

Safeguarding and Child Protection Policy

Evolve Church Academy Trust



Written in line with 'Keeping Children Safe in Education 2022'

This document is to be used and referenced when needed in conjunction with the most up to date government policy regarding safeguarding in schools and colleges (KCSIE 2020/21)

Boddington CE, Chacombe C.E., Culworth C.E. and St. Loys Primary Academies recognise their responsibility for safeguarding and child protection.

The policy must be reviewed and updated at least every 12 months.

September 2022

Signed  Name Damien Trevatt Chair of Governors
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HEAD TEACHER

Next review September 2023

EVOLVE Church Academy Trust (ECAT)

"A Child centred and coordinated approach to safeguarding"

Contents

Part 1

Safeguarding Definition
Principles which underpin good practice
New information in KCSIE section 1 for 2022
Roles and Responsibilities
Safeguarding documentation for all and The induction of new staff and volunteers
School community
Designated Safeguarding Lead (DSL)
The Head of School
The Governing Body
Looked-After and Previously Looked-After children School Designated Teacher
National Instructions
Physical Intervention
Using cameras and mobile phones
Staff Code of conduct and Induction of staff and volunteers
Safer Recruitment
Online safety
Learning Outside the Classroom
Curriculum
EVOLVE CAT school procedures and monitoring arrangements
Other linked policies
The Contents of School Safeguarding Folder

A SAFE SCHOOL CULTURE

The Safeguarding Team
What is an open and safe culture?
What school staff need to know
Types of abuse and neglect
Specific safeguarding risks
Children Missing Education
Looked-After Child
Child on Child Abuse (*previously peer on peer*)
Serious Violence
Sexual violence
Child Sexual Exploitation (CSE)
Up-skirting
Child Criminal Exploitation (CCE)
Mental Health
Female Genital Mutilation
List of all identified risks

What should staff do if they have concerns about a child

"It could happen here"

Dealing with a disclosure

Next steps of action

Informing parents

Sharing Information inc. Seven Golden Rules

Confidentiality

An Early Offer of Help

Safeguarding Referrals

MASH and how to make a referral

Pupils with a social worker

Recording, Monitoring and Transfer

Site Security

What Staff should do if they have concerns about another staff member, supply teacher or volunteer

What school staff should do if there are allegations of abuse against children

What should staff do if they have concerns about safeguarding practices within the school

Useful links

Teacher declaration form

Flowchart – What staff should do if they have concerns about a child?

Safeguarding Overview

The safety of all the children and adults in their school environments within Evolve is our first priority. With this in place, we are then able to ensure that everybody is happy and thriving in their learning and play and that the outcomes achieved by all throughout their time in our schools is the best that each individual can achieve.

To be able to ensure that we do all we can to fulfil our promise to keep everyone safe, the board of trustees works with each academy to support them in policy and procedures aligned to safeguarding. Activities are conducted by governors at local level at board level to ensure that high standards of safeguarding procedures are maintained throughout the trust. These activities are as follows:

- An annual safeguarding audit in all schools
- An audit of safeguarding qualifications amongst academy staff and governors
- An annual review of safeguarding practices in line with KCSIE and updates in guidance for Safer Recruitment

Across the academies within our trust, the use of technology plays an increasing role in the education of our children, both in school and at home. In alignment with our policy for the safer use of technology, our children and parents are educated and advised as to how to keep themselves safe when online.

SAFEGUARDING INFORMATION FOR ALL STAFF
WHAT ALL SCHOOL MEMBERS SHOULD KNOW AND DO

PART 1

EVOLVE Church Academy Trust (ECAT) Safeguarding Statement
"A Child centred and coordinated approach to safeguarding"

This policy has been developed in accordance with the principles established by the Children Act 1989; and in line with the following:

- "Keeping Children Safe in Education" 2022
- "Working Together to Safeguard Children"
- Education (Independent School Standards) Regulations 2014, Part 3
- "Framework for the Assessment of Children in Need and their Families", NCC
- "What to do if you are worried a Child is being Abused"
- Information sharing
- Northamptonshire Safeguarding Children Partnership Procedures (LSCBN) particularly "Thresholds and Pathways".

New information for all staff from KCSIE

September 2022 update

New information on domestic abuse:

- A new paragraph on domestic abuse (paragraph 43), explaining:
 - Children who witness domestic abuse are also victims
 - Witnessing domestic abuse can have a lasting impact on children
 - Children can be victims, and perpetrators, in their own relationships too
 - The abuse can be physical, sexual, financial, psychological or emotional
- Added that extra-familial harms can include sexual harassment and domestic abuse in their own intimate relationships (teenage relationships) (paragraph 23)
- Added to the definition of abuse that harm can include ill treatment that isn't physical, as well as witnessing the ill treatment of others - for example, the impact of all forms of domestic abuse on children (paragraph 26)

More detail on child-on-child abuse:

- Child-on-child abuse is the new name for peer-on-peer abuse. This section has also been moved ahead of the section on child criminal exploitation (paragraph 32)
- Added that abuse in intimate relationships between children is sometimes known as '**teenage relationship abuse**' (paragraph 35)

New paragraphs on:

- Explaining that children may not feel ready, or know how to tell someone they are being abused, exploited or neglected, and/or they might not recognise their experiences as harmful. Children may feel embarrassed, humiliated or threatened due to their vulnerability, disability, sexual orientation and/or language barriers. None of this should stop staff from having a 'professional curiosity' and speaking to the designated safeguarding lead (DSL) (paragraph 19)
- If staff have a safeguarding concern/allegation about another staff member (including supply staff, volunteers and contractors) that doesn't meet the harm threshold, then they should share it in accordance with your low-level concerns policy (paragraph 73)

Other changes

Part 2: the management of safeguarding

This sets out the responsibility of governing bodies, proprietors and management committees.

