



# SAFEGUARDING AND CHILD PROTECTION POLICY

## FOR TRUST CENTRAL STAFF

THIS POLICY WAS APPROVED:	AUTUMN 2019
POLICY VERSION:	4.0
THIS POLICY WILL BE REVIEWED:	AUTUMN 2020
MEMBER OF STAFF WITH RESPONSIBILITY FOR REVIEW:	PRIMARY EXECUTIVE HEADTEACHER
THIS POLICY WAS DISTRIBUTED TO:	ACADEMIES LEADERSHIP GROUP TRUST CENTRAL STAFF

## Trust Personnel Responsible for Safeguarding

Designated Safeguarding Lead (DSL), Designated Safeguarding Persons (DSP), Deputy Designated Safeguarding Lead (DDSL), SPOC Prevent Lead (PL)

Role	Academy	Name	Contact No.	E-mail address	Safer Recruitment trained Y/N
DSL	Bassingbourn Village College	Vickey Poulter, Principal	01763 242344	<a href="mailto:vpoulter@bassingbournvc.org">vpoulter@bassingbournvc.org</a>	Y
DDSL		Vanessa Larkins, Deputy Principal		<a href="mailto:vlarkins@bassingbournvc.org">vlarkins@bassingbournvc.org</a>	Y
DDSL		Heather Edwards, Assistant Principal		<a href="mailto:hedwards@bassingbournvc.org">hedwards@bassingbournvc.org</a>	N
DDSL		Susan Murphy, SENCO		<a href="mailto:smurphy@bassingbournvc.org">smurphy@bassingbournvc.org</a>	N
PL		Susan Murphy, SENCO		<a href="mailto:smurphy@bassingbournvc.org">smurphy@bassingbournvc.org</a>	N
DSL	Bottisham Community Primary School	Rachael Johnston, Headteacher	01223 811235	<a href="mailto:head@bottishamprimary.org">head@bottishamprimary.org</a>	Y
DSP		Debbie Heijne, Deputy Headteacher Christine Sheppard, Deputy Headteacher and SENDCo		<a href="mailto:dheijne@bottishamprimary.org">dheijne@bottishamprimary.org</a> <a href="mailto:csheppard@bottishamprimary.org">csheppard@bottishamprimary.org</a>	Y N
PL		Rachael Johnston, Headteacher		<a href="mailto:head@bottishamprimary.org">head@bottishamprimary.org</a>	Y
DSL	Bottisham Village College	Dominic Fullman, Deputy Principal	01223 811250	<a href="mailto:dfullman@bottishamvc.org">dfullman@bottishamvc.org</a>	Y
DSP		Jenny Rankine, Principal Ed Compton, Deputy Principal Matt Merry, Assistant Principal Andrew Gee, Assistant Principal Camilla Saunders, Assistant Principal / SENCO Julie Linsey, KS3 Pastoral Support Worker		<a href="mailto:jtaylor@bottishamvc.org">jtaylor@bottishamvc.org</a> (PA) <a href="mailto:ecompton@bottishamvc.org">ecompton@bottishamvc.org</a> <a href="mailto:mmerry@bottishamvc.org">mmerry@bottishamvc.org</a> <a href="mailto:agee@bottishamvc.org">agee@bottishamvc.org</a> <a href="mailto:csaunders@bottishamvc.org">csaunders@bottishamvc.org</a> <a href="mailto:jlinsey@bottishamvc.org">jlinsey@bottishamvc.org</a>	Y Y N N N N
PL		Andrew Gee, Assistant Principal		<a href="mailto:agee@bottishamvc.org">agee@bottishamvc.org</a>	N
DSP		Andrew Gee, Assistant Principal		<a href="mailto:agee@bottishamvc.org">agee@bottishamvc.org</a>	N
DSL	Fen Ditton Community Primary School	Mark Askew, Headteacher	01223 292342	<a href="mailto:head@fendittonprimary.org">head@fendittonprimary.org</a>	Y
DSP		Charlotte James, Deputy Headteacher		<a href="mailto:cjames@fendittonprimary.org">cjames@fendittonprimary.org</a>	Y
PL		Mark Askew, Headteacher		<a href="mailto:head@fendittonprimary.org">head@fendittonprimary.org</a>	Y
DSL	The Netherhall School and The Oakes College Cambridge	Nikky Parker, Senior Teacher	01223 242931	<a href="mailto:nparker@netherhallschool.org">nparker@netherhallschool.org</a>	Y
DDSL		Karim Marsaoui, Head of The Oakes College Cambridge		<a href="mailto:kmarsaoui@netherhallschool.org">kmarsaoui@netherhallschool.org</a>	N
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PL		Nikky Parker, Senior Teacher		<a href="mailto:nparker@netherhallschool.org">nparker@netherhallschool.org</a>	Y
DSL	Sawston Village College	Sam Abbs, Director of Welfare and Inclusion	01223 712777	<a href="mailto:sabbs@sawstonvc.org">sabbs@sawstonvc.org</a>	Y
DDSL		Martha Gregg, Year Lead and Head of Turing House		<a href="mailto:mgregg@sawstonvc.org">mgregg@sawstonvc.org</a>	N
DSP		Jonathan Russell, Principal Dan Burgess, Assistant Principal Michelle Wilson, Sports Centre Manager Vicky Linzell, Inclusion Manager		<a href="mailto:jrussell@sawstonvc.org">jrussell@sawstonvc.org</a> <a href="mailto:dburgess@sawstonvc.org">dburgess@sawstonvc.org</a> <a href="mailto:mwilson@sawstonvc.org">mwilson@sawstonvc.org</a> <a href="mailto:vlinzell@sawstonvc.org">vlinzell@sawstonvc.org</a>	Y Y N N

