelter, or the inability to protect a child from physical or emotional harm or ensure access to appropriate medical treatment.

14. Allegations involving a Staff Member, Supply Teacher or Volunteer

If an allegation of abuse is made against a member of staff or volunteer, the person receiving the allegation must take it seriously and immediately inform the Executive Headteacher.

If any member of staff or volunteer has reason to believe that another member of staff or volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Executive Headteacher. They should also make a record of the concerns including noting anyone else who witnessed the incident /alleged incident.

The Executive Headteacher will not investigate the allegation or take written or detailed statements alone. The Executive Headteacher must inform The Local Authority Designated Officer (LADO) immediately who will advise her how to proceed.

Under these circumstances the member of staff / volunteer against whom an allegation has been made should NOT be informed of the said allegation until further action is agreed with the LADO. It may be necessary to discuss appropriate steps to ensure other children are not at risk. The allegation will be investigated in accordance with Barnet's Safeguarding Children Board procedures.

The LADO will decide whether there needs to be an internal investigation. The Executive Headteacher will follow the LADO guidance to conduct this appropriately.

When an allegation is made, an investigation will be carried out to gather enough evidence to establish whether it has a foundation, and the school will ensure there is sufficient information to meet the DBS referral criteria. On conclusion of a case, where an individual is removed from regulated activity – this could be due to suspension, redeployment to work that is not in regulated activity, dismissal or resignation – the school will refer the case to the DBS as soon as possible.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

The school will preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry in question.

Concerns about and allegations of abuse made against the Executive Headteacher will be referred to the Chair of Governors who will liaise with the LADO and partner agencies. The Chair of Governors will attend any strategy meetings called in respect of such an allegation against the Executive Headteacher.

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome

- The Executive Head will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

15. Children with Special Educational Needs and Disabilities (SEND)

We acknowledge that children with special educational needs and disabilities can face additional safeguarding challenges.

We are aware that additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability and so there might not be further exploration
- children with special educational needs and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- communication barriers and difficulties in overcoming these barriers.

16. Children Missing in Education

A child going missing from school is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Staff will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to the DSL following normal safeguarding procedures.

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

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the LA within five days of when a pupil's name is added to the admissions register. The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contact details will be held for each pupil where possible.

Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data. To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:

- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school.

The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown.

The school will also highlight any other necessary contextual information including safeguarding concerns

17. Female Genital Mutilation (FGM)

For the purpose of this policy, FGM is defined as the partial or total removal of the external female genitalia, or any other injury to the female genital organs.

FGM is considered a form of abuse in the UK and is illegal.

All staff will be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. If staff members are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with social care and/or the police.

Teaching staff are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a girl under the age of 18. Teachers failing to report such cases will face disciplinary action.

NB. The above does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

There are a range of potential indicators that a pupil may be at risk of FGM. While individually they may not indicate risk, if two or more indicators are present, this could signal a risk to the pupil.

Victims of FGM are most likely to come from communities that are known to adopt this practice. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that may show a heightened risk of FGM include the following:

- The socio-economic position of the family and their level of integration into UK society
- Any girl with a mother or sister who has been subjected to FGM
- Any girl withdrawn from PSHE
- Indicators that may show FGM could take place soon include the following:
 - When a female family elder is visiting from a country of origin
 - A girl may confide that she is to have a ‘special procedure’ or a ceremony to ‘become a woman’
 - A girl may request help from a teacher if she is aware or suspects that she is at immediate risk
 - A girl, or her family member, may talk about a long holiday to her country of origin or another country where the practice is prevalent
- Staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin.

Indicators that FGM may have already taken place include the following:

- Difficulty walking, sitting or standing
- Spending longer than normal in the bathroom or toilet
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems
- Prolonged or repeated absences from school followed by withdrawal or depression o Reluctance to undergo normal medical examinations
- Asking for help, but not being explicit about the problem due to embarrassment or fear

Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they will report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate.

FGM is also included in the definition of ‘honour-based’ Abuse (HBA), which involves crimes that have been committed to defend the honour of the family and/or community, alongside forced marriage and breast ironing. All forms of HBA are forms of abuse and will be treated and escalated as such.

Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

18. Peer on Peer Abuse including Sexting

Moss Hall Schools Federation has a strong commitment to an anti-bullying policy and will consider all coercive acts and peer on peer abuse within a child protection context.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of other pupils and their behaviour will be dealt with under the school’s behaviour policy. As a school, we will minimise the risk of allegations against other pupils by providing a developmentally appropriate PSHE syllabus which develops pupils’ understanding of acceptable behaviour and keeping themselves safe, having systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued, delivering targeted work on assertiveness and keeping safe to those pupils identified as being at risk, developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

Occasionally allegation may be of a peer on peer abuse nature, which may include physical abuse (violence, particularly pre-planned, forcing other children to use drugs or alcohol), emotional abuse (blackmail or extortion, threats and intimidation), sexual abuse (indecent exposure, indecent touching or serious sexual assaults, forcing other children to watch pornography or take part in sexting) and sexual exploitation (encouraging other children to engage in inappropriate sexual behaviour, having an older boyfriend/girlfriend, associating with unknown adults or other sexually exploited

children, staying out overnight, photographing or videoing other children performing indecent acts). Any possible peer on peer abuse case will be shared with the DSL with a view to referring to appropriate agencies following the referral procedures.

We will always ascertain the views and feelings of all children. We acknowledge that children who are affected by abuse or neglect may demonstrate their needs and distress through their words, actions, behaviour, demeanour, school work or through communications or other dealings with other children.

19. Preventing Radicalisation

For the purpose of this policy, “radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies. “Extremism” refers to the vocal or active opposition to fundamental British values, e.g. individual liberty and the rule of law. “Terrorism” refers to an action that endangers or causes serious violence to a person or people, property, or electronic system, which is designed to influence the government, intimidate the public, or advance a cause.

Protecting children from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being drawn into terrorism.

Staff will be alert to changes in pupils’ behaviour which could indicate that they may be in need of help or protection.

Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include making a referral to the Channel programme. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms.

Any concerns over radicalisation will be discussed with a child’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

Training

The DSL will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect children against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Risk indicators of vulnerable pupils

Indicators of an identity crisis include the following:

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society
- Indicators of a personal crisis include the following:
 - Family tensions
 - A sense of isolation
 - Low self-esteem
 - Disassociation from existing friendship groups
 - Searching for answers to questions about identity, faith and belonging

Indicators of vulnerability through personal circumstances includes the following:

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

Indicators of vulnerability through unmet aspirations include the following:

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life
- Indicators of vulnerability through criminality:
- Experiences of dealing with the police
- Involvement with criminal groups

Making a judgement

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting such groups covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks, either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crimes?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

Critical indicators include where the pupil is:

- In contact with extremist recruiters.

- Articulating support for extremist causes or leaders.
- Accessing extremist websites.
- Possessing extremist literature.
- Using extremist narratives and a global ideology to explain personal disadvantage.
- Justifying the use of violence to solve societal issues.
- Joining extremist organisations.
- Making significant changes to their appearance and/or behaviour.

Any member of staff who identifies such concerns, because of observed behaviour or reports of conversations, will report these to the DSL.

The DSL will consider whether a situation may be so serious that an emergency response is required. In this situation, a 999 call will be made; however, concerns are most likely to require a police investigation as part of the Channel programme, in the first instance.

Channel programme

Safeguarding children is a key role for both the school and the LA, which is implemented through the use of the Channel programme. This service shall be used where a vulnerable pupil is at risk of being involved in terrorist activities.

In cases where the school believes a pupil is potentially at serious risk of being radicalised, the headteacher or DSL will contact the Channel programme.

The DSL will also support any staff making referrals to the Channel programme.

The Channel programme ensures that vulnerable children and adults of any faith, ethnicity or background, receive support before their vulnerabilities are exploited by those that would want them to embrace terrorism, and before they become involved in criminal terrorist-related activity.

The programme identifies individuals at risk, assesses the extent of that risk, and develops the most appropriate support plan for the individuals concerned, with multi-agency cooperation and support from the school.

The delivery of the Channel programme may often overlap with the implementation of the LA's or school's wider safeguarding duty, especially where vulnerabilities have been identified that require intervention from CSCS (Children's Social Care Services), or where the individual is already known to CSCS.

The school will keep in mind that an individual's engagement with the Channel programme is voluntary at all stages.

Building children's resilience

The school will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils' spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.

- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occur.
- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK.

Resources

The school will utilise the following resources when preventing radicalisation:

- Local safeguarding arrangements
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The [Educate Against Hate](#) website

20. Homelessness

Indicators that a family may be at risk of homelessness include the following:

- Household debt
- Rent arrears
- Domestic abuse
- Anti-social behaviour
- Any mention of a family moving home because “they have to”

The DSL and deputy(s) will be aware of the contact details and referral routes in to the Local Housing Authority so that concerns over homelessness can be raised as early as possible.

21. County lines criminal activity

For the purpose of this policy, “**County lines**” refers to organised criminal networks or gangs exploiting children to move drugs and money into one or more areas (within the UK). Drugs and money may also be stored by children for the purpose of criminal activity.

