



Marches Academy Trust

Date of last review: **September 2021**

Approved: **September 2021**

Date of next review: **September 2022**

Safeguarding and Child Protection Policy and Procedures

DOCUMENT CONTROL	
Policy owner	Trust Safeguarding Lead
Last updated	September 2021
Next planned review	September 2022
Status	Approved by Headteachers, ELG & Board of Trustees in September 2021
Summary of last revision	Update in accordance with KCSIE, 2021
Related Policies	<p>MAT Policies:</p> <p>Behaviour for Learning Policy Equality Policy Health & Safety Policy ICT Policy Whistleblowing Policy</p> <p>Other guidance:</p> <p>Statutory Framework for the Early Years Foundation Stage (2021) Section 3 – The Safeguarding and Welfare Requirements</p> <p>Keeping Children Safe in Education 2021</p> <p>Working Together to Safeguard Children 2018</p> <p>Shropshire Safeguarding Community Partnership (SSCP) Procedure Guidance</p> <p>What to do if you are worried a child is being abused 2015 - Advice for practitioners.</p> <p>Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018</p>
Policy control survey	<p>Please complete this survey and provide feedback if you have had to use this policy</p> <p>https://forms.office.com/r/HMeZtB29Si</p>

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1. Introduction

Marches Academy Trust (the Trust) Trustees, Governors and staff fully recognise the contribution the Trust makes to safeguarding children. We recognise that the safety and protection of all children is of paramount importance, and that all staff and volunteers have a full and active part to play in keeping them safe from harm.

We believe that the Trust should provide a caring, positive, safe and stimulating environment, which promotes all children's social, physical, emotional and moral development.

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- 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; and
- taking action to enable all children to have the best outcomes.

Children includes everyone under the age of 18.

Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children. It is our duty to respond promptly and appropriately to all concerns, incidents or allegations of abuse or neglect of a child. We work in partnership with children, young people, their parents, carers and other agencies. Our statutory duties and supporting guidance are set out in The Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021, the Ofsted Compulsory Childcare Register, Working Together to Safeguard Children 2018 and Keeping Children Safe in Education 2021.

The aim of this policy is to:

- ensure that the child's development is supported in ways that will foster security, confidence and independence;
- ensure that teachers, associate staff and volunteers are aware of the need to safeguard children, and of their responsibilities in identifying and reporting possible cases of abuse;
- confirm the structured procedures to be followed by all members of the school community in cases of suspected harm or abuse;
- emphasise the need for effective, appropriate and timely communication between all members of staff, and those with designated responsibility for child protection, health and safety, and other safeguarding responsibilities;
- emphasise the appropriate safeguarding and child protection policies, procedures and arrangements of those service providers who use the school's premises to provide any other before and after school activities.

This policy will have consideration for, and be compliant with, the following legislation, statutory guidance, and key information:

- The Children Act 1989 and 2004 - Safeguarding and promoting the welfare of children is defined as; protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and undertaking that role to enable those children to have optimum life chances and to enter adulthood successfully.

- Section 3 (5) of the Children Act 1989 states that the law empowers anyone who has care of a child to do all that is reasonable in the circumstances to safeguard his/her welfare.
- Counterterrorism and Security Act 2015 – preventing people being drawn into terrorism and promotion of British values to ensure children are kept safe from radicalisation
- Female Genital Mutilation Act 2003 – Serious Crime Act 2015 - mandatory reporting of FGM from 31st October 2015
- Education and Training (Welfare of Children) Act 2021
- The Rehabilitation of Offenders Act 1974, which outlines when people with criminal convictions can work with children
- Schedule 4 of the Safeguarding Vulnerable Groups Act 2006, which defines what ‘regulated activity’ is in relation to children
- Statutory guidance on the Prevent duty, which explains schools’ duties under the Counterterrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- Keeping Children Safe in Education 2021
- The Statutory Framework for the Early Years Foundation Stage (EYFS) 2021
- The Ofsted Compulsory Childcare Register
- [Shropshire Safeguarding Partnership Threshold Guidance](#)
- [West Midlands Procedures](#)

This policy and procedure will also link to other setting/school policies & procedures:

- MAT Behaviour for Learning Policy
- MAT Tackling Bullying Policy
- MAT Safer Recruitment Policy
- MAT Special Educational Needs Policy
- MAT Attendance Policy
- MAT Trips and Visits
- MAT Health and Safety Policy
- MAT Relationship, Sex and Health Education Policy
- MAT ICT Policy
- MAT Looked After Children and Previously Looked After Children Policy
- MAT Social Media Policy
- MAT Whistleblowing Policy

2. Responsibilities

The Trust’s Board of Trustees and Local Governing Bodies will ensure that:

- Trained Link Governors are appointed for safeguarding and child protection, and Looked After Children (LAC); these Governors will attend training/updates every three years;
- It is the role of the Link Governor with responsibility for safeguarding, in each of the Local Governing Bodies, to take an interest in this area and keep the Local Governing Body (LGB) up to date with changes or issues that might arise, supported by the Headteacher;
- A member of the Trust’s Board of Trustees will have a responsibility for ensuring Safeguarding arrangements are compliant and effective;
- Each LGB will ensure that a senior member of each school’s leadership team is designated to take the lead responsibility for Safeguarding. This will include providing advice and guidance to staff, liaising with relevant Local Authority teams, and fully engaging with multi-agency teams;
- The Chair of Governors for each LGB will liaise with the Local Authority Designated Officer, in the event of allegations of abuse made against the Headteacher. In the case of allegations

of abuse made against the Chief Executive Officer of the Trust, it will be the responsibility of the Chair of Trustees to liaise with Local Authority Designated Officer.

The Trust creates a culture of safe recruitment and, as part of that, adopts recruitment procedures that help deter, reject, or identify people who may pose a risk to children (Part Three: Safer Recruitment: Keeping Children Safe in Education, 2021).

At least one member of an appointed interview panel will have attended safer recruitment training.

A member of staff of the school's leadership team in each school in the Trust is appointed to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead, alongside deputies, will have a safeguarding overview. The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads for each school are listed at Appendix A.

Schools within the Trust keep a single central record that, as a minimum, evidences the following:

- All staff have been employed in compliance with safer recruitment requirements (Part Three: Safer Recruitment: KCSIE, 2021).
- Date of employment.
- Identity and address confirmed, with date.
- Qualifications checked, with date.
- References checked, with date.
- Prohibition from teaching check, with date (for teaching staff).
- Section 128 prohibition check, with date.
- Barred list check, with date.
- Enhanced Disclosure and Barring Service (DBS) check, with date.
- Right to work in the UK, with date.
- Checks confirmed by, and date.

The adequacy of resources committed to child protection, and the staff and governor training profile is regularly monitored. All staff will be made aware of school systems within each setting to support safeguarding. This will include awareness of the Behaviour for Learning Policy, Staff Code of Conduct, children missing education responses, alongside awareness of the role, and identification, of the Designated Safeguarding Lead.

All staff (including students and volunteers) in the Trust are familiar with the definitions and signs and symptoms of abuse or neglect stated in Working Together to Safeguard Children March 2018 as set out in the [West Midlands Procedures](#)

All staff are aware of their individual roles in safeguarding and promoting the welfare of children including their responsibility to be alert to any issues for concern in the child's life at home or elsewhere. We ensure that all staff (including students and volunteers) undergo an induction process where they are given copies of the procedures they must follow if they suspect abuse or neglect. On-going support is provided through regular supervision and appraisals to ensure these policies and procedures are put into practice to protect children.

As part of induction, training will include the school's behaviour policy and the school's procedures for managing children who are missing education, as well as the staff code of conduct, and the child protection policy. Keeping Children Safe in Education 2021 Part 1 must be read by all members of the staff. Governing bodies and proprietors, working with the Senior Leadership Team and especially the designated safeguarding lead, should ensure that those staff who do not work directly with children read Part one. All Designated Safeguarding Leads, management and leadership teams, and governing bodies, should read KCSiE 2021 in its entirety.

All staff are expected to update their safeguarding and child protection training at least every three years. In addition, all staff members should receive regular safeguarding and child protection updates via staff briefings, e-bulletins, staff CPD, etc., as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

The policy is available to parents/carers on request, and this policy and practice complements other policies concerned with children's wellbeing in the Trust.

The Trust fully recognises its responsibilities for safeguarding children. Our policy applies to all staff, Trustees, Governors and volunteers working in the school. There are five main elements to our policy:

1. Ensuring we practise safe recruitment in checking the suitability of staff and volunteers to work with children.
2. Raising awareness of child protection issues, and equipping children with the skills needed to keep them safe.
3. Implementing procedures for identifying and reporting cases, or suspected cases of abuse.
4. Supporting children who have been abused in accordance with their agreed Child Protection Plan.
5. Establishing a safe environment in which children can learn and develop.

The staff member in the role of Headteacher/Head of School will ensure that:

- the policies and procedures adopted by the Trustees are followed by all staff;
- the policy is updated annually, and is available publicly via school websites, or by other means;
- the Designated Safeguarding Leads review the six-monthly updates of the Shropshire Safeguarding Community Partnership procedures;
- sufficient resources and time are allocated to enable the Designated Safeguarding Leads, Deputy Designated Safeguarding Leads and other staff, to discharge their responsibilities, including taking part in strategy discussions and other multi-agency meetings, to contribute to the assessment and support of children and young people, and be appropriately trained;
- a list of all staff and volunteers, and their safeguarding training dates, is maintained;
- all staff and volunteers feel able to raise their concerns about poor and unsafe practice with regard to children, and that such concerns are addressed in a timely manner, in accordance with agreed policies.

Headteachers & Heads of School across the Trust will access child protection training, which is updated regularly, in line with advice from Shropshire Safeguarding Community Partnership. New safeguarding partners and child death review partner arrangements are now in place within Shropshire, which consist of the three safeguarding partners (Shropshire Council, Clinical Commissioning group for Shropshire and Chief Officer of West Mercia Police) will make arrangements to work together with appropriate relevant agencies to safeguard and promote the welfare of local children, including identifying and responding to their needs.

The role of the Link Governors, for safeguarding child protection, shall include:

Monitoring of procedures relating to liaison with the Local Authority Designated Officer, Children's Social Care and the Police, in relation to any allegations of child abuse made against the Headteacher, including attendance at relevant meetings.

Allegations against the Headteacher/Chief Executive Officer of the Trust

Where an allegation is made against the Headteacher this should be referred to the Chair of the Local Governing Body, as well as the Local Authority Designated Officer.

Where an allegation is made against the Chief Executive Officer of the Trust, this should be referred to the Chair of the Board of Trustees, who will liaise with the Local Authority Designated Officer.

The role of the Designated Safeguarding Lead (and Deputies)

All Designated Safeguarding Leads across the Trust will follow the guidance as set out in **Appendix B – The Role of the Early Years Designated Safeguarding Lead** and **Appendix C – The Role of the Designated Safeguarding Lead** (as applicable to the setting).

3. Procedures

We will follow the procedures set out by the Shropshire Safeguarding Community Partnership and take account of guidance issued by the Department for Education.

The Trust will:

- ensure it has a Designated Safeguarding Lead at each school, who will undertake regular, appropriate training for this role. Each school's Designated Safeguarding Lead will be a member of the Leadership Team;
- ensure it has a member of staff who will act in the absence of the Designated Safeguarding Lead;
- ensure every member of staff (including temporary and supply staff and volunteers) and the Board of Trustees, and Governors of the Local Governing Bodies, know the name of the Designated Safeguarding Lead (and Deputies) and their role(s);
- ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse, and responsibility for referring any concerns to the Designated Safeguarding Lead;
- ensure that all staff are aware of the early help process, and understand their responsibility to take timely action to help a child if they have a safeguarding concern;
- ensure that all staff are aware of the specific legal duties to report (for example, Female Genital Mutilation (FGM) and forced marriage) and recognise their legal duty in reporting concerns to the Police with the support of the Designated Safeguarding Lead;
- ensure that all staff will have undertaken the Shropshire Safeguarding Community Partnership Raising Awareness Training or its equivalent (all settings have training facilitators);
- ensure that parents have an understanding of the responsibility placed on the school and staff for child protection;
- develop effective links with relevant agencies, and co-operate as required, with their enquiries regarding safeguarding matters, including attendance at strategy meetings, initial case conferences, review conferences, core group, child in need review meetings, and allowing access from host local authorities, where appropriate, to support the completion of Section 17 or 47 assessments;
- ensure that all staff are aware of the signs of sexual violence and abuse, Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE), as well as other forms of abuse, and recognise their responsibilities in reporting any concerns immediately to the Designated Safeguarding Lead (DSL);

- ensure that the duty of care towards its children and staff is promoted by raising awareness of illegal, unsafe, and unwise behaviour and assist staff to monitor their own standards and practice;
- be aware of, and follow, procedures set out by Children's Services and the Shropshire Safeguarding Community Partnership where an allegation is made against a member of staff or volunteer;
- ensure that schools across the Trust undertake regular audits of child protection procedures;
- ensure safer recruitment practices are always followed;
- ensure that all Governors across the Trust have an enhanced DBS Check.