PL		David Hunt, Year Lead and Head of Earhart House		<a href="mailto:dhunt@sawstonvc.org">dhunt@sawstonvc.org</a>	N
DSL	Stapleford Community Primary School	Christine Spain, Headteacher	01223 508720	<a href="mailto:cspain@staplefordprimaryschool.org">cspain@staplefordprimaryschool.org</a>	Y
DDSL		Jayne Hore, Deputy Headteacher		<a href="mailto:jhore@staplefordprimaryschool.org">jhore@staplefordprimaryschool.org</a>	Y
PL		Nathan Graves, SOOSC and Teaching Assistant		<a href="mailto:ngraves@staplefordprimaryschool.org">ngraves@staplefordprimaryschool.org</a>	Y
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This Policy relates to staff directly employed to fulfil Trust wide responsibilities. It is reviewed under the direction of the CEO annually.

Each academy in the Trust is expected to have its own Safeguarding and Child Protection Policy annually updated in line with the DfE's 'Keeping Children Safe in Education'. Led by a member of the Executive Leadership Team, the Safeguarding Leadership Group will review the draft academy Policy and make recommendations for any additions or changes to match statutory requirements and Trust expectations. Each academy is expected to personalise the Policy to match the academy's context and to implement it accordingly.

Central Trust staff, and staff from individual academies who work in other schools and academies will ensure that they know the procedures for recording and reporting concerns in each academy. They will adhere to these if they have any concerns about pupils in the academy in which they are working.

## INTRODUCTION

Anglian Learning Multi Academy Trust fully recognises the responsibility it has under section 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2019). All staff must be made aware of their duties and responsibilities under part one of this document, which are set out below.

Staff should read the above document together with 'Annex A' of 'Keeping Children Safe in Education' (September 2019) and 'What to do if you're worried a child is being abused: Advice for practitioners' (March 2015).

Through their day-to-day contact with pupils and direct work with families all staff in the Trust have a responsibility to:

- Identify concerns early to prevent them from escalating;
- Provide a safe environment in which children can learn;
- Identify children who may benefit from early help;
- Know what to do if a child tells them he/she is being abused or neglected;
- Follow the referral process if they have a concern.

This policy sets out how the Trust and the school's Governing Body discharge their statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. The policy applies to all staff, paid and unpaid, working in the school including Governors. Teaching assistants, mid-day supervisors, office staff as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its Governors.

It is consistent with the Safeguarding Children's Partnership procedures.

