



**MOWBRAY**  
Education Trust

# **Safeguarding & Child Protection Policy & Procedures**

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# 1 Aims

The Trust and its schools aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognising and reporting safeguarding issues

## 2 Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board.

This policy is also based on the following legislation:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [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 Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children
- The requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#).

We also follow the procedures and policies of the Leicestershire and Rutland Local Safeguarding Children Board (LSCB)

### 3 Definitions

**Safeguarding and promoting the welfare of children** means:

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

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

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

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

### 4 Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- Are looked after
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexual orientation
- Have English as an additional language
- Are known to be living in difficult situations - for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

### 5 Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the Trust and is consistent with the procedures of the Leicestershire and Rutland Local Safeguarding Children Board Our policy and procedures also apply to extended and off-site activities.

## 5.1 All staff

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

All staff will be aware of:

- Our systems which support safeguarding, including the staff Code of Conduct and the role of the Designated Safeguarding Lead (DSL)
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 5.2 The Designated Safeguarding Lead (DSL)

We have a DSL in each of our schools and nurseries. Their name and contact details can be found at Appendix 5 and is also displayed in each site. The DSL takes lead responsibility for child protection and wider safeguarding.

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

When the DSL is absent, the deputies will act as cover.

If the DSL and deputies are not available, the CEO, Executive Head Teacher and Group Head of HR will act as cover (for example, during out-of-hours/out-of-term time).

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly

The DSL will also keep the relevant Head informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

### 5.3 The Trust Board

The Board will approve this policy at each review, and hold the CEO to account for its implementation.

The Board will appoint a senior board level (or equivalent) lead to monitor the effectiveness of this policy in conjunction with the full Board. This is always a different person from the DSL.

The Chair of the Board will act as the ‘case manager’ in the event that an allegation of abuse is made against the CEO where appropriate (see Appendix 3).

### 5.4 The CEO

The CEO is responsible, through the Head Teachers, Heads of School and Nursery Managers for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Ensuring that this policy is communicated to parents when their child joins a Trust school or nursery and via the Trust’s websites
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the ‘case manager’ in the event of an allegation of abuse made against a Head Teacher, Head of School or Nursery Manager, where appropriate (see Appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

## 6 Confidentiality

We will maintain confidentiality of all safeguarding and child protection issues as well as allegations that are made against our staff. We will share information with other relevant people and agencies as required to keep children safe and manage issues. This will be in line with our Data Protection Policy.

We will:

- Share information in a timely manner as this is essential to effective safeguarding
- Share information on a ‘need-to-know’ basis. We do not need consent to share information if a child is suffering, or at risk of, serious harm
- Train our staff so that they know never to promise a child that they will not tell anyone about an allegation, as this may not be in the child’s best interests

- Maintain confidentiality in respect to record-keeping (Section 11) and allegations of abuse against staff (Appendix 3)

## 7 Recognising abuse and taking action

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

### 7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

The local procedures for making a referral, as agreed with the local children's safeguarding board are set out in Appendix 6.

Child abuse can also be reported to the local council by following this link <http://lrsb.org.uk/childreport>

### 7.2 If a child makes a disclosure to you

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

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation.'

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in Appendix 4.

**Any teacher** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must immediately report this to the police, personally. This is a statutory

duty, and teachers will face disciplinary sanctions for failing to meet it. The teacher can seek the support of the DSL to do this.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow our local safeguarding procedures.

**Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a pupil age 18 or over appears to have been a victim of FGM, must speak to the DSL and follow our local safeguarding procedures which are set out in Appendix 6.

#### **7.4 If you have concerns about a child (as opposed to a child being in immediate danger)**

Figure 1 illustrates the procedure to follow if you have concerns about a child's welfare and the child is not in immediate danger.

Where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly (see 'Referral' below).

You can also contact the charity NSPCC on 0808 800 5000 if you need advice on the appropriate action.