Our procedures will be reviewed annually, and updated in accordance with current legislation.

4. Trust staff, supply staff, volunteers and visitors

When staff join the Trust, they will be informed of the safeguarding children arrangements in place and the information and photographs of the Designated Safeguarding Leads (DSL) and Deputies.

The induction programme will include basic safeguarding information relating to signs and symptoms of abuse, how to manage a disclosure from a child, and how to record a concern about the welfare of a child. All staff will be required to complete mandatory Child Protection training regularly, in line with Shropshire Safeguarding Community Partnership advice, currently every three years. This Shropshire Safeguarding Community Partnership training will provide information regarding Shropshire Safeguarding Community Partnership Early Help processes, referral processes and actions possible following a referral. This will include S17 and S47 detail.

All volunteers and regular visitors to the Trust will be told where our policy is kept and given the name of the DSL and Deputies, and the summary booklet. A copy of this policy will be available at the main school reception at each site. All staff will wear appropriate name badges within school and all visitors will sign into school for each visit. Staff with completed DBS checks will wear grey lanyards, staff without a completed DBS check will wear red lanyards and will be accompanied onsite at all times.

All volunteers will be required to undertake Level 1 Raising Awareness in Child Protection training.

5. Procedures for off-site learning and work-based learning

Our 'Employers Guide to Work Experience' booklet outlines in full the protocols for safeguarding children on work-based learning placements.

The Education Business Partnership (EBP) ensures that all placements for our children are appropriate in terms of health and safety, and types of business and insurance.

DBS checks are requested by the Education Business Partnership if a placement is extended (more than 15 days) or if the employer is going to be in a 'one to one' situation with a child.

The EBP provides the workplace with guidance regarding health and safety and child protection protocols.

Similar checks are in place for Young Apprenticeships and all pre-16 Provision.

6. Alternative Provision

The cohort of pupils accessing Alternative Provision often have complex needs, it is important that Local Governing Bodies and proprietors are aware of the additional risk of harm that their pupils may be vulnerable to. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard: [Alternative Provision](#) and [DfE Statutory Guidance Education for children with health needs who cannot attend school](#)

All Trust schools ensure that any alternative provision used for pupils is quality-assured. A quality assurance checklist (**Appendix G**) is used to evidence safeguarding procedures are being followed and the necessary vetting checks for staff at the Alternative Provision have been undertaken.

7. Elective Home Education

Many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

Please see: [Elective Home Education \(Shropshire Council\)](#)

8. Injuries

At the beginning of each session or school day, parents are requested to notify the school of any accidents, incidents or injuries which may affect their child before leaving them at the setting/school. A note will be made of any existing injuries and how the injury was received will be recorded. A body map may be used to indicate any marks/bruises (refer to body map on CPOMS or where this is not available, [Multi-agency referral form \(MARF\)](#))

Any serious injury occurring in the school/setting e.g., broken bone, is reported to Health and Safety Executive (HSE) via RIDDOR. This is also reported to Ofsted within 14 days (see **Appendix F**).

9. Managing a disclosure

Teachers and other staff in schools are in a unique position to observe children's behaviour over time, and often develop close and trusting relationships with them. If a child discloses directly to a member of staff, they must act immediately and speak to the DSL or Deputy and the procedures outlined below will be followed. There are keywords that, when used, should be triggers for action, regardless of intent. In the case of violent, sexual, racist or prejudiced language, the least that should happen is a record of the incident, a discussion with the child, and parents/carers informed, i.e. rape, rapist, sexual assault or forced sexual activity.

Listen carefully to what is said

Ask no leading questions (i.e. questions which may be considered to suggest what might have happened, or who has perpetrated the abuse, for example, "Did your Dad hit you?") The questions will relate to clarification of what has been expressed by the child.

Do not force the child to repeat what he/she said in front of another person

Following a disclosure, the member of staff should talk immediately to the DSL and complete a written record, and parents/carers of both parties informed, unless it will place a child at further risk of significant harm.

Recording

Ensure that the disclosure is recorded using the words said by the person making the disclosure.

10. Record keeping

Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse, will make notes as soon as possible (within the hour, if possible) writing down exactly what was said, using the child's own words (verbatim) as far as possible. All notes should be timed, dated and signed, with the name printed alongside the signature.

The notes then need to be added to CPOMS (all Trust schools use this system) and the D/DSL(s) alerted. Where the use of CPOMS is not possible, the documented disclosure will be passed immediately to the DSL, who will place them into an allocated child-file stored within the locked safeguarding cabinet or will use allocated yellow plastic files to indicate Child Protection files that are written. A chronology of safeguarding events and referrals will also be logged (this is automatic in CPOMS - this is a safe and secure system.)

For non-safeguarding matters, notes may be recorded on Arbor or CPOMS, dependent upon each local setting and, if further evidence such as statements are taken, they should be placed on the child's main file.

When a concern about a child's welfare or safety is raised it will be discussed with the Designated Lead and recorded (as above). The designated lead will decide if the concern should be shared with another agency or kept on record in case future concerns arise.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved (added action on CPOMS);
- a note of any action taken, decisions reached and the outcome (added action on CPOMS).

All records will be stored on the secure system of CPOMS but where there are additional files, these will be stored in a separate confidential file in a locked cabinet, in a secure place with restricted access.

Where children leave the school or college (including in-year transfers) the DSL will ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. When a child/student transfers to another school/setting within this or another authority, the confidential information held is forwarded under confidential cover and separate from the child's/student's main file to the DSL for child protection in the receiving school/setting. This should be transferred separately from the main student file, ensuring secure transit and confirmation of receipt should be obtained (**Appendix D**).

In addition to the child protection file the DSL will consider sharing information with the new setting/school/college in advance of a child leaving.

Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes. We follow the guidance in the HM Government (HMG) 2018 guide 'Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers' and the HMG 2015 guide 'What to do if you are worried a child is being abused'.

Staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the Local Authority children's social care. Local Governing Bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

When information is being accumulated prior to possible referral we will start a chronology of events via CPOMS or where this is not available, using the [Shropshire chronology template](#)). Some chronologies will need to be produced for a specific reason for example, when a new relationship is started, during multi-agency meetings, from the start of a significant event, or from the start of the date parameters set by a statutory case review. The chronology should then continue throughout the intervention, or for as long as is required.

The DSL will regularly review all child protection chronologies to decide if the accumulation of events is having a detrimental impact on a child and must be referred to Compass. If the designated lead decides not to refer, the reason will be noted on the child's chronology.

11. Information sharing and confidentiality

We recognise that all matters relating to child protection are confidential. The Headteacher, Head of School or DSL will disclose any information about a child to other members of staff, on a need-to-know basis only.

- All staff must be aware that they have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets, or promise confidentiality, and must always act in the interests of the child.
- School will work in close contact with the police and First Point of Contact (FPOC) and follow advice and guidance with all referrals made.
- Where the judgement is made that neither the alleged victim or the alleged perpetrator is put at further risk by engaging with the parents/carers, they will be called and involved in the referral process and future decision making. In the case where a decision is made not to engage with the parents/carers of the alleged victim or alleged perpetrator due to the child being of ability to make informed decisions, or the contact would place the child at risk of significant harm, a note explaining why that decision was made will be placed on the child's safeguarding file.

- Information relating to any safeguarding situation should be treated as evidence and should only be passed on in a secure environment or through secure systems. To prevent harmful gossip, and to protect all parties, no further conversations should be held by staff, unless directly involved in the case. Any breach will be dealt with appropriately by the DSL or the Senior Leadership Team.
- Local Governing Bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the GDPR. This includes:
 - being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data';
 - understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
- Where children leave the school or college, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. (See section 7 Record Keeping for more information).
- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Further details on information sharing can be found in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing:
 - Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful.
 - The Information Commissioner's Office (ICO), which includes ICO GDPR FAQs and guidance from the department.
 - Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the GDPR.
 - KCSIE, 2021.

12. Decision making – accessing the right service at the right time

We take a holistic approach to safeguarding all children in our care and recognise that different families need a different level of support at different times. To enable us to recognise at which level a family might require support, we use the [Shropshire Safeguarding Community Partnership Multi-Agency Guidance on Threshold Criteria to help support Children, Young People and their Families in Shropshire](#).

This guidance identifies four levels to ensure all children receive the support and intervention they need to achieve a positive life experience. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of parents and carers and

we aim to develop good, professional relationships to ensure that we have a shared understanding of each child's needs.

It should be noted that if parents demonstrate a lack of co-operation or appreciation about the concerns we identify, this may raise the level of the need and required level of action.

Level 1 – Universal

Children with no additional needs and where there are no concerns. Typically, these children are likely to live in a resilient and protective environment where their needs are met. These children will require no additional support beyond that which is universally available.

In those settings with the EYFS phase, we follow the Statutory Framework for the Early Years Foundation Stage 2021 to provide individual support for all children. Each child is allocated a key person who will make a relationship both with the child and his or her family. The key person will make observations and keep records to ensure there are no barriers to a child's learning and establish stable and affectionate relationships.

In all phases, consent must be sought to access services and share information with others. Any information sharing between agencies without consent must be clear as to its legal basis. We ensure privacy information is shared with the family and a consent form completed. Support is provided by services identified as universal in local communities and are available to all. These include: schools, colleges, early years and childcare provision, primary healthcare provision (i.e. GP, hospitals), and the voluntary and community sector.

Universal support will most likely be provided by a single agency and/or existing support from family, friends, the community. It is these Universal Services who are best placed to ensure children and families have access to the Early Help Offer. The needs of the child/young person are appropriately met within this framework.

Universal Services are constant and remain involved if/when the child/family move up to other levels of need.

Level 2 – Children in need of Early Help

These children can be defined as needing some additional support without which they would be at risk of not meeting their full potential. Their identified needs may relate to their health, educational, or social development, and are likely to be short term needs. If ignored these issues may develop into more worrying concerns for the child.

In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child.

Early Help aims to provide a multi-agency response when a single agency is not able to progress and help the child and their family. The existing single agency or multi-agency team should work with the family and each other to complete a Whole Family Assessment and Action Plan. At this stage a lead professional/practitioner should be identified who can build a relationship with the whole family and ensure that the whole family's needs are met and any actions progressed.

Consent must be sought to access services. Any information sharing between agencies without consent must be clear as to its legal basis. Relevant agencies must ensure privacy information is shared with the family and a consent form completed.

Early Help within the Trust is specific to settings but may include (although not exclusive to): mentoring, counselling, therapeutic support, alternative provision, in-class support, extra-curricular support, specific monitoring, equine therapy. Where one setting is not able to provide support

available at another setting, personnel work together to accommodate the child's needs, across settings.

Level 3 – Targeted Early Help

This level applies to those children identified as requiring targeted support and who meet at least two of the six Strengthening Families criteria in the Whole Family Assessment. It is likely that for these children their needs and care are compromised.

These children will be those who are vulnerable to harm or experiencing adversity. In addition to the Whole Family Assessment, specific local tools and pathways should be used where there are concerns about possible harm to the child. These children are potentially at risk of developing acute/ complex needs if they do not receive targeted early help.

If a child continues to have unmet needs which cannot be met by Universal or Early Help support, then the existing single agency or multi-agency team should work with the family and each other to review the Whole Family Assessment and Action Plan and follow the Request for Intervention Pathway to request more intensive family support from a Targeted Early Help Family Support Worker. Consent must be sought from the family to access services. Any information sharing between agencies without consent must be clear as to its legal basis.

Relevant agencies must ensure privacy information is shared with the family and a consent form completed.