Your governors and trustees should:

- Receive appropriate safeguarding and child protection (including online) training at induction, which is regularly updated, to equip them with the knowledge to provide strategic challenge. This is so they can be assured that safeguarding policies and procedures are effective and support your school to deliver a robust whole school approach to safeguarding (paragraph 81)

- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty (PSED) and the UK GDPR (paragraphs 82 and 94). Note that these duties haven't changed
- Make sure:
 - Your designated safeguarding lead (DSL) has the appropriate status and authority to carry out their job. Governing bodies need to give the DSL the additional time, funding, training, resources and support needed to carry out their role effectively (paragraph 104)
 - Online safety is a running and interrelated theme whilst devising and implementing their whole school or college approach to safeguarding and related policies/procedures (this has now been specified as a responsibility of governing bodies and proprietors) (paragraph 137)
 - Your school has appropriate filtering and monitoring systems in place and regularly review their effectiveness (paragraph 141)
 - The leadership team and relevant staff are aware of and understand the filters and monitoring systems in place, manage them effectively and know how to escalate concerns (paragraph 141)
 - Your school has procedures to manage **any** safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns), about staff members (including supply staff, volunteers and contractors). See paragraph 152
 - The child protection policy reflects that children with special educational needs or disabilities (SEND), or certain medical or physical health conditions can face additional barriers, including cognitive understanding (being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges, or the consequences of doing so). See paragraph 199
- Seek assurance that where another body is providing services or activities, that they have appropriate safeguarding and child protection policies/procedures in place. This applies regardless of whether or not the children who attend these services/activities are children on the school roll/attend the college (paragraph 167)

New sections adding greater detail on the Human Rights Act 1998, the Equality Act 2010, and the Public Sector Equality Duty (PSED)

KCSIE explains that in relation to safeguarding:

- **Human Rights Act 1998:** being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to schools under the European Convention on Human Rights (ECHR) (paragraph 85)
- **Equality Act 2010:** governing bodies and proprietors should carefully consider how they're supporting their pupils and students regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race) under the Equality Act (paragraph 88)
- **Public Sector Equality Duty (PSED):** you can take positive action to deal with particular disadvantages affecting pupils (where you can show it's proportionate). This includes making reasonable adjustments for disabled pupils. You could consider using it, for example, to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment (paragraph 89)
- Under the PSED, you must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps your school to focus on key issues and how to improve student

outcomes. Some pupils may be more at risk of harm from issues such as sexual violence, homophobic, biphobic, transphobic bullying or racial discrimination (paragraphs 92 and 93)

Your staff behaviour policy (also called the staff code of conduct) should also include (paragraph 99):

- Low-level concerns
- Allegations against staff, and
- Whistleblowing

You play a crucial role in preventative education (paragraph 131)

This is in the context of a whole-school approach to preparing pupils for life in modern Britain and a culture of zero tolerance to sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. This will be underpinned by:

- Your behaviour policy
- A pastoral support system
- A planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:
 - Healthy and respectful relationships
 - Boundaries and consent
 - Stereotyping, prejudice and equality
 - Body confidence and self-esteem
 - How to recognise an abusive relationship (including coercive and controlling behaviour)
 - The concepts of, and laws relating to, sexual consent, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and female genital mutilation (FGM), and how to access support
 - What constitutes sexual harassment and sexual violence and why they're always unacceptable

Other changes

Part 3: more details on safer recruitment measures

You should:

- Only accept copies of curriculum vitae (CV) alongside an application form (a CV on its own won't provide adequate information) (paragraph 215)
- Consider carrying out an online search on shortlisted candidates to help identify any issues that are publicly available online (paragraph 221)
- Not include any repeated concerns or allegations that have all been found to be false, unfounded, unsubstantiated or malicious in a reference (paragraph 224)

Other changes

Part 4: handling allegations against staff

Part 4 has been renamed as 'allegations made against/concerns raised in relation to teachers, including supply teachers, volunteers and contractors'.

Your school should seek to learn lessons from all cases, not just those which are concluded and found to be substantiated (paragraphs 420 to 421).

There's also additional clarity around low-level concerns:

- Low-level concerns can arise in several ways from various sources, e.g. suspicion, complaint or a disclosure (paragraph 428)
- Schools should have procedures in place for confidentially sharing low-level concerns and clarity around the role of the DSL and headteacher in this. The headteacher should be the ultimate decision-maker in respect of all low-level concerns, although they may wish to consult the DSL to take a more collaborative approach (paragraph 433)
- If you're in any doubt as to whether a low-level concern meets the harm threshold, then consult your local authority designated officer (LADO) (paragraph 435)
- In the examples of adult behaviour that could be a low-level concern, KCSIE has replaced sexualised language with 'humiliating children' (paragraph 426)

Part 5: child-on-child sexual violence and sexual harassment

The DfE's standalone guidance on sexual violence and sexual harassment is now absorbed fully within KCSIE (this is explained on page 7 of their [consultation response](#)).