##### **Early help**

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

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

##### **Referral**

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

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

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

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

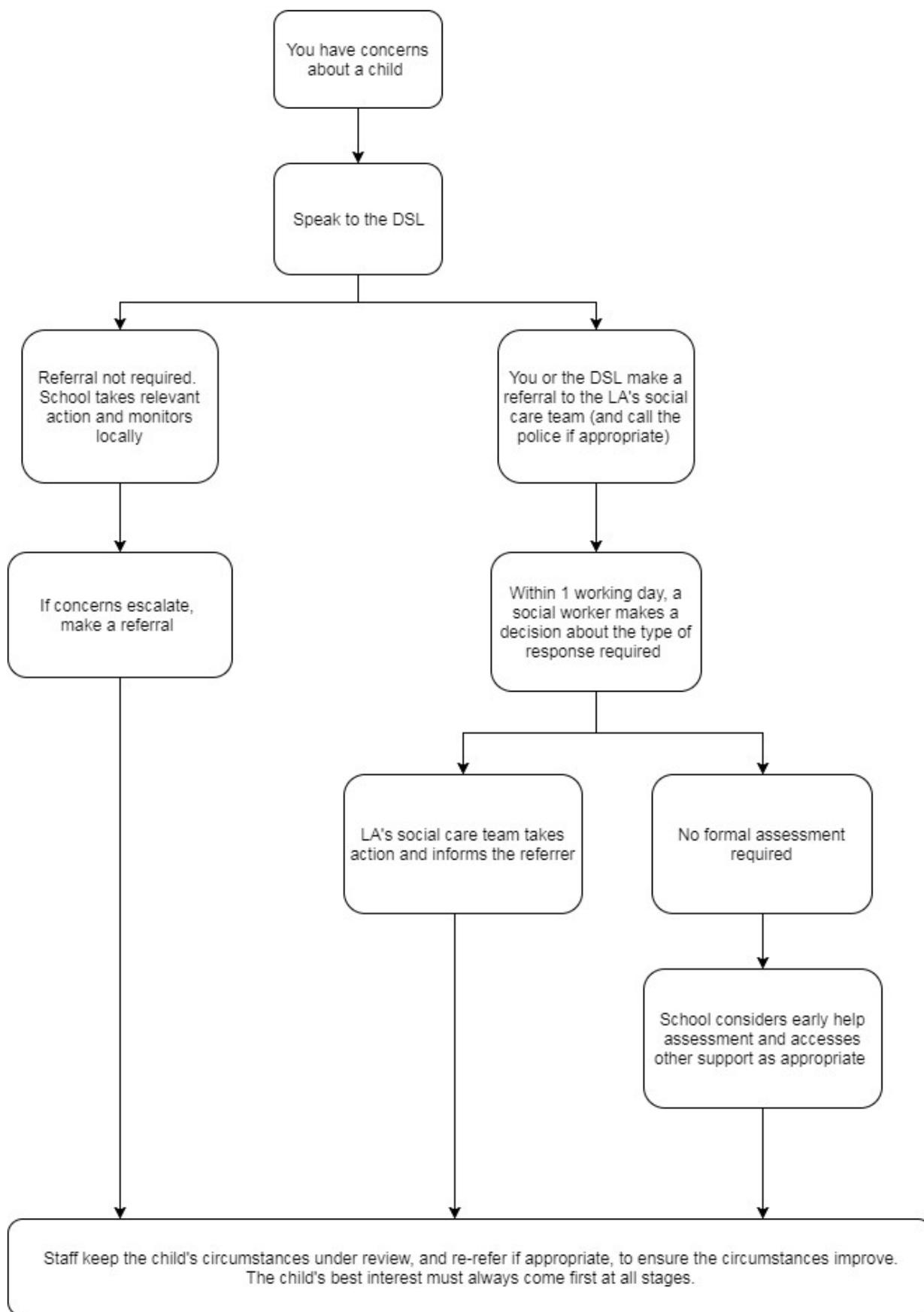
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

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

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

**Figure 1: Procedure if you have concerns about a child's welfare (no immediate danger)**



## 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Head Teacher, Head of School or Nursery Manager. If you have concerns about an employee who is one of these positions, speak to the CEO. If you have concerns about the CEO speak to the Chair of the Board.

You can also discuss any concerns about any staff member or volunteer with the DSL.

The person that you speak to will then follow the procedures set out in our Disciplinary Policy and Procedure, if appropriate.

Where appropriate, we will inform Ofsted of the allegation and actions taken, within the necessary timescale (see Appendix 3 for more detail).

## 7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as “banter” or “part of growing up”.

Most cases of pupils hurting other pupils will be dealt with under our pupil behaviour policies, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school or nursery at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell the DSL and record the allegation, but do not investigate it
- The DSL will contact the local authority children’s social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment and support plan into place for all children involved - both the victim(s) and the child(ren) against whom the allegation has been made - with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

We will minimise the risk of peer-on-peer abuse by:

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders - for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the

scope of this policy. Further information is available in the DfE guidance Sexual Harassment and Violence Between Children 2017.