Level 4 – Complex Significant Needs

These are children whose needs and care at the present time are likely to be significantly compromised and or they are suffering or likely to suffer significant harm and so who require intervention from Shropshire Council Children's Social Care. An immediate referral to Compass should be made for assessment under Section 17 or Section 47 of the Children Act 1989. Specific local tools and pathways and the Shropshire Threshold Matrix should be used to support their referral and help practitioners to assess significant harm to the child.

Child in Need: Section 17 of the Children Act (1989) states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.
- Their health and development is likely to be significantly impaired, or further impaired, without the provisions of such services, and/or;
- They are disabled.

Child Protection: Section 47 of the Children Act 1989 states that the authority shall make necessary enquiries to enable them to decide whether they should take action to safeguard or promote the child's welfare where there is reasonable cause to suspect a child is suffering or likely to suffer significant harm.

Where it is suspected that a child may be suffering or be at risk of suffering significant harm; referring practitioners must inform parents or carers that they are making a referral to Compass, and seek consent unless to do so may:

- Place the child at increased risk of significant harm; or
- Place any other person at risk of injury; or
- Obstruct or interfere with any potential Police investigation; or
- Lead to unjustified delay in making enquiries about allegations of significant harm.

Guidance for assessment practice can be found on page 13 of the Shropshire Threshold document.

If a child has been injured or is in imminent danger of being injured then we will contact the emergency services, medical or police, immediately on 999.

When making a level 4 referral to Compass we will ensure we have a record of all details required detailed on a [Shropshire Multi-Agency Referral Form](#).

13. Resolution of professional disagreements

When practitioners are working together in the complex business of safeguarding children there will inevitably be occasions when there are professional differences of opinion or concerns about practice decisions, actions or lack of actions to a referral, assessment or the progress of child's plan. In these circumstances, practitioners have a duty to take action to address professional disagreements as soon as they arise in a way that is appropriate and proportionate

Examples of case-specific professional disagreements include:

- When there is disagreement about the response to a referral made by one agency to another agency or service (e.g., decision making).
- When there is disagreement about the outcome of an assessment.
- When there is serious concern about the implementation of a child's Plan and disagreement about how this should be addressed (e.g., agreed actions not being followed through).
- When there is serious concern about the effectiveness of a child's Plan in bringing about the necessary changes and disagreement about how this should be addressed (e.g., drift/delay).
- When there is disagreement over the sharing of information in a case.

DSLs and managers will consult with the procedures for resolving professional disagreements by accessing it on the West Midlands Child Protection Procedures [website](#) . DSLs will record any actions taken and outcomes on file.

14. Escalating / de-escalating concerns

Just because a child is assessed at a point in time as meeting certain threshold criteria does not mean that they always will. An assessment is an on-going process, not an event; children's needs often change over time. The DSL will maintain an overview of all children with a plan to ensure children's needs are being met at the right level of intervention. Of central importance in understanding where a child's needs might lie on this continuum, is the cooperation and engagement of the parents and carers – a lack of co-operation or appreciation about the concern may of itself raise the level of the need and required response.

15. Supporting children

We recognise that children who are abused, or witness abuse, may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant, or they may be withdrawn. The school will endeavour to support the child through the content of the curriculum, alongside the following:

- The school ethos, which promotes a positive, supportive and secure environment, and gives children a sense of being valued.

- The school will ensure that the child knows that some behaviour is unacceptable, but they are valued, and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the child such as the 0-25 Emotional Health and Wellbeing Service (formerly CAMHS), Education Welfare Service and Educational Psychology Service, and those agencies involved in the safeguarding of children.
- Contacting First Point of Contact (FPOC) immediately there is a significant concern.
- Providing a range of support structures within the school, such as buddying and mentoring programmes, and referrals to mentors.
- Providing continuing support to a child about whom there have been concerns, who leaves the school, by ensuring that appropriate information is forwarded, under confidential cover to the child's new school.
- Provide opportunity for the child's wishes or feelings to be considered when determining the action taken, though always acting in the best interests of the child. Systems are in place to allow for this through discussion with the child.
- Offer opportunities for all children to access a curriculum that includes safeguarding, including online safety awareness.

Children who need a social worker (Child in Need and Child Protection Plans)

- Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. Local Authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine. There are clear powers to share this information under existing duties on both local authorities and schools and colleges, to safeguard and promote the welfare of children.
- Where children need a social worker, this should inform decisions about safeguarding (e.g. responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (e.g. considering the provision of pastoral and/or academic support, alongside action by statutory services).

16. Working with parents/carers

- Parents and carers play an important role in protecting their children from harm.
- In most cases, the school will discuss concerns about a child with the family and, where appropriate, seek their agreement to making referrals to FPOC.
- The use of an external agent must be engaged when any safeguarding concern relates to a staff member or family member.
- Where there are any doubts, the DSL should clarify with the Initial Contact Team, whether, and if so when and by whom, the parents should be told about the referral.
- The child's views will be considered in deciding whether to inform the family, particularly where the child is sufficiently mature to make informed judgements about the issues, and about consenting to that.
- The use of Compass – Early Help Line may also be used for advice and guidance in child protection matters.
- The school aims to help parents understand that the school, like all others, has a duty to safeguard and promote the welfare of all children. The school may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.
- If there is a situation involving a member of staff or family member of a member of staff, to ensure that the person investigating, or taking charge of the enquiry, has sufficient authority to enable them to carry out their duties without fear of consequence. In these cases, a senior or external neutral agent might need to be engaged to ensure procedure is not impacted on,

in a way that might prejudice procedure. Where the person is a Headteacher or Head of School, or a person holding a higher position in the Trust, it would be advisable to engage the support of a senior safeguarding lead, Chair of Governors, or Chair of Trustees.

17. Looked After and Previously Looked After Children

All schools within the Trust will have a designated teacher for children in care. Under this role, for each child they:

- know the child's looked after legal status (looked after under voluntary arrangements with consent of parents, or an interim, or full care order);
- hold contact arrangements for birth parents, or those with parental responsibility;
- hold information about the child's care arrangements, and the levels of authority delegated to the carer by the authority looking after them;
- hold details of the child's social worker, and the name of the virtual school head in the authority that looks after the child;
- know that a previously looked after child may remain vulnerable, and may require ongoing additional support. All staff will monitor these children carefully and refer to the Designated Teacher for Looked After Children (see MAT Looked After and Previously Looked After Children Policy for details).

18. Children missing education

All children, regardless of their circumstances, are entitled to a full-time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area. Effective information sharing between parents, schools, colleges and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Trust staff will follow their procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. Where reasonably possible all Trust schools will hold at least two emergency contacts for every child in their setting in case of emergency and in case there are welfare concerns at home.

Trust staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, female genital mutilation and forced marriage. Further information about children at risk of missing education can be found in the [Children Missing Education guidance or Shropshire Council Learning Gateway](#).

There are many reasons why we want young children to have regular attendance at our settings within the Trust. As well as supporting their learning and development, we want to try to make sure that children are kept safe, their wellbeing is promoted, and they do not miss out on their entitlements and opportunities. In a small minority of cases, good attendance practice may also lead to the earlier identification of more serious concerns for a child or family and may have a vital part to play in keeping a child or other family members safe from harm.

In our settings, we have procedures for recording and following up any unexplained non-attendance and know how to respond to different problems and where to access advice, support or whom to alert if concerns arise.

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

All staff across the Trust will be aware that this group of children may face additional safeguarding challenges.

DSLs and Deputies will take into consideration the additional needs of the child when acting on a safeguarding concern. These include:

- being prone to peer group isolation;
- potential for negative behaviours of others to impact on the child but no signs being demonstrated;
- inability to communicate concerns, therefore other methods must be investigated.

Schools across the Trust will ensure that additional pastoral/SEND support is available when needed. (For more information, please refer to the MAT Special Educational Needs and Disability Policy.)

20. Supporting staff (and supervision)

We recognise that staff working in the school, who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DSL, and to seek further support as appropriate.

To ensure that all staff are alert to any issues for concern, staff receive regular training and updates in safeguarding and child protection through a range of training and supervision activities. This includes both formal and informal supervision, annual appraisals, staff meetings and access to SSCP approved training. Individual supervision offers specialist staff an opportunity to receive coaching to improve their practice with children and address any issues resulting in poor performance. Individual supervision also provides a safe space in which to raise any concerns they may have about the conduct of other adults connected with the setting. All Trust settings ensure that D/DSL(s) and DTs for P/LAC students receive supervision either facilitated within the setting or with an external provider.

Staff supervision is also used to ensure that all staff remain suitable to work with children. If a member of staff is taking medication which may affect their ability to care for children, the staff member should seek medical advice. The setting will ensure that staff members only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.

Staff are also required to disclose any information, which may lead to their disqualification as outlined in The Statutory Framework for the EYFS 2021 3.14-3.18 and Keeping Children Safe in Education 2021.

21. Use of school/setting premises for non-school/setting activities

Where Local Governing Bodies or proprietors hire or rent out school or setting facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) they must ensure that appropriate arrangements are in place to keep children safe.

When services or activities are provided by the Local Governing Body or proprietor, under the direct supervision or management of their school or setting staff, their arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The Local Governing Body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or setting on these matters where appropriate. The governing body or proprietor should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

22. Safer recruitment and selection of staff

With regard to the recruitment of staff, the Trust follows the relevant policies and procedures in this policy and those in DfE guidance.

This Trust is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The successful applicant will be subject to an enhanced disclosure from the DBS.

The recruitment process is robust in seeking to establish the commitment of candidates to support the Trust measures to safeguard children and to deter, reject or identify people who might pose a risk to children or are otherwise unsuited to work with them. Schools within the Trust will access the new Teacher Services system as part of safer recruitment. This is a database that can be used prior to appointing a teacher to check for prohibitions, sanctions and restrictions that might prevent the individual from taking part in certain activities or working in specific positions.

Where applicants are rejected because of information that has been disclosed, we will inform the applicant about their right to know and to challenge incorrect information.

We comply with the Safeguarding and Welfare Requirements in the Statutory Framework for the Early Years Foundation Stage (EYFS) 2021 and the Compulsory Childcare Register, and [Keeping Children Safe in Education 2021](#) in respect to references and Enhanced Disclosure and Barring Service checks for staff and volunteers to ensure that no disqualified or unsuitable person works with or has access to the children.

Keeping Children Safe in Education 2021 states that schools will be required to complete a risk assessment for each volunteer to decide whether they need to do an enhanced DBS check or not. (Note that even if it is decided an enhanced DBS is to be requested, if the volunteer is not in regulated activity, then schools are not legally allowed to do a barred list check).

We have procedures for recording the details of visitors, including prospective candidates, to the setting and ensure that we have control over who comes into the premises so that no unauthorised person has unsupervised access to the children.

Where students are placed in an alternative provision, the schools obtain a written statement from the provider that they have completed all the vetting and barring checks that are necessary on their staff.

23. Allegations against staff

There are clear policies in line with those from the Shropshire Safeguarding Community Partnership for dealing with allegations against people who work with children including apprentices, supply staff, students and volunteers. An allegation may relate to a person who works with children who has:

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

There are two levels of concern:

1. Allegations that may meet the harms threshold.
2. Allegation/concerns that do not meet the harms threshold – which may be referred to as ‘low level concerns’.

(Please refer to *Shropshire HR KCSiE Allegations of Abuse Against Staff policy & KCSiE Low Level Safeguarding Concerns Policy* for more information.)

In addition, the Local Authority Designated Officer (LADO) is to be involved in the management and oversight of individual cases. The LADO should provide advice and guidance to schools, liaising with the police and other agencies, and monitoring the progress of cases to ensure that they are dealt with as quickly as possible, consistent with a thorough and fair process.

Any allegation should be reported immediately to the Headteacher within the school. The LADO should also be informed, within one working day, of all allegations that come to an employer’s attention or that are made directly to the police. Also, if the Trust removes an individual (paid worker or unpaid volunteer) from work such as looking after children (or would have, had the person not left first) because the person poses a risk of harm to children, the organisation must make a referral to the DBS.