### **There are four main elements to this policy:**

**PREVENTION** through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

**PROCEDURES** for identifying and reporting cases, or suspected cases, of abuse. The definitions of the four categories of abuse are attached (see Appendix A);

**SUPPORTING CHILDREN** particularly those who may have been abused or witnessed violence towards others;

**PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN** Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is on the Trust's website.

## 1.0 PREVENTION

1.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

1.2 The Trust will therefore ensure and annually audit that all academies::

1.2.1 Establish and maintain an environment where children feel safe in both the real and the virtual world and are encouraged to talk and are listened to.

1.2.2 Ensure children and young people know that there are adults in their school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.

1.2.3 Include in the curriculum activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn to for help.

1.2.4 Include in the curriculum material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills

### 1.3 Prevention of Peer on Peer Abuse

The Trust recognises that peer on peer abuse can manifest itself in many ways. This can include but is not limited to: bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), upskirting, teenage relationship abuse and physical abuse.

1.3.1 **All** forms of peer on peer abuse are unacceptable in Anglian Learning academies and will be taken seriously.

The Trust will ensure that all academies:

1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual violence and sexual harassment will not be tolerated.

1.3.3 Provide training for staff about recognising and responding to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls, SEND and LGBT+Q more likely to be victims.

1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.

1.3.5 Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.

1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.

1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

## 2.0 PROCEDURES

- 2.1 The Trust will ensure that academies follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Board 'Inter-Agency Procedures'. A copy of these procedures can be found on the Safeguarding Children Partnership Boards website:  
<http://www.safeguardingcambspeterborough.org.uk/children-board/>
- 2.2 The Designated Safeguarding Lead for Child Protection and other relevant Trust personnel are identified at the start of this policy. Responsible staff in each academy are identified in the academy's own policy.
- 2.3 It is expected that Local Governing Bodies will:
- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead (DDSL) Designated Personnel (DP)), the lead responsibility for child protection remains with the DSL and cannot be delegated.
- 2.3.2 Ensure that the role of DSL, DDSL, and DP is explicit in the role holder's job description
- 2.3.3 Ensure that the DSL, DDSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL, DDSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL, and deputies have undertaken the two day training provided by the Education Child Protection Service and that this training is updated **at least every two years**.
- 2.3.4 Ensure that in addition to the formal training set out above, the DSL, DDSL and DPs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 2.3.5 Ensure that every member of staff, paid and unpaid, and the Local Governing Body knows who the Designated Personnel are and the procedures for passing on concerns from the **point of induction**.
- 2.3.6 Ensure that the DSL, DDSL or DP are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL, DDSL, and DPs are not available.
- 2.3.7 Nominate a Governor for safeguarding and child protection who has undertaken appropriate training.
- 2.3.8 Ensure every member of staff and every Governor knows:
- the name of the designated person/s and their role;
  - how to identify the signs of abuse and neglect;
  - how to pass on and record concerns about a pupil;

- that they have an individual responsibility to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL, DDSL, and DP;
- that they have a responsibility to provide a safe environment in which children can learn;
- where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website;
- their role in the early help process;
- the process for making referrals to children’s social care.

2.3.9 Ensure all staff members undergo safeguarding and child protection training at induction. Ensure that staff training is regularly updated and that in addition to this training all staff members receive regular safeguarding and child protection updates as required **but at least annually**.

2.3.10 Ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies.

2.3.11 Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the academy brochure and on the academy website.

2.3.12 Ensure that this policy is available publicly either via the school website or by other means.

2.3.13 Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment is sought and recorded by the school.

## 2.4 **Liaison with Other Agencies**

The Trust will ensure and audit that all academies:

2.4.1 Work to develop effective links with relevant services to promote the safety and welfare of all pupils.

2.4.2 Co-operate as required, in line with ‘Working Together to Safeguard Children,’ (July 2018), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.

2.4.3 Notify the relevant Social Care Unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently);
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan;
- there is any change in circumstances to a pupil who is subject to a Child Protection Plan.

2.4.4 When a pupil who is subject to a child protection plan leaves, information will be transferred to the new school immediately. The Child Protection Chair and Social Work Unit will also be informed.