## 8 Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 9 Mobile phones, cameras and other photographic devices

Staff are allowed to bring their personal phones to work for their own use, but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

We will follow the Data Protection Act 1998 when taking and storing photos and recordings for use in our schools and nurseries.

The following protocols also apply in our schools and nurseries:

- All staff must ensure that their mobile phones, personal cameras, other devices with photographic capability and recording devices are stored securely during working hours on our premises or when on outings. (This includes visitors, volunteers and students)
- Staff will not take pictures or recordings of pupils on their personal phones, devices or cameras.
- Mobile phones or photographic devices must not be used in any teaching area in school / nursery or within toilet or changing areas
- Only school / nursery equipment should be used to record classroom activities. Photos should be put on the school / nursery system as soon as possible and not sent to or kept on personal devices
- During school / nursery outings nominated staff will have access to a work mobile which can be used for emergency or contact purposes
- All telephone contact with parents or carers must be made on the work phone and a note kept
- Parents or carers are permitted to take photographs of their own children during a school / nursery production or event. The protocol requires that photos of other people's children are not published on social networking sites such as Facebook

In addition, each setting may have additional protocols in place that are suitable to that setting. These will be communicated to staff, visitors, parents and carers where appropriate.

## 10 Complaints and concerns about our safeguarding practices

### 10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see Appendix 3).

### 10.2 Other complaints

Each of our schools and nurseries has a written procedure in place for addressing complaints. These are available from the school or nursery. In the unlikely event that a complaint relating to safeguarding practices is not promptly addressed by the individual school or nursery this should be notified to the CEO.

### 10.3 Whistle-blowing

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or nursery safeguarding regime and know that such concerns will be taken seriously by the leadership teams across the Trust.

Where an employee feels unable to raise an issue with us as their employer or feels that their genuine concerns are not being addressed they can raise this under our Whistleblowing Policy which is available on our website at [www.mowbrayeducation.org/policies](http://www.mowbrayeducation.org/policies)

Parents and carers who have concerns about any of our Early Years settings will find the contact details for Ofsted in Appendix 5.

## 11 Record-keeping

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school.

Paper based records are held securely within the schools and nurseries. Electronic records may also be held and these are stored in a secure electronic environment.

The Designated Safeguarding Lead(s) are responsible for such records and for deciding at what point these records should be shared or passed over to other agencies.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Our Disciplinary Policy and Procedure sets out our record-keeping arrangements with respect to allegations of abuse made against staff

## 12 Training

### 12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistleblowing procedures, to ensure they understand the Trust and individual school or nursery's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local safeguarding children board.

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

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

Volunteers will receive appropriate training, if applicable.

### 12.2 The DSL and deputies

The DSL and deputies will undertake child protection and safeguarding training at least every two years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### 12.3 Governors and Trustees

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

### 12.4 Recruitment - interview/appointment panels

At least one person on any interview panel for roles within the Trust will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

### **12.5 Staff who have contact with pupils and families**

All Early Years staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## **13 Review**

This policy will be reviewed annually by the Board.

## **14 Links with other policies**

This policy links to the following policies and procedures:

- Behaviour
- Staff code of conduct
- Disciplinary
- Whistleblowing
- Data Protection
- Complaints
- Recruitment and Selection
- Health and safety
- Attendance
- Online safety
- Sex and relationship education
- First aid
- Curriculum

## Appendix 1: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

**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.

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**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. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or 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.

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer 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

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

## Appendix 2: Safer recruitment and DBS checks

We will record information on the recruitment checks carried out in the individual setting's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' employee files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### Appointing new staff

When appointing new staff, we will follow the safer recruitment practices set out in our Recruitment and Selection Policy which is available at [www.mowbrayeducation.org/policies](http://www.mowbrayeducation.org/policies)

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as appropriate. We will also do this if an individual moves from a post that is not regulated activity to one that is.

### Referrals to the DBS

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

## Other adults that are not employees

Where we use contractors, volunteers, agency workers, students, governors, trustees or any other category or adult we will undertake the checks as set out in the Department for Education's statutory guidance Keeping Children Safe in Education. Where required these checks will be record on the SCR.