Indicators that a pupil may be involved in county lines active include the following:

- Persistently going missing or being found out of their usual area
- Unexplained acquisition of money, clothes or mobile phones
- Excessive receipt of texts or phone calls
- Relationships with controlling or older individuals or groups
- Leaving home without explanation
- Evidence of physical injury or assault that cannot be explained
- Carrying weapons
- Sudden decline in school results
- Becoming isolated from peers or social networks
- Self-harm or significant changes in mental state
- Parental reports of concern

Staff members who suspect a pupil may be vulnerable to, or involved in, this activity will immediately report all concerns to the DSL.

22. Pupils with family members in prison

Pupils with a family member in prison will be offered pastoral support as necessary.

23. Pupils required to give evidence in court

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

24. Contextual safeguarding

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding.

All staff, especially the DSL and their deputies, will be aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms).

Assessment of pupils' behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare.

25. Alternative provision

The school will remain responsible for a pupil's welfare during their time at an alternative provider.

When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

26. Mobile phone and camera safety

Staff members will not use personal mobile phones or cameras when pupils are present. Staff may use mobile phones on school premises outside of working hours when no pupils are present.

Staff may use mobile phones in the staffroom during breaks and non-contact time. Staff will use their professional judgement in emergency situations. Staff may take mobile phones on trips, but they must only be used in emergencies and should not be used when pupils are present.

Mobile devices will not be used to take images or videos of pupils or staff in any circumstances. The sending of inappropriate messages or images from mobile devices is strictly prohibited. Staff who do not adhere to this policy will face disciplinary action.

Where photographs and videos will involve LAC pupils, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved.

27. Voyeurism - Upskirting

Under the Voyeurism (Offences) Act 2019, it is an offence to operate equipment and to record an image beneath a person's clothing without consent and with the intention of observing, or enabling another person to observe, the victim's

genitals or buttocks (whether exposed or covered with underwear), in circumstances where their genitals, buttocks or underwear would not otherwise be visible, for a specified purpose.

A “specified purpose” is namely:

- Obtaining sexual gratification (either for themselves or for the person they are enabling to view the victim’s genitals, buttocks or underwear).
- To humiliate, distress or alarm the victim.

Upskirting will not be tolerated by the school. Any incidents of upskirting will be reported to the DSL who will then decide on the next steps to take, which may include police involvement.

28. Private Fostering

This is defined as when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent or a 'close relative'. This is a **private** arrangement made between a parent and a carer, for 28 days or more.

There is a mandatory duty on the school to inform the Local Authority of children in such arrangements. See https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/830121/Keeping_children_safe_in_education_060919.pdf Annex E for more information.

29. Work experience

When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place.

Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

30. Contractors

Any contractors who are engaged by or on behalf of the school to undertake works on site will be made aware of this policy and the reasons for it. Long-term contractors who work regularly in the school during term time will be asked to provide their consent for DBS checks to be undertaken. These checks will be undertaken when individual risk assessments by the Senior Management Team deem this to be appropriate. During major works, when large numbers of workers and sub-contractors may be on site during term time, Health and Safety risk assessments will include the potential for contractors or their employees to have direct access to pupils in non-teaching sessions. All contractors and sub-contractors will be issued with copies of the school’s code of conduct for staff.

Individuals and organisations that are contracted by the school to work with or provide services to pupils will be expected to adhere to this policy and their compliance will be monitored. Any such contractors will be subject to the appropriate level of DBS check, if any such check is required (for example because the contractor is carrying out teaching or providing some type of care for or supervision of children regularly). Contractors for whom an appropriate DBS check has not been undertaken will be supervised if they will have contact with children. Under no circumstances we will allow a contractor in respect of whom no checks have been obtained to work unsupervised, or engage in regulated activity. We will determine the appropriate level of supervision depending on the circumstances.

We will always check the identity of contractors and their staff on arrival at the school.

31. Volunteers

Any parent or other person/organisation engaged by the school to work in a voluntary capacity with pupils will be subject to all reasonable vetting procedures.

Volunteers who on an unsupervised basis teach or look after children regularly are deemed to be in a regulated activity. We will obtain an enhanced DBS certificate for all volunteers who are new to working in a regulated activity. Existing volunteers in a regulated activity do not have to be re-checked if they have already had a DBS check. However, we may conduct a repeat DBS check on any such volunteer should we have any concerns.