We understand that a child may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. If the allegation made to a member of staff concerns the Headteacher, a designated teacher will immediately inform the Chair of Governors, who will consult with the Local Authority Designated Officer. If the allegation made to a member of staff concerns the Chief Executive Officer of the Trust, a designated teacher will immediately inform the Chair of the Trustees, who will consult with the Local Authority Designated Officer. If an allegation concerns staff working for Shared Services within the Trust, the DSL at the school attended by the child making the allegation must be informed immediately, or the DSL for the Trust.

The school will follow the Trust’s procedure for managing allegations against staff, a copy of which will be readily available in each school. The DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer.

Where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children, for example, a member of staff is involved in domestic violence at home but no children were involved, the relevant setting(s) need to consider what triggered these actions and could a child in the school trigger the same reaction, therefore being put at risk. Any concerns of this nature will be managed by the Headteacher alongside Trust Executive Lead Group.

Where the school or college identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they should contact children's social care and as appropriate the police immediately. There are two aspects to consider when an allegation is made:

- Looking after the welfare of the child - the DSL is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Local Authority children's social care.
- Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

The LADO may ask for additional information, such as previous history, whether the child or their family have made similar allegations previously and the individual's current contact with children. There may be situations when the LADO will want to involve the police immediately, for example, if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

The initial sharing of information and evaluation may lead to a decision that no further action is to be taken regarding the individual facing the allegation or concern, in which case, this decision and a justification for it will be recorded by both the Registered Person/Headteacher and the LADO, and agreement reached on what information should be put in writing to the individuals concerned and by whom. The Headteacher will then consider with the LADO what action should follow both in respect of the individual and those who made the initial allegation.

If further action is required, the Trust will follow the advice of the LADO and co-operate with any investigations. All setting(s) will follow instructions about what can be disclosed to the accused and whether they should be suspended whilst further investigations take place. This is not an indication of admission that the alleged incident has taken place but is to protect the staff as well as children and families throughout the process. Clear advice will be given to workers on the process of investigation by other agencies. The Trust will follow advice about how to inform families about the allegation.

In all cases, The Trust will notify Ofsted within 14 days of the allegations first being made and inform them about what actions are being taken by completing the on-line form at: https://ofstedonline.ofsted.gov.uk/ofsted/Ofsted_Early_Years_Notification.ofml

If the member of staff/volunteer is found to be a risk to children and vulnerable adults, the Disclosure & Barring Service will be notified. If The Trust are aware of the details of a child who has or may have been harmed by a member of staff or volunteer, the respective setting will contact Compass to make a referral to seek support for the child.

There is a legal requirement for employers to make a referral to the DBS where they think that an individual has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child (see [Safeguarding Vulnerable Groups Act 2006](#)).

Supply staff

In some circumstances schools will have to consider an allegation against an individual not directly employed by them, where its disciplinary procedures do not fully apply, for example, supply teachers provided by an employment agency or business. Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly.

In no circumstances will any of the Trust schools decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

Local Governing Bodies or Headteachers/Heads of Schools of the relevant schools should discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation.

Agencies should be fully involved and cooperate in any enquiries from the LADO, police and/or children's services. The school will usually take the lead because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.

Supply teachers, whilst not employed by the school or college, are under the supervision, direction and control of the Local Governing Body when working in the school or college. They should be advised to contact their trade union representative if they have one, or a colleague for support.

The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any previous concerns or allegations known to the agency are considered by the school during the investigation.

When using an agency, schools within Trust will, where relevant, inform the agency of its process for managing allegations.

24. Prevention

We recognise that our schools play a significant part in the prevention of harm to our children by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school will therefore:

- establish and maintain an environment where children feel secure, are encouraged to talk, and are always listened to;
- ensure children know that there are adults in each school whom they can approach if they are worried or in difficulty, such as the form tutor, child support teams within the Key Stage areas, buddying and mentoring systems;
- include in the curriculum, opportunities that equip children with the skills they need to recognise and stay safe from harm and/or from abuse.

We also recognise the importance of developing pupils' awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe. As outlined in the Relationships, Sex and Health Education (RSHE) Policy, students in each key stage are provided with personal development opportunities to learn about keeping safe and who

to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, pupils are taught to:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being and develop effective ways of resisting pressure; including knowing when and where to get help.
- Use assertiveness techniques to resist unhelpful pressure.
- The importance of Internet safety.

25. Abuse of Trust

We recognise that as adults working in the schools, we are in a relationship of trust with the children in our care and acknowledge that it is a criminal offence to abuse that trust.

We acknowledge that the principle of equality embedded in the legislation of the Sexual Offenders Act 2003 applies, irrespective of sexual orientation: neither homosexual nor heterosexual relationships are acceptable within a position of trust.

We recognise that the legislation is intended to protect young people in education who are under 18 years of age.

26. Equality

Our Equality Policy ensures the equality of education and opportunity for all children, irrespective of race, gender, disability, faith or religion or socio-economic background, or other protected characteristic. Repeated racist incidents or a single serious incident may lead to consideration under safeguarding children procedures. A separate log of these incidents will be kept and shared on a regular basis with Governors and Local Authority.

Special Educational Needs and Disabilities: staff will be aware that children with disabilities will be vulnerable to forms of abuse including online abuse. Staff will respond appropriately to any concerns and alert the DSL.

27. Online safety including ICT and mobile phone use

The use of mobile phones and other electronic devices, such as computers, tablets, and game devices is commonplace. However, as a society, we are beginning to recognise that although these devices have brought great benefit, we also need to ensure that we help children to understand there are dangers, and how to keep themselves safe. This includes:

- keeping personal details secure;
- understanding that not all content is appropriate, truthful or legal;
- what to do if they do accidentally access inappropriate or illegal content;
- what to do if they are upset by something they receive;
- what to do if they are going to physically meet someone they have met online.

Children's mobile phones will be expected to be turned off and placed into the bottom of their bag. If seen or used, the phone will be confiscated, and the Behaviour for Learning Policy will be applied.

Our ICT policy recognises that internet safety is a whole school responsibility (staff, children, and parents).

Children and young people may expose themselves to danger, whether knowingly or unknowingly, when using the internet and other technologies. Additionally, some young people may find themselves involved in activities which are inappropriate or possibly illegal.

We therefore recognise our responsibility to educate our children, teaching them the appropriate behaviours and critical thinking skills, to enable them to remain both safe and legal when using the internet and related technologies. These issues are addressed within the curriculum, in the tutor programme and in assemblies.

Children will access specific training through the curriculum alongside external visits and assemblies related to online safety.

- Peer on Peer Abuse: staff will recognise the signs of peer-on-peer abuse and will report any concerns using the school's Behaviour for Learning Policy.
- Sexting: staff will recognise that sexting is a form of peer-on-peer abuse, which needs reporting to the DSL immediately.

The Trust network filters for key words related to safeguarding concerns, including Prevent and extremist material. These are monitored monthly and amended where needed.

All children will be supported and taught about relevant issues through the curriculum and RSE, this will be compulsory from Summer 2021. The statutory guidance can be found here: [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education.](#)

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

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

The Local Governing Bodies and proprietors should ensure that, as part of the requirement for staff to undergo regular updated safeguarding training, including online safety and the requirement to ensure children are taught about safeguarding, including online safety, that safeguarding training for staff, including online safety training, is integrated, aligned and considered as part of the whole school safeguarding approach and wider staff training and curriculum planning.

Where children are being asked to learn online at home the school will follow advice from the Department of Education; [safeguarding and remote education](#).

Staff can use their personal mobile phones during their break times in designated areas or in their classrooms where students are not present. During working hours, they must be kept out of the reach of children and parents in a secure area accessible only to staff. All staff are made aware of their duty to follow this procedure, and to challenge anyone not adhering to it. Visitors to the setting (including parents) must follow the MAT ICT Policy.

We believe that photographs validate children's experiences and achievements and are a valuable way of recording milestones in a child's life. Parental permission for the different ways in which we use photographs is gained as part of the initial registration at all Trust schools. We take a mixture of photos that reflect the preschool environment, sometimes this will be when children are engrossed in an activity either on their own or with their peers. To safeguard children and adults and to maintain privacy, cameras are not to be used during intimate care situations by adults or children.

Through induction, staff and volunteers are made aware of our 'acceptable use of technology' policy both at home and in the workplace. If any staff or volunteers breach this policy, then we will take disciplinary action which may result in a referral to the Disclosure and Barring Service.

28. Health and safety

Our Health and Safety Policy reflects the consideration we give to the safeguarding of our children both within the school environment and when away from the schools when undertaking school trips and visits.

29. Specific legal duties to report

Legislation has recognised and criminalised the following types of abuse and placed duties on education settings to report offences to the authorities:

a. Radicalisation and the Prevent Duty

The government set out its definition of British values in the 2015 Prevent Strategy; this promotes the values of: democracy, the rule of law, individual liberty, mutual respect, tolerance of those of different faiths and beliefs. All our settings promote these values to ensure that children build resilience (for EYFS phase, see **Appendix E**).

Extremism is the vocal or active opposition to British Values, including democracy, the rule of law, individual liberty and mutual respect and tolerance to different faiths and beliefs.

Radicalisation refers to the process by which a person is encouraged to support terrorism and extremist ideologies linked to terrorist groups.

If a member of staff has a concern about a child, they will follow the safeguarding procedures and ensure that an immediate discussion is carried out with the DSL. The DSL should contact:

West Mercia Prevent Team:

- Sgt Calum Forsyth – 07970 047227
- DC Holly Aungiers – 01386 591815

- Prevent@westmercia.pnn.police.uk

Prevention in the Curriculum

The Trust recognises the importance of developing children's awareness of behaviour that is unacceptable towards them and others, and how they can help keep themselves and others safe.

The RSHE programme in each key stage provides personal development opportunities for children to learn about keeping safe and who to ask for help if their safety is threatened. As part of developing a healthy, safer lifestyle, children are taught to, for example:

- Safely explore their own and others' attitudes.
- Recognise and manage risks in different situations, and how to behave responsibly.
- Judge what kind of physical contact is acceptable and unacceptable.
- Recognise when pressure from others (including people they know) threatens their personal safety and well-being, and develop effective ways of resisting pressure.

The Trust promotes tolerance and harmony between different cultural traditions; we teach a broad and balanced curriculum which promotes the spiritual, moral and cultural development of children, and prepares them for the opportunities, responsibilities and experiences of life. The Trust promotes community cohesion and safeguards against biased, or unbalanced teaching and the promotion of partisan political views and ensures that when political or controversial issues are brought to children's attention, they are offered a balanced presentation of opposing views.

The DSL in each school will take on the lead role for Child Sexual Exploitation, and prevention of radicalisation. Staff are encouraged to inform the appropriate DSL if any issues arise related to the above areas.

b. Honour-based violence and domestic abuse

Honour-based' violence includes Female Genital Mutilation (FGM) and Forced Marriage.

“Abuse committed in the context of preserving ‘honour’ often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take.”
(DfE, 2019)

Children living in households where there is domestic abuse such as coercion or violence, including honour-based violence, could be at significant risk of harm. Schools will seek support for victims and their children through Compass.

Depending on the level of risk, schools may or may not consult parents before contacting Compass.

c. Female Genital Mutilation (FGM)

If staff have any concerns with regards to people carrying out female genital mutilation, this must be reported following the same procedures as with any other Child Protection issue, with the amended action of the teacher having a legal responsibility for reporting this to the Police. Staff will be aware of procedures and know how to report a concern related to FGM.

Reporting of female genital mutilation is mandatory and a legal duty. Reporting should be to the police if:

- Informed by a girl under 18 that an act of FGM has been carried out on her, or

- Staff have observed physical signs which appear to show FGM has been carried out on a girl under 18.

Complying with the duty does not breach any confidentiality requirement or other restriction on disclosure which might otherwise apply. The duty is a personal duty, which requires the individual professional who becomes aware of the case to make a report; the responsibility cannot be transferred. The only exception to this is if the member of staff knows that another individual from the Trust has already made a report - there is no requirement to make a second. We may not seek parental consent, if this may put the girl at increased risk of significant harm.

For further information, please refer to: <https://www.gov.uk/government/publications/female-genital-mutilation-leaflet>

d. Forced marriage

Forced marriage is the act of forcing a person into marriage. A forced marriage is one entered into without full consent from one or even both parties. There may be violence, threats or coercion involved. These threats can have a long-term impact on the emotional wellbeing of the person(s). This is a crime in England and Wales.

Children living in households where there is honour-based violence, including forced marriage, could be at significant risk of harm. Trust staff will seek support for victims and their children through the referral processes using Compass as the initial contact.