## Appendix 3: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with professional judgement.

The procedures we will use are set out clearly in our Disciplinary Policy and Procedure which is available on our website at [www.mowbrayeducation.org/policies](http://www.mowbrayeducation.org/policies)

Where allegations are made against a member of staff working in our Early Years settings we will 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), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

## Appendix 4: Specific safeguarding issues

### Children missing from 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.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our 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. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

Further advice is available in the DfE guidance Child Sexual Exploitation 2017

## FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs - for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl’s family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl’s community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a “special procedure” or to attend a special occasion to “become a woman”
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation - for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her ‘red book’ (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the ‘one chance’ rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority’s designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our schools being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of

normal teenage behaviour - staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

### **Drug use and child protection**

The discovery that a pupil is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings, however we will consider such action in the following situations:

When there is evidence or reasonable cause:

- to believe the drug misuse may cause the pupil to be vulnerable to other abuse such as sexual abuse and /or sexual exploitation
- to believe that the pupil's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults
- where the misuse is suspected of being prompted by serious parent/ carer drug misuse.

Children living with adults who are using drugs

Further enquiries and or further action will be taken when the reliable information has been received about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection)
- a chaotic and unpredictable home environment which is linked to drug or alcohol misuse
- children are not being provided with acceptable or consistent levels of social and health care
- children are exposed to criminal behaviour.

### **Children with Special Educational Needs and Disabilities (SEND)**

We recognise that our pupils who have special educational needs and disabilities (SEND) can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse, such as behaviour, mood and injury, relate to the child's additional needs without further exploration
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in overcoming the issues above

## **Checking the identity and suitability of visitors**

All visitors will be required to follow the individual school's individual procedures for signing in, being accompanied and reading and following the school or nursery's specific information on safeguarding for visitors. Visitors may be required to verify their identity to the satisfaction of the school or nursery.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign the visitors' book and wear a visitor's badge.

All visitors to our settings, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school or nursery any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using our facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

## **Non-collection of children**

Each school or nursery has their own procedures which will be followed if a child is not collected at the end of the session/day. These are available on request from the school.

## **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible.

## Appendix 5: DSL and other agency contact information

### Designated Safeguarding Leads (DSLs) in our schools

School	Name	Job title	Phone number	email
Ab Kettleby Primary School	Ian Toon	Head Teacher	01664 822302	<a href="mailto:itoon@mowbrayeducation.org">itoon@mowbrayeducation.org</a>
Brownlow Primary School	Damien Turrell	Executive Head Teacher	01664 562315	<a href="mailto:dturrell@brownlowprimary.org">dturrell@brownlowprimary.org</a>
The Grove Primary School	Steve Nash	Head Teacher	01664 562554	<a href="mailto:snash@meltongrove.org">snash@meltongrove.org</a>
John Ferneley College	Warren Drury	Deputy Head Teacher	01664 565901	<a href="mailto:WDrury@johnferneley.org">WDrury@johnferneley.org</a>
Oasis Family Centre	Victoria Conyers	Nursery Manager	01664 500424	<a href="mailto:vconyers@oasiscentre.org.uk">vconyers@oasiscentre.org.uk</a>
Sherard Primary School	Helena Blumfield	Acting Head Teacher	01664 565124	<a href="mailto:hblumfield@sherardschool.org">hblumfield@sherardschool.org</a>
Somerby Primary School	Ian Toon	Head Teacher	01664 454334	<a href="mailto:itoon@mowbrayeducation.org">itoon@mowbrayeducation.org</a>

### Deputy DSLs in our schools

Ab Kettleby Primary School	Hayley Barnett	Teacher	01664 822302	<a href="mailto:HBarnett@abkettleby.org">HBarnett@abkettleby.org</a>
Ab Kettleby Primary School	Corrinne Clarke	Teacher	01664 822302	<a href="mailto:CClark@abkettleby.org">CClark@abkettleby.org</a>
Brownlow Primary School	Marian Wiggin	Acting Deputy Head Teacher	01664 562315	<a href="mailto:mwiggin@brownlowprimary.org">mwiggin@brownlowprimary.org</a>
Brownlow Primary School	Janet Thacker	Assistant Head Teacher	01664 562315	<a href="mailto:jthacker@brownlowprimary.org">jthacker@brownlowprimary.org</a>
The Grove Primary School	Sue Doughty	SENCo	01664 562554	<a href="mailto:sdoughty@meltongrove.org">sdoughty@meltongrove.org</a>
The Grove	Jenny	Family Link	01664	<a href="mailto:jmcgreal@meltongrove.org">jmcgreal@meltongrove.org</a>