## 2.5 Record Keeping

### **The Trust will audit and ensure that each academy will:**

2.5.1 Keep clear, detailed, accurate, written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Care immediately.

2.5.2 Ensure all paper records are kept securely, separate from the main pupil file, and in a locked location.

or

Ensure electronic records are stored on an identified, purpose-built, secure platform – My Concern.

2.5.3 Ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with 'Keeping Children Safe in Education' (September 2019) and the 'Education Child Protection Record Keeping Guidance'. The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

2.5.4 Make parents aware that such records exist except where to do so would place the child at risk of harm.

2.5.5 Ensure all actions and decisions are led by what is considered to be in the best interests of the child.

## 2.6 Confidentiality and information sharing

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

### **The Trust will audit and ensure that each academy will:**

2.6.2 Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.

2.6.3 Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

2.6.4 Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

2.6.5 Ensure staff are clear with children that they cannot promise to keep secrets.



The Designated Safeguarding Lead and Deputies/Personnel will:

- 2.6.6 Disclose information about a pupil to other members of staff on a 'need to know' basis. Parental consent may be required.
- 2.6.7 Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent if a person believes that there is good reason to do so (vital interest), and that the sharing of information will enhance the safeguarding of a child in a timely manner.
- 2.6.8 Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' July 2018)
- 2.6.9 Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, July 2018).

## 2.7 **Communication with Parents/Carers**

**The Trust will audit and ensure that each academy will:**

- 2.7.1 Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.
- 2.7.2 Undertake appropriate discussion with parents/carers prior to involvement of another agency, unless the circumstances preclude this action.
- 2.7.3 Seek advice from Social Care if the school believes that notifying parents could increase the risk of harm to the child. *[Further guidance on this can be found in the Inter-agency Procedures of the Safeguarding Children Partnership Board's website]*. Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.
- 2.7.4 Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, record the reasons why. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence, (see 2.6.1)

## 2.8 **Dealing with Sexual Violence and Sexual Harassment between children**

The academies within the Trust recognise that sexual violence and sexual harassment can occur between two children of any age and sex. Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone. Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

**The Trust will audit and ensure that all academy leaders will:**

- 2.8.1 Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.8.2 Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.8.3 Make decisions on a case-by-case basis.
- 2.8.4 Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.8.5 Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.
- 2.8.6 Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.8.7 Liaise closely with external agencies, including police and social care, when required.
- 2.8.8 Further guidance can be found in 'Keeping Children Safe in Education - Part Five' (September 2019), 'Sexual violence and sexual harassment between children in schools and colleges,' (DfE, May 2018) and 'Sexting in schools and colleges: Responding to incidents and safeguarding young people' published by the UK Council for Child Internet Safety (UKCCIS)

### **3.0 SUPPORTING CHILDREN**

The Trust recognises that **any** child may be subject to abuse and neglect and as such will audit and ensure that each academy will support all children by:

- 3.1 Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2 Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3 Applying the academy's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4 Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.5 Developing productive and supportive relationships with parents/carers.
- 3.6 The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for those:

### **3.6.1 Children with Disabilities, Additional Needs or Special Educational Needs**

The Trust recognises that, statistically, children who have additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. It is expected that all Trust and Academy staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Where an academy has pupils who have emotional and behavioural difficulties and/or challenging behaviours. The Trust expects that leaders will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

The Trust expects that as part of the PSHE curriculum staff will teach children and young people personal safety skills commensurate with their age, ability and needs. Children and young people will be taught how to recognise if they are feeling unsafe including within family relationships and friendships; and how to ask for help; understand the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The Trust expects that academies which have pupils who have communication difficulties are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Where necessary, the Trust expects that leaders will ensure additional training to staff in the use of Makaton, PECS or other communication systems and that supervision by senior managers will be vigilant to create a protective ethos around the child.

The Trust promotes high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

### **3.6.2 Young Carers**

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

### **3.6.3 Children at Risk of Criminal Exploitation**

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

The Trust expects academies to ensure they address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in their academy's policy if concerns of criminal exploitation arise.

The Designated Personnel in each academy will complete the Safeguarding Childrens Partnership Boards Exploitation (CSE/Criminal/Gangs) Risk Assessment and Management tool if there is a concern that a young person may be at risk of criminal exploitation.