More guidance on what to be aware of

- You should be aware of the importance of:
 - Making it clear that there is a zero tolerance approach to sexual violence and sexual harassment, and that failure to do so can lead to a culture of unacceptable behaviour and in the worst case scenario, a culture that normalises abuse
 - Recognising that even if there are no reports, it doesn't mean it's not happening
 - Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them (paragraph 447)
- Children with SEND are 3 times more likely to be abused than their peers (paragraph 449)
- There's more detail on:
 - Harmful sexual behaviour (HSB) (paragraphs 455 to 458), including:
 - HSB can occur online and/or face-to-face and can also occur simultaneously between the 2
 - Both the ages and stages of development of the children are critical factors
 - The DSL and their deputies should have a good understanding of HSB, which could form part of their safeguarding training
 - Children displaying HSB have often experienced their own abuse and trauma, and it's important they're offered appropriate support
 - Preventing abuse (paragraph 459), notably the DSL should:
 - Discuss the local response to sexual violence and sexual harassment with police and local authority children's social care colleagues to prepare the school's or college's policies (especially the child protection policy) and responses, and

- Be confident that they know what local specialist support is available to support all children involved (victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

New section on confidentiality and anonymity (paragraphs 471 to 479)

Regarding confidentiality:

- Staff shouldn't promise confidentiality as it might be in the victim's best interest to seek advice and guidance
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment, there's no definitive answer. This is because even if a victim doesn't consent to sharing information, staff may still lawfully share it if there's another legal basis under the UK GDPR that applies
- The DSL will have to balance the victim's wishes against their duty to protect the victim and other children
- The DSL should consider that:
 - Parents or carers should normally be informed (unless this would put the victim at greater risk)
 - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
 - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the police remains

Regarding anonymity, schools should:

- Be aware of the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system
- Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report and any support for the children involved
- Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities

New section on discipline and the alleged perpetrator(s) (paragraphs 544 to 546)

- The DSL should take the lead role
- You can take disciplinary action whilst other investigations are ongoing e.g. by the police
- The fact another body is investigating/has investigated an incident doesn't (in itself) prevent you from coming to your own conclusion about what happened and impose a penalty accordingly. This is a matter for you and you should consider it on a case-by-case basis
- You should consider whether:
 - Taking action would prejudice an investigation and/or subsequent prosecution - liaise with the police and/or LA children's social care to determine this
 - There are circumstances that make it unreasonable/irrational for you to reach your own view about what happened
- You can, and should, take disciplinary action and still provide support at the same time if necessary

New section on working with parents and carers (paragraphs 547 to 552)

- You will (in most cases) engage with both the victim's and alleged perpetrator's parents or carers when there's been a report of sexual violence (this might not be necessary in relation to sexual harassment, but decide it on a case-by-case basis)
- The exception is if there's reason to believe informing a parent or carer will put the child at additional risk
- You should think carefully about what information you provide about the other child involved, and when. Make sure you work with relevant agencies to ensure your approach to information sharing is consistent
- It's good practice to:
 - Meet the victim's parent or carers with the victim to discuss what's being put in place to safeguard and support them, and how the report will progress
 - Meet with the alleged perpetrator's parents or carers to discuss what's being put in place that will impact them, e.g. moving them out of classes with the victim. You should explain the reason behind any decision
- The DSL would attend these meetings - decide what other agencies should attend on a case-by-case basis

New section on safeguarding other children (paragraphs 553 to 558)

- You should consider supporting children (and adult students) who have witnessed sexual violence, especially rape and assault by penetration
- You should do all you can to make sure the victim, alleged perpetrator(s) and any witnesses are not being bullied or harassed
- Social media is likely to play a role in the fall out from any incident/alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side
- You should consider school transport as part of your risk assessment as a potentially vulnerable place for a victim or alleged perpetrator(s)
- It's important to keep your policies, processes and curriculum constantly under review to protect all children
- Reports of sexual violence and/or harassment may:
 - Point to environmental/systematic problems that could be addressed by updating policies, processes and the curriculum
 - Reflect wider issues in the local area

Extra clarity that:

- It should be clear to all victims that the law on child-on-child abuse is there to protect them, not criminalise them (paragraph 469)
- You should consider intra familial harms and any necessary support for siblings following a report of sexual violence and/or harassment (paragraph 483)
- Schools, as relevant agencies, should be part of discussions with statutory safeguarding partners to agree to the levels for the different types of assessment as part of local arrangements (paragraph 493)
- If there are delays in the criminal process, it will be important for the DSL to work closely with the police (and other agencies as required) whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator(s) – this is to make sure the school's actions don't jeopardise the police investigation. If you have any questions about the investigation, you should contact the police (paragraphs 523 and 524)

- When supporting the victim, you should (paragraph 531):
 - Regularly review decisions and actions, and update relevant policies with lessons learnt
 - Look out for potential patterns of concerning, problematic or inappropriate behaviour, and where you identify a pattern, decide on a course of action
 - Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether extra teaching time and/or staff training could minimise the risk of it happening again
- Children who have experienced sexual violence can display a wide range of responses, so schools should remain alert to the possible challenges of detecting those signs and show sensitivity to their needs (paragraph 534)

Other changes

Annex C: role of the designated safeguarding lead (DSL)

The DSL is expected to be aware that children must have an 'appropriate adult'.