Primary School	McGreal	Worker	562554	
John Ferneley College	Claire Gladwell		01664 565901	<a href="mailto:cgladwell@johnferneley.org">cgladwell@johnferneley.org</a>
John Ferneley College	Sonia Teesdale		01664 565901	<a href="mailto:STeesdale@johnferneley.org">STeesdale@johnferneley.org</a>
John Ferneley College	Emily Phipp	Assistant Head Teacher	01664 565901	<a href="mailto:EPhipp@johnferneley.org">EPhipp@johnferneley.org</a>
John Ferneley College	Christine Stansfield	Head Teacher / CEO	01664 565901	<a href="mailto:cstansfield@mowbrayeducation.org">cstansfield@mowbrayeducation.org</a>
John Ferneley College	Philip Kruse	Assistant Head Teacher	01664 565901	<a href="mailto:PKruse@johnferneley.org">PKruse@johnferneley.org</a>
John Ferneley College	Lesley Hanson		01664 565901	<a href="mailto:LHanson@johnferneley.org">LHanson@johnferneley.org</a>
Sue Walsh	Oasis	Nursery Leader	01664 500424	<a href="mailto:swalsh@oasiscentre.org.uk">swalsh@oasiscentre.org.uk</a>
Sherard Primary School	Nikki Bradley	Family Support Officer	01664 565124	<a href="mailto:nbradley@sherardschool.org">nbradley@sherardschool.org</a>
Sherard Primary School	Tina Middleton	Teacher	01664 565124	<a href="mailto:cmiddleton@sherardschool.org">cmiddleton@sherardschool.org</a>
Sherard Primary School	Jess Walter	Assistant Head Teacher and SENCO	01664 565124	<a href="mailto:jwalter@sherardschool.org">jwalter@sherardschool.org</a>
Sherard Primary School	Mandy Whitelocks	Pre-school Manager	01664 565124	<a href="mailto:mwhitelocks@sherardschool.org">mwhitelocks@sherardschool.org</a>
Sherard Primary School	Emma Sharpe	Pre-school Deputy	01664 565124	<a href="mailto:esharpe@sherardschool.org">esharpe@sherardschool.org</a>
Somerby Primary School	Sarah Moulds	Senior Lead Teacher	01664 454334	<a href="mailto:smoulds@somerby.org.uk">smoulds@somerby.org.uk</a>
Somerby Primary School	Elizabeth Hickton	Teacher	01664 454334	<a href="mailto:ehickton@somerby.org.uk">ehickton@somerby.org.uk</a>

## Our contacts when schools are closed

Name	Job Title	Phone number	Email address
Christine Stansfield	CEO	01664 565901	<a href="mailto:cstansfield@mowbrayeducation.org">cstansfield@mowbrayeducation.org</a>
Damien Turrell	Executive Head Teacher	01664 562315	<a href="mailto:dturrell@brownlowprimary.org">dturrell@brownlowprimary.org</a>
Vicky Berry	Group Head of HR	01664 565901	<a href="mailto:vberry@mowbrayeducation.org">vberry@mowbrayeducation.org</a>

## External safeguarding contacts

### Leicestershire County Council

Department	Name	Phone	Email
Safeguarding and Improvement Unit Service Manager	Judith Jones	0116 3057411	N/A
Local Area Designated Officer (LADO)	Mark Goddard	0116 305 7597	N/A
Local Area Designated Officer (LADO)	Karen Browne	0116 305 7597	N/A
Safeguarding Development Officer	Simon Genders	0116 305 7750	<a href="mailto:simon.genders@leics.gov.uk">simon.genders@leics.gov.uk</a>
Safeguarding Development Officer	Ann Prideaux	0116 3057317	<a href="mailto:ann.prideaux@leics.gov.uk">ann.prideaux@leics.gov.uk</a>
Family Information Service	N/A	0116 3056545	<a href="mailto:family@leics.gov.uk">family@leics.gov.uk</a>

## Referrals

Type of referral	Team	Phone	Email
Priority 1 referrals	First Response Children's Duty	0116 3050005	<a href="mailto:childrensduty@leics.gov.uk">childrensduty@leics.gov.uk</a>
All other referrals	N/A	N/A	<a href="http://lrsb.org.uk/childreport">http://lrsb.org.uk/childreport</a>

Contact to learn outcome of referrals	N/A	0116 3050005	N/A
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## NSPCC



The NSPCC helpline service provides:

- support for adults who are worried about a child
- advice for parents and carers
- consultations with professionals who come into contact with abused children or children at risk of [abuse](#)
- information about child protection and the NSPCC

## Ofsted

Telephone: 0300 123 1231 (open 08:00 to 18:00, Monday to Friday)  
Email: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Log of Changes to Document

Date	Page	Change	Who:
January 2018	Whole document	Original document	Head of HR