Depending on the level of risk, DSL staff may/may not consult parents/carers before contacting Compass.

Further details can be accessed by calling the Forced Marriage Unit on 0207 008 0151.

30. Specific safeguarding issues

To ensure that our children and young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. Staff are made aware of specific safeguarding issues (listed below) through child protection training, reading up to date guidance such as Keeping Children Safe in Education 2021, Statutory Framework for the Early Years Foundation Stage stated in Section 3 – The Safeguarding and Welfare Requirements and accessing SSCP procedures at <http://www.safeguardingshropshireschildren.org.uk/>

All staff are made aware that mental health problems can, in some cases, be an indicator of abuse. The DSL will liaise with the school mental health lead to ensure information is being shared.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the child protection policy, and speaking to the DSL or a deputy. [The Mental Health and Behaviour in Schools](#) guidance sets out how schools and colleges can help prevent mental health problems by promoting resilience as part of an integrated, whole school/college approach to social and emotional wellbeing, which is tailored to the needs of their pupils.

Children may need a social worker due to safeguarding or welfare needs. Local Authorities will share this information with the school, and the DSL will hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.

All Trust schools ensure that the DSL is continually updated in all areas below. They are familiar with the referral pathways and specific toolkits and guidance available on the [SSCP website](#).

All staff have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos ([UCKIS](#)) can be signs that children are at risk.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools, colleges and early years settings can be found on the TES, MindEd and the NSPCC websites. Staff can access government guidance as required on the issues listed below via [Annex B in Keeping Children Safe in Education](#) and other government websites.

- Bullying including cyberbullying (cybercrime)
- Child abduction and community safety incidents
- Children and the court system
- Child Criminal Exploitation: County Lines (CCE)
- Child missing from education, home, or care
- Child sexual exploitation (CSE)
- Children with family members in prison
- Domestic violence
- Drugs
- Health and Wellbeing e.g., fabricated, or induced illness, medical conditions, mental health, and behaviour
- Faith-based abuse
- So-called honour-based abuse (including Female Genital Mutilation and Forced Marriage)
- Gangs and youth violence
- Gender-based violence/violence against women and girls (VAWG) Homelessness
- Homelessness
- Hate ([Hate related Incident Reporting Form](#))
- Missing children and adults' strategy
- Modern Slavery and the National Referral Mechanism
- Online safety
- Private fostering
- Preventing radicalisation
- Relationship abuse
- Peer on Peer / Child on Child Abuse e.g., Sexting (youth produced sexual imagery), Sexual Violence & Sexual Harassment
- Trafficking
- Upskirting

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or setting and/or can occur between children outside of these environments. All staff, but especially the DSL and deputy DSLs, should consider whether children are at risk of abuse and exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. Please see link [Contextual Safeguarding](#).

Both Child sexual exploitation (CSE) and Child criminal exploitation (CCE) are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both

male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. The DSL can obtain local information regarding Exploitation from SSCP and by attending local briefings.

31. Peer-on-peer abuse

Staff will be aware that children are capable of abusing their peers. Abuse is abuse, and should never be tolerated or passed off as 'banter' or 'part of growing up'. Victims of peer abuse will be supported as they would be if they were the victim of any other form of abuse, in accordance with this Policy. Peer-on-Peer abuse can be carried out regardless of gender, however there is a greater risk that females will be victims and males will be perpetrators.

All staff will act immediately to alert relevant staff if they are aware of any risk of peer-on-peer abuse. All incidents will be recorded, statements taken, and evidence provided where possible. Bullying, including cyberbullying, is categorised under this category and is taken seriously by all schools across the Trust. Actions will then be carried out by staff to support the victim. This may include counselling, mentoring, or participation in the Empower Course. There may be, in specific cases, risk assessments completed to ensure the safety of other children.

A zero-tolerance approach will be adopted by all staff within the Trust. Peer on peer abuse occurs when a young person is exploited, bullied and/or harmed by their peers who are the same age or similar age.

Staff are aware that safeguarding issues can manifest themselves via peer-on-peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying)
- abuse in personal intimate relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence such as rape, assault by penetration and sexual assault (intentional sexual touching)
- sexual harassment such as sexual comments, remarks, jokes or online
- causing someone to engage in sexual activity without consent
- sexual or sexist name calling
- inappropriate or unwanted sexualised touching
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); upskirting typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- sexting (also known as youth produced sexual imagery)
- revenge porn
- initiation/hazing type violence and rituals.

Children can experience peer-on-peer sexual abuse in a wide range of settings, including:

- at school
- at home or in someone else's home
- in public spaces
- online

It can take place in spaces which are supervised or unsupervised. Within a school context, for example, peer-on-peer sexual abuse might take place in spaces such as toilets, the playground, corridors and when children are walking home. All staff should understand, that even if there are no reports in their school it does not mean it is not happening, it may be the case that it is just not being reported.

All staff should be aware of indicators, which may signal those children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's '[Preventing youth violence and gang involvement](#)' and its '[Criminal exploitation of children and vulnerable adults: county lines](#)' guidance.

Compliance with the Public-Sector Equality Duty (PSED) is a legal requirement for schools and colleges that are public bodies.

Under the PSED, schools and colleges that are public bodies have a general duty to have regard to the need to eliminate unlawful discrimination, harassment and victimisation, to advance equality of opportunity between different groups and to foster good relations between different groups. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, thought must be given to the equality implications such as, for example, the elimination of sexual violence and sexual harassment.

All Trust schools will ensure that the following areas are covered within the curriculum to try and minimise the risk of peer-on-peer abuse:

- healthy and respectful relationships;
- what respectful behaviour looks like;
- consent;
- gender roles, stereotyping, equality;
- body confidence and self-esteem;
- prejudiced behaviour;
- that sexual violence and sexual harassment is always wrong; and
- addressing cultures of sexual harassment.

Schools often deliver this currently, through planned, high-quality, Relationship, Sex and Healthy Relationships Education (RSHE) and Personal, Social, Health and Economic (PSHE). Please refer to the RSHE policy for more information.

If staff have any concerns regarding peer-on-peer abuse, they should speak to their DSL (or Deputy). The school would respond to an incident of Peer on Peer abuse by recording the incident on CPOMS and by following guidance as set out in [Sexual violence and sexual harassment between children in schools and colleges](#) published by Department for Education and [Part 5 of Keeping Children Safe in Education 2021](#).

In summary the process and procedures for managing a sexual violence or sexual harassment incident is included as **Appendix I (and J where necessary)**.

The following measures have been actioned in all Trust settings throughout Autumn 2021:

Whole school approach:

- Pre-planned risk assessment proforma in place (**Appendix K**)
- Training for staff on how to report incidents
- Training on how to manage reports
- Peer on peer workflow process in place (**Appendix I and J**)

Responding to a report:

- Victims are reassured, supported and kept safe
- Record the concern on CPOMS
- Inform the DSL if not involved in the initial report (as per Appendix I and J)

Risk Assessment:

- Risk assessment for victim
- Risk assessment for alleged perpetrator
- Risk assessment for all other children involved
- Initial consideration of children sharing a classroom and/or having direct contact in school
- Initial consideration of contact between children travelling to and from school

Support

- Support for victim and alleged perpetrator

Managing the report

- Consider the options to manage the report, including manage internally, early help, referral to children's social care and report to police
- Consider bail conditions
- Manage delays in the criminal process

The school monitors whether there are any patterns of peer-on-peer abuse by recording on CPOMS and will determine necessary support and intervention.

It is vital that staff at all Trust schools understand that the child who is perpetrating the abuse may also be risk of harm. Staff should make every effort to ensure that the perpetrator is also treated as a victim and undertake assessments to conclude this. Sensitive work must be undertaken with the child who is perpetrating, by helping them to understand the nature of their behaviour and the effect it has on others may prevent abuse.

Staff must be able to use their professional judgement in identifying when what may be perceived as "normal developmental childhood behaviour" becomes abusive, dangerous, and harmful to others. Designated leads may need to consult with the SSCP Threshold document to help with their decision making.

The (Deputy) DSL(s) has attended Brook Traffic Light Training which will support in identifying developmentally typical behaviours or those that may be referred to as problematic or harmful.

Children do not always feel able to speak out about their experiences of peer-on-peer sexual abuse. They may be afraid of:

- being considered a 'snitch'
- getting in trouble themselves
- how they will be perceived by others
- teachers or other adults not being discrete

- their parents being informed

A helpline was launched by the NSPCC on 1st April 2021 to support potential victims of sexual harassment and abuse. Run by the NSPCC it aims to provide advice and support to both children and adults who are victims of abuse in school. It will also include how to contact the police to report crimes. The advice line is also available to support professionals and parents. **NSPCC helpline number is 0800 136 663.**

This dedicated helpline will offer support to:

- all children and young people making current and non-recent disclosures of abuse;
- any children or young people who want to talk about being involved or witnessing any incidents;
- any adults who have experienced non-recent abuse;
- parents and carers who have any concerns about their own or other children; and
- professionals who work in schools and need support in this or related issues.

This school promotes the use of this helpline by;

- hanging posters around the school;
- promoting this in school assemblies & staff meetings;
- including in newsletters to parents; and
- on the school website.

Further relevant definitions and descriptions of peer-on-peer abuse are outlined here:

a. Sexting: youth produced sexual imagery

Sexting is when someone sends, or receives, sexually explicit texts, images or videos.

This includes sending 'nude pics', 'rude pics' or 'nude selfies'. Pressuring someone into sending a nude picture can happen in any relationship, and to any child, regardless of age, gender or sexuality.

However, once the image is taken and sent, the sender has lost control of the image and these images could end up anywhere. By having in their possession, or distributing to someone else, indecent images of a person under 18, including themselves, young people are not even aware that they could be breaking the law, as these are offences under the Sexual Offences Act 2003. All school staff are aware of procedures and will act upon any reports as a priority. DSL staff will follow appropriate procedures to ensure the child is safeguarded. This may include contacting parents/carers, contacting Police, referring to Compass, ICT, etc.

b. Initiation/hazing

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation, such as a school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies.

The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials, which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment. School staff will inform DSL staff, if they are aware of any such ceremonies involving children.

c. Prejudiced behaviour

The term prejudice related bullying refers to a range of hurtful behaviour, physical or emotional or both, which causes someone to feel powerless, worthless, excluded or marginalised, and

which is connected with prejudices around belonging, identity and equality in wider society; in particular, prejudices to do with disabilities and special educational needs, ethnic, cultural and religious backgrounds, gender, home life (for example, in relation to issues of care, parental occupation, poverty and social class) and sexual identity (homosexual, bisexual, transsexual). Any concerns will be reported to DSL staff, and appropriate action taken.

d. Teenage relationship abuse

Teenage relationship abuse is defined as a pattern of actual or threatened acts of physical, sexual, and/or emotional abuse, perpetrated by an adolescent (between the ages of 13 and 18) against a current or former partner. Abuse may include insults, coercion, social sabotage, sexual harassment, threats and/or acts of physical or sexual abuse. The abusive teen uses this pattern of violent and coercive behaviour, in a heterosexual or same gender relationship, in order to gain power and maintain control over the partner. Any disclosures or concerns will be referred to DSL staff and appropriate action taken.

Staff across the Trust understand that any child who is perpetrating the abuse may themselves also be at risk of harm. Staff make every effort to ensure that the alleged perpetrator is also treated as a victim and undertake relevant assessments. Sensitive work must be undertaken with the child who is perpetrating; helping them to understand the nature of their behaviour, and the effect it has on others, may prevent abuse as a whole.

Staff are encouraged to use their professional judgement in identifying when what may be perceived as 'normal developmental childhood behaviour' becomes abusive, dangerous, and harmful to others. DSLs will consult the Shropshire Safeguarding Partnership Threshold document to help with their decision making, where necessary.

e. Physical abuse

Physical abuse includes any of the following: hitting, shaking, kicking, biting, hair pulling or any other action, which leads to physical harm.

f. Sexual violence and sexual harassment

All schools across the Trust will respond appropriately to all incidents of sexual violence and sexual harassment, which can occur between two children of any age and sex. This can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. All schools across the Trust will not tolerate such behaviours, or accept that it forms a part of growing up.