There have been no other changes.

Next steps

- Train your staff on KCSIE 2022, using our [September 2022 INSET pack](#), fully updated in line with the latest guidance. If you're not yet a member of The Key Safeguarding, download your free sample slides from the INSET pack page
- Update your [child protection policy: model](#)
- Check your [staff behaviour policy](#) includes low level concerns, allegations against staff and whistleblowing
- Make sure your RSHE programme covers the issues outlined in KCSIE (see part 2 above)
- Make sure you have procedures in place for confidently sharing low-level concerns (this is likely to be in your child protection policy)

Take a look at the following articles to help you tackle sexual harassment in your school:

- How to help pupils feel confident [reporting incidents](#) of sexual harassment
- How to [talk to pupils](#) about sexism, sexual harassment and sexual assault
- A [self-assessment](#) for your staff to check their understanding of the issues and procedures
- How to [consult with staff](#), pupils and parents about changes to your behaviour policy, and how to [adapt your policy](#) to tackle sexism and sexual harassment

Definitions

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

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

But, we know Safeguarding is not just about protecting children from deliberate harm, neglect and failure to act.

It relates to broader aspects of care and education too, including:

- Children's health, safety and well-being;
- Meeting the needs of children and learning with medical conditions;
- Providing first aid;
- Intimate care and emotional well-being
- Educational visits
- The use of reasonable force;
- Online safety and associated issues;
- Appropriate arrangements to ensure children's and learner's security, taking into account the local context.

Children may be vulnerable to neglect and abuse or exploitation from within the family and from individuals they come across in their day to day lives. These threats can take a variety of different forms including:

- Sexual, physical and emotional abuse
- Neglect
- Exploitation from criminal gangs and organised crime (County Lines)
- Trafficking
- Online Abuse
- Sexual exploitation
- The influence of radicalisation and/or extremist behaviour

Anyone working with children should see and speak to the child; listen to what they say; take their views seriously; and work with them and their families collaboratively when deciding how to support their needs. Special provision should be put in place to support dialogue with children who have communication difficulties, unaccompanied children, refugees and those children who are victims of modern slavery and/or trafficking.

Principles which underpin good practice

In accordance with Keeping Children Safe in Education, September 2022 each school will,

- Promote and prioritise the safety and welfare of all children and young people
- Ensure everyone, staff, pupils and parents understand their roles and responsibilities in respect of safeguarding and child protection
- Ensure all staff had read Part 1 of this document and part 1 of KCSIE and have completed a signed record to say they have done so
- Ensure everyone has appropriate learning opportunities to recognise, identify and respond to signs of abuse, neglect and other safeguarding concerns relating to children and young people
- Ensure in the event of incidents/concerns of abuse, appropriate action is taken, and support provided to the individual/s who raise the concern
- Ensure that confidential detailed and accurate records of all safeguarding and child protection are maintained and securely stored
- Prevent the employment / deployment of unsuitable individuals
- Help protect children and young people from exploitation including radicalisation, sexual and criminal (County Lines)
- Ensure robust safeguarding arrangements and procedures are in operation in school

EVOLVE Church Academy Trust will ensure the Child Protection Policy is available publicly both via the trust and school websites and by other means.

Evolve CAT takes seriously its responsibility under Section 11 of the Children Act and duties under “working together” to safeguard and promote the welfare of children; to work together with other agencies to ensure that adequate arrangements exist within our setting to identify, and support those children who are suffering harm or are likely to suffer harm.

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their need;

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

Roles and responsibilities

Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child centred. This means they should consider, at all times, what is in the **best interests** of the child.

No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

Safeguarding Documentation for ALL

- Part One and Annex A of "Keeping Children safe in Education 2020: Information for all School and College Staff" (National)
- The School Safeguarding / Child Protection Policy including Managing Allegations (School)
- The Staff Code of Conduct (School)
- The Online-Safety Policy and The Acceptable Use of the Internet policy (School)
- The Behaviour Policy (School)
- The Whistleblowing Policy (School)

Staff Code of Conduct – trust wide

Every school in the trust will have a clear code of conduct for all staff and volunteers.

The government has advised that schools should take account of the advice given in

"Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings" in designing a code of conduct for staff.

The Induction of all new staff including supply teachers

At the earliest convenience all new staff should be made aware of the school's systems which support safeguarding and these should be explained to them as part of their induction. All allied school policies will be found in the school's Safeguarding Folder. This is available for all school staff and is located in the staffroom of each school.