The Trust recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

### **3.6.4 Children Frequently Missing Education**

The Trust recognises that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The Trust expects each academy to monitor the attendance of individual pupils closely, as outlined in their Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, the Trust expects academies to follow the relevant local 'Missing Education' guidance. The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

### **3.6.5 Children Misusing Drugs or Alcohol**

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings but the Trust expects each academy will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;

- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern.
- Where the child is perceived to be at risk of harm through any substance associated criminality.

### **3.6.6 Children at Risk of Child Sexual Exploitation**

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

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Personnel will complete the Safeguarding Children Partnership Board's checklist if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

### **3.6.7 Children Living with Substance Misusing Parents/Carers**

Misuse of drugs and/or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children.
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers.

- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour.
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance.
- Disturbed moods as a result of withdrawal symptoms or dependency.
- Unsafe storage of drugs and/or alcohol or injecting equipment.
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child.

### **3.6.8 Children Living with Domestic Abuse**

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in the academy's policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

### **3.6.9 Children at risk of 'Honour- Based' Violence including Female Genital Mutilation**

So called 'honour-based' violence encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage. The Trust takes these concerns seriously, and expects and will audit that staff in each academy are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is over 18, will be dealt with under the child protection procedures outlined in this policy. The Trust expects, and will audit that staff will report concerns to the DSL. The DSL will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. The Trust expects staff to consider and discuss any such case with the academy's DSL and involve social care as appropriate. The teacher will personally report to the police that an act of FGM appears to have been carried out.

### **3.6.10 Children who have returned home to their family from care**

The Trust recognises that a previously looked after child potentially remains vulnerable and expects that academies will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the 'Safeguarding Childrens Partnership Board Inter-Agency Procedures.'

### **3.6.11 Children showing signs of Abuse and/or Neglect**

The Trust recognises that experiencing abuse or neglect may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

The Trust expects, and will audit, that leaders in each academy will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

### **3.6.12 Children at Risk of Radicalisation**

The Trust recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part each academy's safeguarding response.

The Trust safeguarding audit will check to ensure that the DSL has undertaken Prevent awareness training and that all staff receive training about the Prevent duty.

All Trust and academy staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral.

See also 'The Prevent Duty, Departmental advice for schools and childcare providers', DfE (June 2015), and 'Revised Prevent Duty Guidance: for England and Wales,' HM Government, (July 2015).

### **3.6.13 Privately Fostered Children**

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home for 28 days or more.

The Trust expects that each academy will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and will audit to ensure this is the case.

### **3.6.14 Children who have Family Members in Prison**

The Trust is committed to ensuring that academies support children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The Trust recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance. The Trust will audit to establish that these pupils are well supported in each academy.

The Trust expects academies to treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The Trust expects each academy will work with the family and the child to minimise the risk of the child not achieving their full potential.

## **4.0 PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN**

- 4.1 The Trust will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part three of 'Keeping Children Safe in Education' (2019). This section should be read in conjunction with the Trust's Safer Recruitment Policy. The Trust expects and will audit that individual academies adhere to KSCIE Part three.
- 4.2 The Trust will ensure that at least one of the persons who conducts an interview for Trust personnel has completed safer recruitment training. The Trust expects all academies to adhere to the same requirements.
- 4.3 Any allegation of abuse made against a member of staff or volunteer will be reported straight away to the Headteacher or Principal of an academy. In cases where the Headteacher or Principal is the subject of an allegation, it will be reported to the Chair of Governors. (See Allegations flowchart Appendix C.) The school will follow the procedures set out in Part four of 'Keeping Children Safe in Education' (2019). If an allegation is made against a Trust employee it will be reported directly to the CEO. In cases where the allegation is made against the CEO, it will be reported to the Chair of the Board of Trustees.
- 4.4 The Trust will consult with the Local Authority Named Senior Officer in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', (2019) and the Trust's Personnel Manual.