Sexual violence is the unwanted conduct of a sexual nature that can occur online or offline and includes actions such as rape, assault by penetration and sexual assault.

Sexual harassment is unwanted conduct of a sexual nature, which can be seen in the form of sexual comments, remarks and jokes, both off and online. This may be a stand-alone incident, or form part of a pattern of abuse. Sexual harassment is likely to violate a child's dignity, make them feel intimidated, degraded or humiliated. Sexual harassment may include physical behaviours that include touching a child's clothes or brushing past a child to intentionally touch them; this may also be seen as sexual violence.

Online sexual harassment may include: non-consensual sharing of images and videos, sexualised bullying, unwanted sexual messages and comments, and exploitation, coercion and threats.

g. Upskirting

Upskirting involves taking a picture under a person's clothing, without their knowledge, to view their genitals or buttocks. This is a criminal offence and will be taken seriously by all school staff. Actions will be carried out to support victims and to sanction those guilty of upskirting.

All staff will access training as part of induction, update training and briefings. This will include sexual violence and sexual harassment awareness training. Staff are also made aware that there are particular cohorts of children who are potentially more at risk, including girls, children with SEND, and the LGBT community. All reports are taken seriously and will be reported to the DSL or Deputy, immediately, to safeguard the alleged victim and other children.

Staff will challenge behaviours that are potentially criminal in nature such as grabbing bottoms, breasts or genitals, or lifting skirts. Staff will act on such behaviours and put sanctions in place following reports of these behaviours.

Risk assessments in schools will be carried out on children, following reports of incidents of sexual violence or sexual harassment. This will involve the alleged perpetrator, parents/carers and safeguarding staff, unless this will place the student at risk of significant harm.

Action will be carried out to support victims and alleged perpetrators of sexual violence or harassment.

32. Child sexual exploitation

'All staff will be aware that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online'. KCSIE, 2021

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

Like all forms of child sexual abuse, child sexual exploitation:

- *can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;*
- *can still be abuse even if the sexual activity appears consensual;*
- *can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;*
- *can take place in person or via technology, or a combination of both;*
- *can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;*

- *may occur without the child or young person’s immediate knowledge (through others copying videos or images they have created and posting on social media, for example);*
- *can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and*
- *is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.”*

DfE Child Sexual Exploitation, February 2017

Staff across the Trust will all be aware of Child Sexual Exploitation, through Raising Awareness Level 1 Child Protection training and as such will be aware of procedures for reporting concerns related to Child Sexual Exploitation.

DSL staff will have accessed SSCB training on Child Sexual Exploitation, or similar, and know how to refer. All referrals made will be with the consent of parents/carers where possible, through SSCB CSE referral systems, alongside any agencies involved where appropriate. DSL staff or a level 2 qualified Deputy will attend SSCB CSE panel meetings to discuss individual cases where appropriate.

33. Contextual safeguarding

‘All staff will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the DSL/ Deputies will consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence’.

KCSIE, 2021

All staff must consider the wider environmental factors in a child’s life and the impact that these may have. All referrals made will include wider details related to the environmental factors of each child involved. Schools and educational settings need to consider the location and culture of their school or college and assess the risks that young people may be exposed to, both inside and outside, of the school community.

The contextual safeguarding approach that all settings across the Trust take, would recognise that children and young people’s risk of experiencing significant harm in extra-familial contexts is increased at times. All settings seek to include these contexts within prevention, identification, assessment and intervention safeguarding activities for children.

The current risks across Shropshire are linked to County Lines and Criminal Exploitation, Organised Crime and Cuckooing.

a. Criminal exploitation

Criminal Exploitation occurs where an individual or group attempts to coerce or control a young person and engage them with, or in, criminal activity. This is usually in exchange for something, or for financial advantage of the alleged perpetrator. This can at times involve physical violence and threats towards the victim.

The child may have been criminally exploited even if the activity appears consensual. Criminal Exploitation does not always involve physical contact; it can also occur through technology/social media.

b. Organised crime and County Lines

Organised Crime is serious crime that is planned, coordinated and conducted by people working together.

County Lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more areas within the UK, using dedicated mobile phone lines. Children are exploited into storing, carrying and dealing drugs across counties. Children may be coerced into this activity through threats of violence.

c. Cuckooing

This term describes the situation where a County Lines dealer takes over accommodation of a vulnerable person/family, to carry out criminal activities from the home as a base. This is carried out through abuse of power and control.

In many cases the family become socially isolated and risk eviction.

d. Serious crime

The Trust considers dealing with serious crime as a priority and acts to protect children and to prevent them being drawn into such crime. Staff are informed and updated on indicators which may show that children are at risk.

Indicators can include:

“absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with individuals associated with criminal networks or gangs” (DfE, 2019a)

34. Mental health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and contact made with DSL/ Deputy staff.

35. The impact of abuse and taking action

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy, and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL immediately
- if the DSL is not able to be contacted ensure action is taken to report the concern to children's social care
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern (Appendix F)
- seek support for yourself if you are distressed.

If you suspect a child is at risk of harm

There will be occasions when you suspect that a child may be at serious risk, but you have no 'real' evidence. The child's behaviour may have changed, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way. All D/DSL(s) have been made aware of the [Shropshire Children Reporting Concern guidance](#).

Use CPOMS to record these early concerns. If the child does begin to reveal that they are being harmed, you should follow the advice in the section below 'If a child discloses information to you'. If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following the procedures set out in this policy and by speaking with the DSL.

If a child tells you that they've been abused

It takes a lot of courage for a child to tell someone that they are being neglected and or abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on – you are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If interject immediately, the child may think that you do not want to listen, if you leave it till the very end of the conversation, the child may feel that you have misled them into revealing more than they would have otherwise.

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

During your conversation with the child

- Allow them to speak freely.
- Remain calm and do not overreact – the child may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
- Do not be afraid of silences – remember how hard this must be for the child.
- Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the child’s mother think about all this.
- At an appropriate time tell the child that to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused.
- Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
- Tell the child what will happen next. The child may agree to go with you to see the designated person. Otherwise let them know that someone will come to see them before the end of the day.
- Report verbally to the designated person.
- Write up your conversation as soon as possible on CPOMS and alert the designated person.
- Seek support if you feel distressed.

36. Whistleblowing

Whistleblowing is when someone raises a concern about a dangerous or illegal activity, or any wrongdoing within their organisation. This is a vital process for identifying risks to people's safety, this also includes supply staff and volunteers. The Trust has a separate Whistleblowing Policy which you should refer to.

If staff have any concerns about a child within the Trust this should be raised with the DSL, in the first instance.

Staff should call the Whistleblowing Advice Line if:

- The Trust does not have clear safeguarding procedures to follow.
- Staff feel that any concern will not be dealt with properly or may be covered-up.
- A concern has been raised but no actions taken.

Contact the Whistleblowing Advice Line

37. Conclusion

The legal responsibility of the Trustees and the Local Governing Body of each school for safeguarding the welfare of children goes beyond basic child protection procedures.

The duty is to ensure that safeguarding permeates all activity and functions, surrounding and supporting their education and general welfare.

38. Monitoring, Evaluation and Development

It is the responsibility of all Marches Academy Trust staff to read and implement this policy. This policy will be reviewed annually by the Trust Quality Assurance Director for SEND, P/LAC and Safeguarding and all Headteachers/Heads of Schools.

39. Appendix A - Designated Leads for each school within the Marches Academy Trust and Link Governors for Safeguarding

	Designated Safeguarding Lead	Deputy Designated Safeguarding Leads	Link Governor with Responsibility for Safeguarding
Marches Academy Trust	Amy Chevin-Dooley		Mark Liquorish
Grange Primary School	Charlie Summers (Headteacher)	Bev Williams Sarah Perrins Steph Davies	Claire Bilgic
Grove School	Amy Roberts	Katie Arbon Rachel Lee Sonia Taylor (Headteacher)	Ash Silverstone
Longlands Primary School	Zillah Cope (Headteacher)	Sarah Morris Sue Winfield Jessica Mitchell	Linda Scott
Lower Heath CE Primary School	Deb Sadler (Headteacher)	Charlotte Williams Jonathan Holt-Williams Leah Vigon	Barbara Bate
Marches School	Jo Phillips	Sali James Alison Pearson (Headteacher)	Vince Hunt
Oakmeadow CE Primary School	Samantha Hill (Headteacher)	May Severn Helen Morris Jasmin Taylor Lisa Oliver Elaine Fletcher Samantha Frost	Gary Felton
Shrewsbury Academy	Julie Johnson (Head of School)	Rachel Powell Lucy Howells	Ryan Jervis
Sir John Talbot's School	Laura Richmond	Sue Pearce Susanne King Michelle Welch Sarah Newey	Dawn Lewis
Tilstock CE Primary School	Rowena Kaminski (Head of School)	Deb Sadler (Executive Headteacher) Karen Blakemore Leah Vigon	Peggy Mullock
Woodlands School	Niki McGarvey	Rachel Butterfield Victoria Hitchin Gareth Lewis Julia Taylor Glyn Thomas Holly Wainwright	Ash Silverstone

40. Appendix B - Early Years - The role of the Designated Safeguarding Lead

The Registered Person/Body should ensure an appropriate practitioner must be designated to take lead responsibility for safeguarding children as the Designated Safeguarding Lead (DSL).

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the setting to carry out the duties of the post. The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual settings as to whether they choose to have one or more DSLs. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Availability

There must be a DSL (or a Deputy) always be available for staff in the setting to discuss any safeguarding concerns.

Whilst generally speaking the DSL (or Deputy) would be expected to be available in person, it is a matter for individual setting, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for the setting and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;

- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a setting) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the Registered Person/Body and relevant senior staff, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at the setting. This includes:
 - ensure that the setting knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing guidance.

Where children leave the setting the DSL should ensure their child protection file is transferred to the new setting/school as soon as possible. This should be transferred separately from any other files on the child being shared, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving settings/schools should ensure key staff such as DSLs and SENCOs, are aware as required. Lack of information about their circumstances can impact on the child’s safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new setting/school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the next setting/school. For example, information that would allow the new setting/school to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the setting's child protection policy and procedures, especially new and part-time staff;
- ensure the setting's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Registered Person/Body regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the setting in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP).
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with appropriate staff.

Training, knowledge and skills

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role.

The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- 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;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the setting, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the setting with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;
- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;

- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the setting may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked.

Listen to the voice of children and understand their views

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the setting may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in the Statutory Framework for the Early Years Foundation Stage (2021) Section 3 – The Safeguarding and Welfare Requirements 3.69 – 3.72 and the Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers 2018 and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the setting and with other setting's/school's on transfer, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

41. Appendix C - School/College The role of the Designated Safeguarding Lead

Local Governing Bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL.

The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the DSL carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively.

Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

Deputy designated safeguarding leads

It is a matter for individual schools and colleges as to whether they choose to have one or more Deputy DSLs. Any deputies should be trained to the same standard as the DSL and the role should be explicit in their job description.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the DSL, this lead responsibility should not be delegated.

Availability

During term time the DSL (or a Deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns.

Whilst generally speaking the DSL (or Deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the DSL, to define what "available" means and whether in exceptional circumstances availability via phone, Microsoft Teams and or Skype or other such media is acceptable.

It is a matter for individual schools and colleges and the DSL to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Manage referrals

The DSL is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The DSL is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
 - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

Information sharing and managing the child protection file

The DSL is responsible for ensuring that child protection files are kept up to date. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Keeping Children Safe in Education 2021 Part one and Part two of the guidance.

Where children leave the school or college (including in year transfers) the DSL should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required. Lack of information about their

circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The DSL should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents know referrals about suspected abuse or neglect may be made and the role of the school or college in this
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies, procedures and guidance and required audit processes from the Shropshire Safeguarding Community Partnership (SSCP)
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The DSL (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL should undertake Prevent awareness training. Training should provide DSLs with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- 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;
- understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and can provide advice and support to staff on protecting children from the risk of radicalisation;

- can understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the DSL in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, DSLs should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of Keeping Children Safe in Education 2021 guidance, and therefore the DSL should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

42. Appendix D – File Transfer Record & Receipt



Marches Academy Trust

PART 1: To be completed by sending / transferring setting, school or college

NAME OF CHILD:	
DOB:	
NAME OF SCHOOL/SETTING SENDING CP FILE:	
ADDRESS OF SCHOOL/SETTING SENDING CP FILE:	
METHOD OF DELIVERY:	1. BY HAND 2. SECURE POST 3. ELECTRONICALLY
DATE FILE SENT:	
NAME OF DSL TRANSFERRING FILE:	
NAME OF PERSON TRASFERRING TO:	
SIGNATURE:	

PART 2: To be completed by receiving setting, school or college

NAME OF SCHOOL/SETTING RECEIVING FILE:	
ADDRESS OF SCHOOL/SETTING RECEIVING FILE:	
DATE RECEIVED:	
NAME OF PERSON RECEIVING FILE:	
DATE CONFIRMATION OF RECEIPT SENT:	
SIGNATURE:	

Receiving School: Please complete Part 2 and return this form to the Designated Safeguarding Lead listed in Part 1 above. You are advised to keep a copy for your own reference.