The Designated Safeguarding Lead (DSL)

- Is a member of the senior leadership team.
- Manages Referrals
- Works with others as required
- Training
- Raises and maintains awareness
- Keeps Child Protection and Records up to date
- Makes themselves available
- Provides information, liaises and works with the Local Safeguarding Children Partnership, The LA and other agencies in line with Working Together

The Executive Head teacher and Head of School

- Head teachers should make sure the school's policies and procedures, particularly those concerning referrals of cases of suspected abuse and neglect, are understood and followed by all staff.
- Training for self and all staff to ensure understanding of safeguarding / child protection (every 2 years in line with NSCP requirements);
- Ensure regular updates for all staff to develop their skills, understanding and expertise in regard to safeguarding and child protection;
- Ensure policies and procedures are in place and are followed by all staff;
- Ensure resources and time are available for DSL(s) to carry out role effectively
- Ensure whistle blowing ethos, policy and procedures are in place;

- Deal with allegations against staff (together with Designated Officer from LADO)

The Governing Body

- Governing boards should facilitate a whole school or college approach to safeguarding. Safeguarding and child protection to be "at the forefront" and underpin all relevant aspects of process and policy development.
- Governing boards should ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some children with SEND.
- The Governing Body has a crucial role in monitoring and challenging staff on the effectiveness of safeguarding arrangements
- The governing body will approve this policy at each review, ensure it complies with the law and hold the headteacher to account for its implementation
- The governing board will appoint a senior level lead to monitor the effectiveness of this policy in conjunction with the full governing body. This is always a different person from the DSL.
- The chair of Governors will act as the "case manager" with the LADO in the event that an allegation of abuse is made against the headteacher.
- All governors will read Keeping Children Safe in Education, Part 1. Part 3 of this policy has the information which expands on the role of lead governor and governors.

Looked After and previously Looked After Children Designated Teacher

Evolve CAT will ensure that staff in all schools will have the skills, knowledge and understanding to keep looked after children and previously looked after children safe. In particular, the school will ensure that:

- Appropriate staff will have relevant information about child's looked-after status, contact arrangements with birth parents or those with parental responsibility and care arrangements.
- The DSL has details of the child's social worker and relevant virtual schools head.

The designated teacher is responsible for promoting the educational achievement of looked-after children and previously looked-after children in accordance with statutory guidance.

The designated teacher will:

- work closely with the DSL to ensure that any safeguarding issues are quickly responded to
- work with virtual schools head to promote educational achievement including discussing how pupil premium funding can be best used to support the looked-after child.

National Instruction for all Schools

Physical Intervention

- Such events should be recorded and signed by a witness
- We recommend that staff who are likely to use physical intervention should be trained appropriately.
- We understand that physical intervention of a nature which is both unreasonable and disproportionate to the circumstances and or causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- See full details in our physical intervention policy

Using cameras and Mobile Phones in the Classroom

- During times of remote learning, where cameras are used for interaction between home and school, ensure that the policy on remote learning is adhered to
- All staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present.
- All staff must ensure that their mobile phones, personal chargers and recording devices are stored securely during working hours on school premises or when on outings
- Mobile phones must not be used in any teaching area in school or within toilet or changing areas
- Only school equipment should be used to record classroom activities. Photos should be put in the school system as soon as possible and not sent or kept on personal devices.
- During school outings nominated staff will have access to a school mobile which can be used for emergency or contact purposes.
- All telephone contacts with parents and carers must be made on the school phone and a note kept. Personal mobiles should not be used.
- Parents and carers are permitted to take photographs of their own children during a school production or event. The school protocol requires that photos of other people's children are not published on social media sites such as Facebook.
- Staff and parents are advised against the misuse of network sites such as Facebook and Twitter to share confidential or potentially negative or abusive comments or information regarding the school, a member of staff parent or child.

Safer Recruitment Policy, MATwide

- Every recruitment panel will include at least one person trained in "Safer Recruitment";
- References will be obtained before interview;
- Interviews may feature safeguarding related questions or scenarios; Whilst there are restrictions upon face to face meeting, where possible, interviews will be conducted via a video calling facility and will follow normal interview protocol. Interviewees will be asked to ensure that their background is neutral and gives away no personal, sensitive information. School will ensure the same.
- DBS checks will be made on staff requiring enhanced checks, Barred List checks and other Prohibition and conduct checks;
- Identity checks will be made on ALL staff, volunteers, governors, contractors/providers and visitors;
- Supervision of non-DBS checked persons is vital and a risk assessment must be in place for any such person;
- The Single Central record must have no gaps and contain clear evidence of identity checks as well as DBS numbers, barred list checks, prohibition from teaching checks, right to work in the UK checks, further overseas checks, qualification checks, Section 128 checks.

Online safety Policy, trust wide

The school will protect and educate pupils and staff in their use of technology and it will have the appropriate mechanisms to intervene and support any incident where appropriate.

There are three areas of risk

- Content: being exposed to illegal, inappropriate or harmful material;
- Contact: being subjected to harmful online interaction with others;
- Conduct: personal online behaviour that increases the likelihood of, or causes harm.

For any additions/alterations to policy during times of partial school opening as a result of enforced, COVID linked measures, see safety policy

Whistleblowing Policy, MATwide

There is a Whistle blowers policy for all schools which ensures that all people employed by the school, whether paid or unpaid, know what to do and who to speak to if they have concerns about a member of staff.