32. Whistleblowing

If a member of staff suspects that there is a serious safeguarding issue that they feel that the Headteacher is not taking seriously or that they believe there is a serious safeguarding issue involving the Headteacher they should in the first instance contact the designated Child Protection Governor and also refer to the school's Whistleblowing Policy. For information the NSPCC Whistleblowing helpline is 0800 028 0285

33. Curriculum

Moss Hall Schools Federation acknowledges the important role that the curriculum can play in the prevention of abuse and in the preparation of our pupils for the responsibilities of adult life and citizenship.

It is expected that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum will be used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened.

As part of developing a healthy, safer lifestyle, pupils will be taught, for example:

- to recognise and manage risks in different situations and then decide how to behave responsibly
- to judge what kinds of physical contact are acceptable and unacceptable
- to recognise when pressure from others (including people they know) threatens their personal safety and well-being; including knowing when and where to get help
- to use assertiveness techniques to resist unhelpful pressure

Online Safety

All computer equipment and internet access within the School will be subject to appropriate "parental controls" and Internet safety rules in line with our Online Safety Policy. Where pupils need to learn online from home, the school will support them to do so safely in line with the Online Safety Policy and government guidance where applicable.

34. Healthy Lifestyles

Moss Hall Schools Federation will work with partners to promote a whole healthy school approach, including a focus on the curriculum with the aim of:

- Developing a school ethos, culture, PSHE development provision and environment which encourages a healthy lifestyle for all pupils, including the vulnerable
- Using the full capacity and flexibility of the curriculum to help pupils to be safe and healthy
- Ensuring that food and drink available across the school day reinforce the healthy lifestyle message
- Providing high quality PSHE including sex and relationship education (SRE) as part of Personal Development
- Providing high quality PE and sport to promote physical activity
- Promoting an understanding of the full range of issues and behaviours which impact upon lifelong health and wellbeing, including emotional wellbeing and mental health

- Working in partnerships with parents/carers, local communities, external agencies and volunteers to support health and wellbeing of all pupils including the vulnerable

35. Sports clubs and extracurricular activities

Clubs and extracurricular activities hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Paid and volunteer staff running sports clubs and extracurricular activities are aware of their safeguarding responsibilities and promote the welfare of pupils.

36. Single Central Record

The school keeps an SCR which records all staff, including supply staff and teacher trainees on salaried routes, who work at the school

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR.

If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

37. Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018.

A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the declaration form confirming that they are not disqualified from working in a schooling environment.

A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

38. Forced marriage

For the purpose of this policy, a “forced marriage” is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Forced marriage is classed as a crime in the UK.

A part of HBA, staff will be alert to the signs of forced marriage including, but not limited to, the following:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia
- Displaying a sudden decline in their educational performance, aspirations or motivation
- Regularly being absent from school
- Displaying a decline in punctuality
- An obvious family history of older siblings leaving education early and marrying early

If staff members have any concerns regarding a child who may have undergone, is currently undergoing, or is at risk of, forced marriage, they will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

39. Child sexual exploitation (CSE)

For the purpose of this policy, “child sexual exploitation” is defined as: a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person into sexual activity, for either, or both, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or increased status of the perpetrator or facilitator

CSE does not always involve physical contact, as it can also occur online. It is also important to note that a child can be sexually exploited even if the sexual activity appears consensual.

The school has adopted the following procedure for handling cases of CSE, as outlined by the DfE:

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern still remains, local safeguarding procedures will be triggered, including referral to the LA.

The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

40. Child criminal exploitation (CCE)

For the purpose of this policy, “child criminal exploitation” is defined as: where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, for any, or all, of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

CCE may be in effect even if the criminal activity appears consensual and can happen through the use of technology.

School staff will be aware of the following indicators that a child is the victim of CCE:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs or alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education or not taking part

41. Mental health

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

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional.

Staff will be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or a deputy.

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

42. Awareness of Safeguarding Issues

Parents / carers will be informed through the school's website and the weekly newsletter (if necessary) as to any local or national safeguarding issues.

43. Monitoring and Evaluation

Child Protection and Safeguarding issues will continue to be a standing item on the Full Governing Board agendas.

As a good practice, the Executive Headteacher will provide termly/annual report to the Governing Board outlining details of any safeguarding issues that have arisen during the term/year and the outcome of any cases identified. These reports will respect all issues of confidentiality and will not therefore identify any person(s) by name.

Also as a good practice, the nominated governor will meet on a regular basis with the DSL to monitor the school's safeguarding arrangements and both the volume and progress of cases where a concern has been raised to ensure that the school is meeting its duties in respect of safeguarding.

The whole Governing Board will comply with vetting and a named governor will participate in the school's training with regard to Child Protection and Safeguarding procedures.

It is the responsibility of the Designated Child Protection and Safeguarding Link Governor to ensure the policy is reviewed annually.