43. Appendix E - Fundamental British Values in the Early Years

Democracy: making decisions together

As part of the focus on self-confidence and self-awareness as cited in Personal, Social and Emotional Development:

- Managers and staff can encourage children to see their role in the bigger picture, encouraging children to know their views count, value each other's views and values and talk about their feelings, for example when they do or do not need help. When appropriate demonstrate democracy in action, for example, children sharing views on what the theme of their role play area could be with a show of hands.
- Staff can support the decisions that children make and provide activities that involve turn taking, sharing and collaboration. Children should be given opportunities to develop enquiring minds in an atmosphere where questions are valued.

Rule of law: understanding rules matter as cited in Personal Social and Emotional development

As part of the focus on managing feelings and behaviour:

- Staff can ensure that children understand their own and others' behaviour and its consequences and learn to distinguish right from wrong.
- Staff can collaborate with children to create the rules and the codes of behaviour, for example, to agree the rules about tidying up and ensure that all children understand rules apply to everyone.

Individual liberty: freedom for all

As part of the focus on self-confidence & self-awareness and people & communities as cited in Personal Social and Emotional development and Understanding the World:

- Children should develop a positive sense of themselves. Staff can provide opportunities for children to develop their self-knowledge, self-esteem and increase their confidence in their own abilities, for example through allowing children to take risks on an obstacle course, mixing colours, talking about their experiences and learning.
- Staff should encourage a range of experiences that allow children to explore the language of feelings and responsibility, reflect on their differences and understand we are free to have different opinions, for example in a small group discuss what they feel about transferring into Reception Class.

Mutual respect and tolerance: treat others as you want to be treated

As part of the focus on people & communities, managing feelings & behaviour and making relationships as cited in Personal Social and Emotional development and Understanding the World:

- Managers and leaders should create an ethos of inclusivity and tolerance where views, faiths, cultures and races are valued, and children are engaged with the wider community.
- Children should acquire a tolerance and appreciation of and respect for their own and other cultures; know about similarities and differences between themselves and others and among families, faiths, communities, cultures and traditions and share and discuss practices, celebrations and experiences.

Staff should encourage and explain the importance of tolerant behaviours such as sharing and respecting other's opinions.

Staff should promote diverse attitudes and challenge stereotypes, for example, sharing stories that reflect and value the diversity of children's experiences and providing resources and activities that challenge gender, cultural and racial stereotyping.

A minimum approach, for example having notices on the walls or multi-faith books on the shelves will fall short of 'actively promoting'.

It is NOT acceptable to:

- actively promote intolerance of other faiths, cultures and races
- fail to challenge gender stereotypes and routinely segregate girls and boys
- isolate children from their wider community
- fail to challenge behaviours (whether of staff, children or parents) that are not in line with the fundamental British values of democracy, rule of law, individual liberty, mutual respect and tolerance for those with different faiths and beliefs

44. Appendix F - Serious injuries, accidents and illnesses

Applicable to early years settings only

The setting must tell Ofsted about any of the following in relation to serious injuries, accidents and illnesses:

- the death of a child
- anything that requires resuscitation
- admittance to hospital for more than 24 hours
- a broken bone or fracture
- dislocation of any major joint, such as the shoulder, knee, hip or elbow
- any loss of consciousness
- severe breathing difficulties, including asphyxia
- anything leading to hypothermia or heat-induced illness
- any confirmed cases of coronavirus (COVID-19) in staff or children

Minor injuries

The setting does not need to tell Ofsted about minor injuries, even if treated at a hospital (for less than 24 hours). These include:

- animal and insect bites, such as a bee sting that doesn't cause an allergic reaction
- sprains, strains and bruising, for example if a child sprains their wrist tripping over their shoelaces
- cuts and grazes
- minor burns and scalds
- dislocation of minor joints, such as a finger or toe
- wound infections

Eyes

The setting must report to Ofsted if a child suffers any loss of sight, whether it is temporary or permanent. You must also tell us about any:

- penetrating injury to the child's eye
- chemical or hot metal burn to the child's eye

Substances and electricity

If a child in our care suffers any injury from, or requires medical treatment for, any of the following situations we must tell Ofsted:

- from absorption of any substance:
 - by inhalation
 - by ingestion
 - through the skin
- from an electric shock or electrical burn
- where there is reason to believe it resulted from exposure to:
 - a harmful substance
 - a biological agent
 - a toxin
 - an infected material

The setting must fulfil our legal requirements and submit the online report to Ofsted as soon as reasonably practicable, but no later than 14 days by completing the on-line reporting process at <https://www.gov.uk/guidance/report-a-serious-childcare-incident>

45. Appendix G - Alternative Provision Quality Assurance Checklist



Marches Academy Trust

Name of alternative provision:

Name of person completing checklist (from host school):

If the alternative provision hasn't been quality assured by the Local Authority or another recognised provider, the host School must quality assure the placement. This quality assurance document must be completed prior to working with a new alternative provision and **annually** thereafter.

		On file/ evidence of check	Date & Initial
1	Has the provision been quality assured by the Local Authority? Y/N If so, written evidence must be obtained evidencing quality assurance.		
2	Is the alternative provision registered as an independent school with the DfE? Y/N The criteria to be registered as an independent school is that; - full-time ¹ education is provided for five or more students of compulsory school age, or; - full-time education is provided for one or more students with an EHC plan or who is "looked after" by a local authority 1 - There is no legal definition of what constitutes 'full-time' education. However, DfE would consider an institution to be providing full-time education if it is intended to provide, or does provide, all, or substantially all, of a child's education.		
3	What is the provider's DfE number? (If applicable)		
4	Copy of signed Service Level Agreement (SLA) /contract (attached)		
5	Is there a clear governance structure within the Alternative provision? Y/N		
6	Does the referral process include the requirement for a detailed student profile from the host school prior to agreement of placement? Y/N		
7	Student's attendance should be monitored daily. Is this included in the SLA? Y/N Copy of providers Attendance policy attached.		
8	Is there a procedure for when students fail to attend? Y/N		
9	Is there adequate access to resources for all students who access the provision? Y/N		
10	Is there inclusive practice with regards to positive behaviour management, attendance and punctuality? Y/N Pro-actively promote and support the regular attendance of students? Effective reward/incentive strategies to promote participation?		
11	Is there regular assessment and review of student progress? Y/N Provision agrees to share weekly progress reports		
12	Are risk assessments completed for activities that students may undertake? Y/N (copy attached)		
13	Is there a full and clear student induction procedure regarding health and safety and fire evacuation? Y/N		

14	Are there robust procedures in place to safeguard children in line with KCSIE? Y/N Copy of providers Safeguarding/Child protection policy attached.		
15	Has evidence of staff receiving accredited child protection training been seen? Y/N Has evidence of DSL receiving training for their role been seen? Y/N Have contact details for DSL been provided? Y/N (attached).		
16	Copy of public liability insurance document attached.		
17	Is there a policy for when members of staff are working alone with students? Y/N (copy attached)		
18	Does the provider have an ICT policy that includes mobile phones? Y/N (copy attached)		
19	Copy of health and safety policy attached.		
20	Has written confirmation from the provider that staff vetting checks have been undertaken been received? Y/N Checks include: - an identity check; - a barred list check; - an enhanced DBS check/certificate; - a prohibition from teaching check; - further checks on people who have lived or worked outside the UK - a check of professional qualifications, where required; and - a check to establish the person's right to work in the United Kingdom. Has confirmation of these checks been added to the host school Single Central Record on the agency tab?		
21	Is there a Designated First Aid Officer and suitable equipment available? Y/N - Qualified First Aiders identified - Recording system for accidents including informing host school and home - Historical or current RIDDOR investigations - Evidence of full first aid kit		
22	Has confirmation been received from the provider that a representative will attend or contribute to multi-agency meetings (e.g. Child protection conferences and core group) when necessary? Y/N		

Action Plan

If 'no' is answered to any of the questions in Part 2 an action plan must be formulated to obtain information

Action Reference Number	Area of Improvement	Intended Action
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Signed by host school _____ Date _____

Signed by Alternative Provision _____ Date _____

46. Appendix H - The Local Authority Designated Officer (LADO)

Duty to refer

In addition to informing Ofsted, the Case Manager (e.g., Registered Person, Designated Safeguarding Lead) has a duty to refer any concerns to the LADO where it is alleged that a person who works* with children has:

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

Responsibility would also include reporting applications to work or volunteer with children and young people from adults who are barred from doing so as this poses a potential risk of significant harm to children and young people.

The LADO should be informed of ALL allegations that come to the Registered Persons/Designated Safeguarding Lead's (DSL) attention within 1 working day of the manager becoming aware of the allegation.

In cases where the nature of the allegation has not required immediate referral to the Compass or the Police, the Registered Person/DSL and the LADO will decide jointly as to whether such a referral is necessary and who will make it.

The LADO should also be informed of any allegations that are made directly to the police or Compass. **It is important that even apparently less serious allegations are seen to be followed up objectively by someone independent of the organisation concerned. Therefore, the LADO should be informed of ALL allegations that come to the employers' attention.**

The role of the Local Authority Designated Officer (LADO)

The LADO will advise the employer of any action that may be necessary, whether an investigation will take place, and if so, what form the investigation will take. It is their role to provide on-going advice and liaison and to monitor the progress of cases. This may include:

- Advising the employer on next steps, such as the need to inform the child's parents; advice on dismissal or suspension of the member of staff accused; the decision as to whether the case will be investigated and by whom.
- Regularly monitoring the progress of cases to ensure that they are dealt with as quickly as possible consistent with a fair and thorough process.
- Liaising with the employer to provide advice and support when required/requested.
- Oversight and management of individual cases.

If an allegation is substantiated and the employer dismisses the person or ceases to use that person's services, the employer should consult with the LADO about whether a referral to the Disclosure and Barring Service is required.

Referral to the LADO should form part of your disciplinary and whistleblowing procedures.

The role of the setting's Designated Safeguarding Lead

The DSL or Registered Person making the referral will be expected to play a key role in the investigative process and follow the advice given by the LADO. This may involve:

- Gathering any additional information which may have a bearing on the allegation, for instance: previous concerns, care and control incidents and so on;
- Providing the subject of the allegation with information and advising them to inform their union or professional body;
- Attending Strategy Meetings where required;
- Liaising with the LADO;
- Ensuring that risk assessments are undertaken where and when required;
- Ensuring that effective reporting and recording systems are in place which allow for the tracking of allegations through to the outcome;
- Should the allegation be unfounded, considering a referral either to Compass or the police if the allegation is deemed to be deliberately malicious or invented.

Record keeping

It is important that employers keep a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved. This record should be placed on the person's confidential personnel file with a copy given to the individual.

The record should be kept at least until the person reaches retirement or for ten years if that would be longer.

The purpose of the record is to enable accurate information to be given in response to any future request for a reference.

Details of allegations that are found to be malicious should be removed from personnel records.