EVOLVE CAT school procedures and monitoring arrangements

EVOLVE Church Academy Trust will ensure that:

- Our schools provide a safe, caring, positive and stimulating environment that promotes the social, physical and moral development of the individual child, free from discrimination or bullying where children can learn and develop happily.
All schools will conduct an annual safeguarding audit to ensure compliance with latest national local guidance
- All staff receive appropriate safeguarding and child protection training which is regularly updated
Annual Training for all staff, DSL accreditation, Induction for new staff, Governor training certificate evidenced by school Safeguarding training record signed off by school
- All staff will receive safeguarding and child protection updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
Annual training confirmed by individual staff declaration
- All staff will be aware of Northamptonshire County Council's local early help processes and understand their role in it.
Evolve Policy, staff safeguarding noticeboard, school safeguarding folder
- All staff will be aware of the process for making referrals to children's social services that may follow a referral along with the role they might be expected to play in such assessments, school safeguarding folder
Evolve policy, school safeguarding noticeboard,
- All staff will know what to do if a child tells them he/she is being abused or neglected.
- Staff will know how to manage the requirement to maintain an appropriate level of confidentiality.

Other Evolve MAT and school policies linked to this safeguarding policy

Behaviour management
Emergency Plan / Critical Incident
Anti – bullying
Restraint, Positive handling

First Aid
Administration of Medicine
Health and safety
Relationships and Sex Education

Special educational Needs
Educational visits
Whistle Blowing
Allegations made against staff / volunteers
Induction
Complaints
Attendance
Sex and relationships education
Privacy notices

Intimate Care
Online Safety
Safer Recruitment
Photography
Code of conduct and staff handbook
Health and safety
Equality
Curriculum

School Safeguarding Folder

Induction of all new staff including supply teachers

At the earliest convenience all new staff should be made aware of the school's systems which support safeguarding and these should be explained to them as part of their induction. All allied school policies will be found in the school's Safeguarding Folder.

This folder can be found in the Safeguarding and Child Protection folder located in the staffroom.

This should include:

- Child Protection Policy, Part 1, Part 2 and Part 3
- Part 1 and Annex A of "Keeping Children Safe in Education, 2022"
- Behaviour Policy
- Staff Code of Conduct
- Physical Intervention Policy
- Online Safety Policy and ICT Acceptable Usage Policy
- Safeguarding response to children who go missing from education
- Whistleblowing Policy
- Managing allegations about staff or volunteers
- What to do if they have a concern about a child
- The school Safeguarding Team

A SAFE SCHOOL CULTURE

Safeguarding team

Executive Head teacher: Mr Oliver Johnson

Head of School: Kathryn Crawford

Designated Safeguarding Lead (DSL): Kathryn Crawford

Deputy Designated Safeguarding Lead (DDSL): Susie Addison & Alison Watts

SEND Lead: Ginny Bootman

Looked-After Designated Teacher: Kathryn Crawford

Chair of Governors: Damien Trevatt

Safeguarding Governor: John Moffitt (MAT) Damien Trevatt (Governing Body)

EVOLVE Chair: Peter French

Local Authority Designated Officer (LADO): DOReferral@northamptonshire.gcsx.gov.uk,

Andy Smith, 01604 367862

Christine York 01604 362633

EVOLVE Safeguarding Director: Mr John Moffitt

Effective child protection processes and procedures are embedded as part of a safer school culture. To establish and maintain an open and safer culture we will:

- Establish and maintain an environment where children and young people feel secure, are encouraged to talk and they feel listened to
- Ensure children and young people know there are adults in school they can talk to if they are worried
- Ensure that within the curriculum, children and young people are taught skills they need to recognise and stay safe from all kinds of harm, and exploitation
- Ensure that children and young people who may be particularly vulnerable, such as SEN and disabilities are supported
- Ensure that children and young people to whom English is an additional language have access to support and information that is clear, accessible and in their preferred language

What school staff need to know

All staff must be aware of the indicators of abuse or neglect so that they are able to identify cases of children who may be in need of help or protection.

Safeguarding incidents and/or behaviours can be associated with incidents outside the school. All staff, but especially the DSL and deputies, should consider whether children are at risk of abuse or exploitation in situations outside their families. This can take various forms including sexual exploitation, criminal exploitation and serious youth violence.

Types of abuse and neglect are:

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institution or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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**

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.

For full details of definitions, please see Part 3, Definitions and Identification, Flowcharts, Roles and responsibilities, Job descriptions of this document

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

Staff members at our school are advised to maintain an attitude at all times of "it could happen here" where safeguarding is concerned.

SPECIFIC SAFEGUARDING ISSUES

Children Missing Education – all staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include:

Abuse and Neglect	Sexual Abuse	Exploitation
Mental Health problems	Risk of substance abuse	Risk of travelling to conflict zones
Risk of Female Genital Mutilation		Risk of forced Marriage

Every effort should be made to contact the child and their family. After 5 days if the child is still missing from education, the school should inform the Local Authority CME officer and the local CME procedures followed.

Looked After and previously Looked After Children Designated Teacher

Evolve CAT will ensure that staff in all schools will have the skills, knowledge and understanding to keep looked after children and previously looked after children safe.