- 4.5 The Named Senior Officer will liaise with the Local Authority Designated Officer (LADO) ensuring that all allegations are reported to the LADO within one working day. Following consultation with the LADO, the Named Senior Officer will advise on all further action to be taken. The CEO or Chair of Trustees for Trust staff and the Headteacher or Chair of Governors for academies should not seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.6 The Trust will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.
- 4.7 Staff and volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed essential to ensure that children are protected.
- 4.8 Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.9 The Trust will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Trust's Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 4.10 All Trust staff have signed to confirm that they have read a copy of the Trust's Code of Conduct, 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019).
- 4.11 The Trust will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.12 The Trust expects that academies will ensure that communication between pupils and adults, by whatever method, is transparent and takes place within clear and explicit professional boundaries and are open to scrutiny.

## **5.0 TRUST CHILD PROTECTION RESPONSIBILITIES.**

- 5.1 Anglian Learning fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a Trustee for safeguarding and child protection who will take leadership responsibility for the Trust's safeguarding arrangements and practice and champion child protection. This will normally be the Chair of the Education Committee.

The current Trustee responsible is Mrs Sue Speller.

- Ensure that safeguarding and child protection arrangements at each academy are audited annually with the involvement of academy leaders and Local Governing Bodies.
- Ensure an annual report on the outcomes of the audit of safeguarding in each academy is made to the Board of Trustees with plans for any weaknesses to be rectified without delay as well as the identification of strengths to improve safeguarding practice.
- Ensure that the Trust's Safeguarding and Child Protection policy is annually reviewed and updated and shared with designated staff so that it can be individualised for each academy.
- Provide support and guidance to Local Governing Bodies on the discharge of their safeguarding responsibilities.

## **6.0 LOCAL GOVERNING BODY CHILD PROTECTION RESPONSIBILITIES**

6.1 The Trust expects each Local Governing Body to fully recognise its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. Local Governing Bodies must ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

Local Governing Bodies will:

- Nominate a Governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the full Governing Body drawing on the Trust audit of safeguarding and child protection. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

## **6.2 Extended Schools and Before and After School Activities (on or off school site)**

6.2.1 If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff,

the school's arrangements for child protection as written in this policy shall apply.

- 6.2.2 Where services or activities are provided separately by another body, either on or off school site, the Governing Body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on .....

and will be reviewed on .....

Signed by the Headteacher .....

Chair of Governors .....

Designated Safeguarding Lead.....  
(if appropriate).

## Appendix A

### Four categories of abuse

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

**Neglect** - persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development.

It may occur during pregnancy as a result of maternal substance misuse.

It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

**Emotional Abuse** - Is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless Unloved Inadequate Valued only insofar as they meet another persons needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

**Sexual Abuse** – involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

This may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
  - children in looking at, or in the production of, sexual images,
  - children in watching sexual activities
  - or encouraging children to behave in sexually inappropriate ways
  - grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

## **Appendix B**

### **Useful Contacts**

Education Child Protection Service – [ECPSGeneral@cambridgeshire.gov.uk](mailto:ECPSGeneral@cambridgeshire.gov.uk)

Early Help Hub (EHH) Tel: 01480 376666

Multi-Agency Safeguarding Hub – referrals and professional consultation Tel: 0345 045 1362

Emergency Duty Team (Out of hours) Tel: 01733 234724

Police Child Abuse Investigation Unit Tel: 101

Local Authority Designated Officer (LADO) Tel: 01223 727967

Amanda Harrison

Lynn Chesterton

Named Senior Officer for allegations

Education Adviser - Chris Meddle Tel: 01223 703564

Education Adviser – Diane Stygal Tel: 01223 507115

Cambridgeshire Local Safeguarding Children Board – Safeguarding Inter-Agency Procedures <https://www.cambslscb.co.uk/>

### **Relevant Documents**

“Disqualification under the Childcare Act 2006: statutory guidance for local authorities, maintained schools, academies and free schools” (July 2018)

“Guidance for Safer Working Practice for Adults working with children and young people in education settings” (May 2019)

“Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)

“Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2019)

“The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)

“Revised Prevent Duty Guidance: for England and Wales” (July 2015)

“Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)

“Sexual violence and sexual harassment between children in schools and colleges” (May 2018)

“What to do if you’re worried a child is being abused: Advice for practitioners” (March, 2015)

“Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)

# Managing an Allegation Against a Member of Staff in your Establishment

# Appendix C