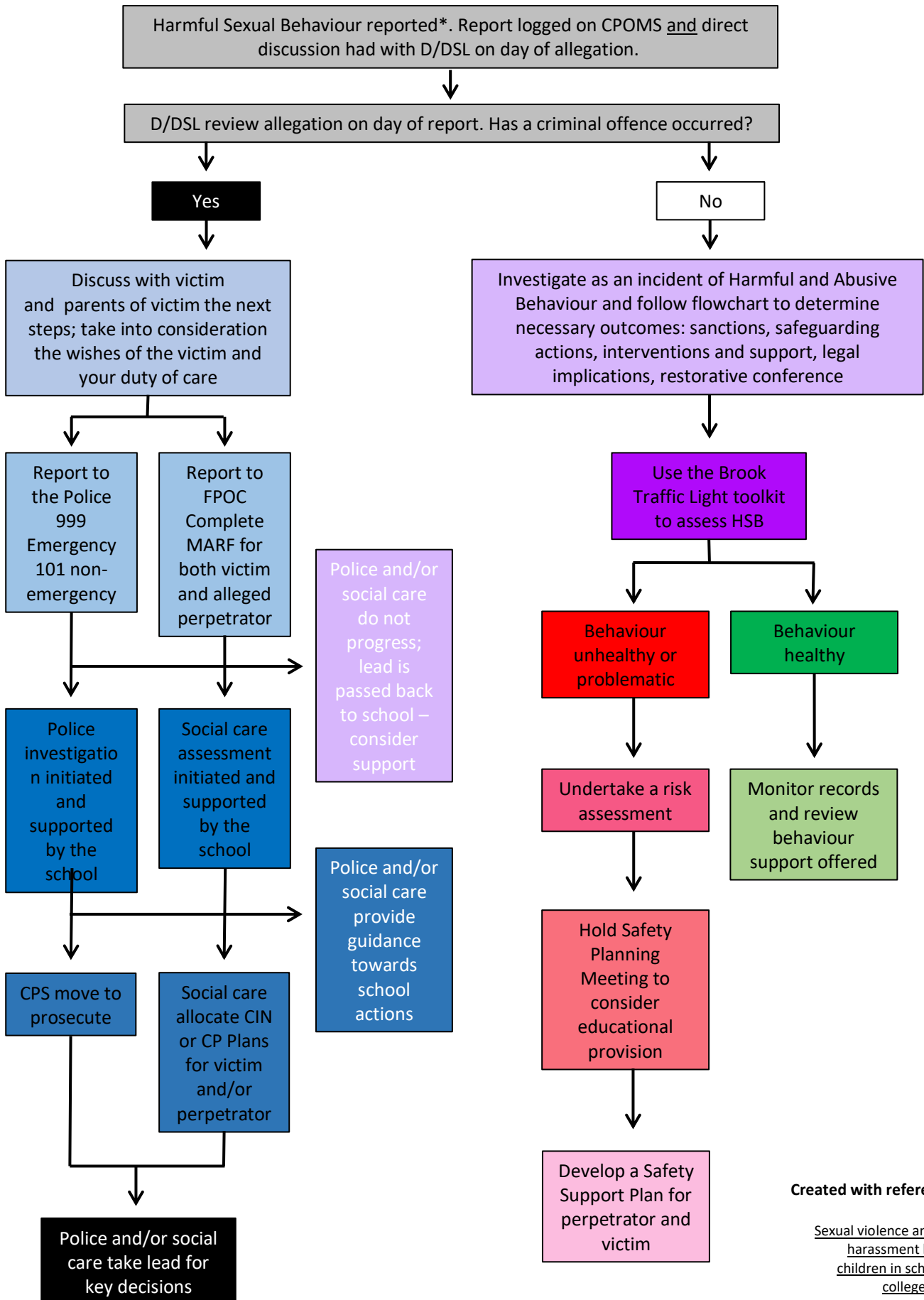
For further information see localised child protection procedures for West Midlands:

<https://westmidlands.procedures.org.uk/local-content/ygjN/localised-content-lado-managing-allegations/?b=Shropshire>

*The term 'works with children' refers to any individual employed to work with children or acting in a voluntary capacity.

Please note: Registered providers must inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere). Registered providers must also notify Ofsted of the action taken in respect of the allegations. These notifications must be made **as soon as is reasonably practicable**, but at the latest within 14 days of the allegations being made. A registered provider who, without reasonable excuse, fails to comply with this requirement, commits an offence.

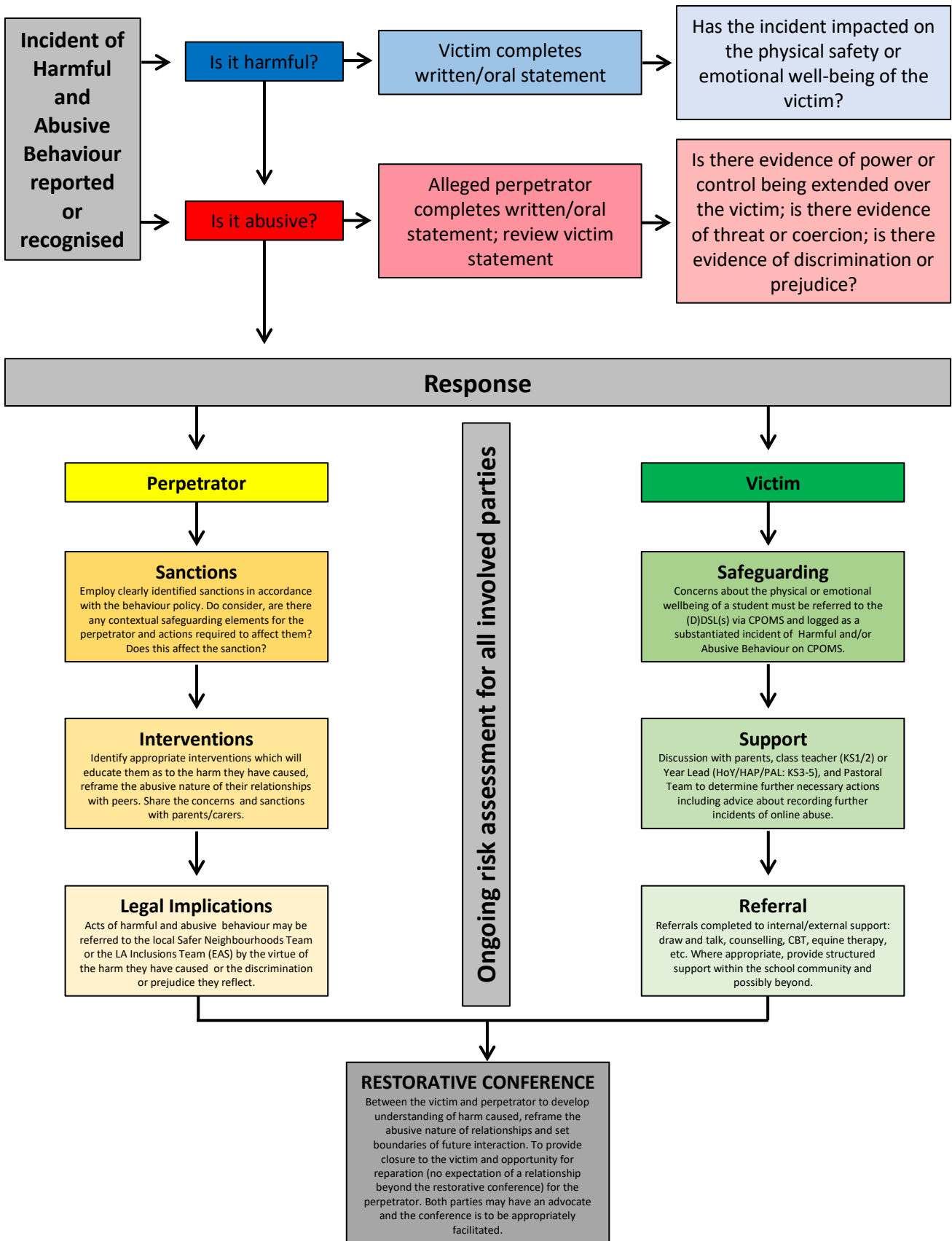
47. Appendix I - Workflow for managing reported incidents of Harmful Sexual Behaviour in schools



Created with reference to:

Sexual violence and sexual harassment between children in schools and colleges - 2018

48. Appendix J - Workflow for responding to Harmful and Abusive Behaviour in schools



49. Appendix K - Peer-on-peer sexual abuse: risk and needs assessment & version record



Marches Academy Trust

Notes on using this template:

Adapted from The Key

- (1) We've used "Child A" and "Child B" to signify the children involved, rather than saying "victim" and "alleged perpetrator". This is because you should avoid assigning guilt until a formal investigation has been conducted by the appropriate authorities.
- (2) Consider each question/consideration from the perspective of both pupils, and be sure to do this in collaboration with them. Also consider the impact on, and needs of, the wider school community, and record any concerns or actions in the most appropriate column.
- (3) Work with your local multi-agency safeguarding team (MAST) when conducting this risk assessment, and update it in response to any advice they provide. Some of the prompts may require input from other MAST agencies. Add specific questions and considerations based on the nature of each incident and on the advice provided.
- (4) Keep track of the changes you make:
 - Create a new copy of the document
 - Update the version number at the top of the risk assessment
 - Record what has changed in the update log (at the end of the document)
 - Save the most recent version of the risk assessment in the appropriate places (for example, CPOMS [scan] or the child's safeguarding file)
- (5) This should be a living document – you may need to update it as often as daily based on conversations with, and feedback from, the children and parents involved, feedback from staff, guidance from the MAST, or information from the police and children's social care.

Child A	
Child B	
Incident Number on CPOMS	
CPOMS Incident Date	
Additional Information	

Risk assessment

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
<p>Details of the incident</p> <p>Record details of the incident from the point of view of both children</p>	<ul style="list-style-type: none"> ▪ How serious is the incident? Was it a crime? ▪ Do we need to make arrangements to limit contact between the children involved? (If the allegation relates to rape, assault by penetration, or sexual assault, the answer is automatically yes) ▪ How did the school find out about it? Was it reported directly or by someone else with knowledge of the incident? 			<p>Use this column to record additional information that may be relevant</p> <p>For example, previous, unrelated behavioural incidents</p>	
<p>Social risks</p>	<ul style="list-style-type: none"> ▪ Do the children share a peer group? Are people in their friend group likely to take sides? ▪ Do they both attend your school? ▪ Do other people know about the incident? Do those people understand: <ul style="list-style-type: none"> ○ Who they can talk to if they have concerns about the people involved, or about their own safety and wellbeing ○ The importance of confidentiality ○ If, and how, they may need to be involved in any further investigations ▪ Are they likely to be the subject of gossip, bullying or further harassment? ▪ Have there been previous incidents of sexually inappropriate behaviour within their peer group(s)? ▪ Do they risk being alienated from their friend group(s) as a result of this incident? 				

AREA OF RISK	CONSIDERATIONS	CHILD 'A'	CHILD 'B'	NOTES	ACTIONS
Physical risks	<ul style="list-style-type: none"> ▪ Do they feel, or continue to feel, physically threatened by the other child? ▪ Do you have reason to believe they pose a continued risk to the safety and wellbeing of the victim, or other pupils and staff? ▪ Are they at risk of physical harm as a result of this incident (for example, bullying or 'retribution' by peers) ▪ Do they share classes/break times/etc.? ▪ Are they likely to come into contact with each other (or anyone else involved in/with knowledge of the incident) outside of school? How can such contact be limited? 				
Environmental risks	<ul style="list-style-type: none"> ▪ Do they live in a home where violence or abuse has occurred? ▪ Do they live in or near an area or location known to police to be high risk for sexual harassment or assault? ▪ Are they active on social media? If so, how? Do they know how to protect themselves from online grooming? ▪ What activities do they take part in outside of school? ▪ Are parents clear about: <ul style="list-style-type: none"> ○ How the school (and partner agencies) are handling the incident? ○ Confidentiality? ○ The conduct expected of them while an investigation is ongoing? 				

DATE	UPDATES MADE	REASONS FOR UPDATES	UPDATES MADE BY
	E.g, "Updated lunchtime arrangements"	E.g, "Feedback from Child A"	

All parties involved in the completion of this risk and needs assessment:

Name	Role (this, for any parents, should be 'mother of Child A', etc.

Completed by: _____ Signature: _____

Authorised by: _____ Signature: _____

Date: _____

Authorisation must be sought from the DSL or Headteacher and a copy sent to Amy Chevin-Dooley as a password protected document. Where the person completing the document is the DSL or Headteacher, it needs to be countersigned by another DDSL to ensure all appropriate measures have been considered. Upload a scanned version to CPOMS as a new incident or action of a previous incident and ensure confidentiality via tags. Ensure all actions communicated to respective personnel to guarantee the risk and need assessment is actioned correctly and effectively.