Peer on Peer Abuse

Peer on peer abuse is not tolerated in any way within the academies of our trust. Our approach to prevent the occurrence of this type of abuse is to educate our children, through their curriculum, as to what peer on peer abuse is and to ensure that all are aware of the impact that abuse can have both upon the victim and upon the perpetrator of the abuse in terms of their future prospects. We also communicate with families within our communities on the education that children receive and how they can support us in ensuring, as far as we can, that our children are protected from peer on peer abuse.

Peer on peer abuse is most likely to include, but may not be limited to: See remote learning policy for updates on measures taken to ensure that peer on peer abuse can be identified during remote learning sessions. (This still applies when remote teaching is necessitated).

- Bullying (including cyberbullying);
- Physical abuse such as hitting, kicking, shaking, biting, hair-pulling;
- Sexual violence, such as, rape, assault by penetration and sexual assault
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may stand alone or be part of a broader pattern of abuse;
- Up skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type of violence.

Serious Violence

Indicators here may include increased absence from school, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of assault or unexplained injuries. Unexpected gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks and gangs.

Children Safe in Education, 2020, Paragraph 31

Child Sexual exploitation (CSE) and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force

and/or enticement based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place on online.

Only appropriately trained staff should attempt to make a diagnosis of a mental health problem. Staff are well placed to observe children's day to day behaviour which might suggest that they are experiencing a mental health problem.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences this can have a lasting impact upon childhood, adolescence and into adulthood. If a child has a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following child protection policy and speaking to the DSL or a deputy.
Children Safe in Education, 2020, Paragraph 34 – 37

Up skirting

"Up skirting" is when someone takes a picture under a person's clothing (not necessarily) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone, of any gender, can be a victim

Mental Health

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

If you have a mental health concern about a child that is also a safeguarding concern then take immediate action.

If you have a concern that is not also a safeguarding concern then speak to the DSL to agree a course of action.

Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific **legal** duty on **teachers**. If a **teacher**, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

This does not apply to who is at risk of FGM or if FGM is suspected but is not known to have been carried out, however, suspicions should be reported to the DSL.

Other members of staff who discovers an act of FGM appears to have been carried out on a pupil under 18 must speak to the DSL and follow local safeguarding procedures.

All members of staff should familiarise themselves with the full list of causes of concerns. They are listed below and their definition and identification can be found in **Part 3, of this document**.

Abuse and Neglect	Sexual Abuse	Exploitation
Mental Health problems	Bullying (inc. online and prejudice)	
Risk of substance abuse	Risk of travelling to conflict zones	
Risk of Female Genital Mutilation		
Forced Marriage	Domestic Abuse	Child Exploitation
Radicalisation and extremism	Sexting / Youth Produced Sexual Imagery	
Peer on Peer Abuse	Child on Child Sexual Violence and/or Harassment	
Racist, disability, homophobic or transphobic abuse		Gender based violence
Upskirting	Teenage relationships abuse	Alcohol, drug and substance abuse
Breast flattening	Issues relating to the local area (Eg. Knife crime, county lines ...)	
Honour based killing	Fabricated illness or induced illness	
Disguised compliance	Poor parenting	Children and the court system
Homelessness	Private fostering	Children with family members in prison

What school staff should do if they have concerns about a child

All staff are advised to maintain an attitude of “**it could happen here**” where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

If staff members (including supply teachers and volunteers) have any **concerns** about a child, where possible, there should be a conversation with the DSL to agree a course of action, although any staff member can make a referral to children’s social care.

DEALING WITH A DISCLOSURE

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely and do not use leading questions
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify

- Do not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- As soon as you can make a written record (see Record Keeping), stick to the facts, do not put your own judgement on it
- Sign and date, pass the information to the Designated Senior Person without delay.
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.

Next steps of action

- **Managing any support internally**, if not a safeguarding issue, via the school's own pastoral support process **An early help assessment for multi-agency support**, this is not a substitute for Tier 4 Social Care threshold
- **A referral for statutory services**, for example as the child might be in need, is in need or suffering or likely to suffer harm

The following 3 safeguarding partners are identified in Keeping Children Safe in Education. They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their need;

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

The flowchart at the end of this document illustrates the procedure to follow if you have any concerns about a child's welfare. Where possible, speak to the DSL first or if this is not possible speak to a member of the senior leadership team and / or take advice from the local authority children's social care to agree a course of action. Share any action taken with the DSL as soon as possible.

Informing parents

The DSL will inform parents at an early stage and keep them involved in the process, unless there is good reason to believe that involving them would put the child at risk of harm. If we believe that notifying parents would be a risk, we will discuss this with the local authority children's social care team.

In order to support students and their families when dealing with safeguarding and potential child protection issues, school staff will:

- Undertake discussions with the parents to gain consent to share information prior to the involvement of another agency unless this may put the child at increased risk of significant harm
- Ensure parents have a clear understanding of the duty placed on school staff with regards safeguarding and child protection concerns
- Ensure that parents are aware of the intention to make a referral into Children's Social Care via the MASH, unless to do so may put the child at increased risk of significant harm.

Staff will only talk to parents about any such concerns following consultation with the Designated Safeguarding Lead.

Sharing information:

Sharing information is essential in working together to safeguard children. Professionals, agencies and services are required to share information securely:

- About children and their health and development in relation to exposure to possible abuse and neglect
- About parents who may not be able to care adequately and safely for children
- About individuals who may present a risk to children

Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety of children.

Where there are concerns that a child is, or may be at risk of significant harm, the needs of the child must always come first; the priority must always be to protect the child. If there is any doubt about confidentiality, staff should seek advice from a senior manager or outside agency as required.

In line with the HM Government Information Sharing: Guidance for practitioners and managers. Seven Golden Rules for information sharing, the appropriateness of sharing information should have a direct relevance on the ability of the member of staff to carry out their role.

'Seven Golden Rules of Information Sharing', HM Government July 2018
1. Legislation and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Share with informed consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, there is good reason to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be certain of the basis upon which you are doing so. Where you have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).

7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

All staff must be aware that they have a professional responsibility to share information securely with other agencies in order to safeguard children.

Confidentiality:

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services and the Police).
- Staff should never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- Timely information sharing is essential to effective safeguarding

Information must only be shared on a 'need-to-know' basis, but you do not need consent to share information if a child is suffering, or at risk of, serious harm

An Early Help Offer

All staff should be prepared to identify children who may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from foundation years through to the teenage years.

Children Safe in Education, 2020, Paragraph 8

Early help means providing support as soon as possible as a problem emerges at any point in a child's life, from foundation stage through to the teenage years

Any child may benefit from early help, but all schools should be alert to the potential need for early help for a child who:

- Is disabled and has specific additional needs;
- Has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- Is a young carer
- Is showing signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- Is frequently missing/goes missing from care or from home;

- Is at risk of modern slavery, trafficking or exploitation;
- Is at risk of radicalisation or exploited;
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- Is misusing drugs or alcohol themselves;
- Has returned home to their family from care; and
- Is a privately fostered child.

Children Safe In Education, 2018, Paragraph 18

It is important for children to receive the right help at the right time to address risks and prevent issues escalating. All staff should be aware of the **early help process**, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child's needs.

If early help is appropriate the designated safeguarding lead will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as a lead professional. This also includes staff monitoring the situation and feeding back to the Designated Safeguarding Lead any ongoing/escalating concerns so that consideration can be given to a referral to Children's Services if the child's situation does not appear to be improving.

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

Early Help Links:

- Follow this link: [Early Help \(https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx\)](https://www.nctrust.co.uk/help-and-protection-for-children/protecting-children-information-for-professionals/Pages/early-help.aspx) to access Northamptonshire's information and support for professionals regarding Early Help.
- The Early Help Strategy Link: [Early Help Strategy](#)
- Early Help Co-ordinator Link: [Early Help Co-ordinators](#)

Safeguarding referrals

Multi Agency Safeguarding Hub (M.A.S.H.)
- Customer Service Centre 0300 126 1000
- MASH@northamptonshire.gcsx.gov.uk

The Multi-Agency Safeguarding Hub (MASH) deals with referrals from professionals and members of the public who have concerns about a child's welfare following contact with the Customer Service Centre. It makes the process of dealing with referrals quicker and more effective by improving the way: Children's

social care, Northamptonshire Fire and Rescue Service (NFRS), Youth Offending Service (YOS) and education, work alongside other partner agency colleagues including Northamptonshire police, Northamptonshire health partners, National Probation Service, and the East Midlands Ambulance Service (EMAS) to share information.

The MASH also has Early Help Co-ordinators to support agencies with advice and guidance where a referral is made (but it is not Tier 4 Social Care thresholds)

Anyone can make a referral. Where referrals are not made by the DSL, the DSL should be informed, as soon as possible, that a referral has been made.

Pupils with a social worker

Pupils may need a social worker due to safeguarding or welfare needs. We recognise that a child's experiences of adversity and trauma leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact when decisions are made in the best interests of the child's safety, welfare and educational outcomes.

Statutory Safeguarding referrals must be made in one of the following ways:

This will be achieved by referring all cases of suspected abuse or neglect to the Multi Agency Safeguarding Hub (MASH), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern. Safeguarding Referrals must be made in one of the following ways:

- By telephone contact to the Multi-Agency Safeguarding Hub (MASH): 0300 126 1000 (Option 1)
- By e-mail to: MASH@northamptonshire.gcsx.gov.uk
- By using the online referral form found at:

<http://www.northamptonshirescb.org.uk/more/borough-and-district-councils/how-to-make-an-online-referral/>

- In an emergency outside office hours, contact children's social care out of hours team on 01604 626938 or the Police
- If a child is in immediate danger at any time, left alone or missing, you should contact the police directly and/or an ambulance using 999

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 making the referral must follow up with the local authority if this information is not made available and ensure outcomes are properly recorded.

For further detail please refer to Part 2, Safeguarding Management, of this document

Records, Monitoring and Transfer

Well-kept records are essential to good child protection practice. All staff are clear about the need to record and report concerns about a child or children within school. All concerns, discussions and decisions

made and the reasons for those decisions should be recorded in writing. If in doubt about recording requirements staff should discuss with the Designated Safeguarding Lead.

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

- Record as soon as possible after the conversation. Use the school record of concern sheet wherever possible.
- Do not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any injuries
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the Designated Safeguarding Lead promptly. No copies should be retained by the member of staff or volunteer.

The Designated Safeguarding Lead will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.

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.

If a pupil who is/ or has been the subject of a child protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Safeguarding Lead at the receiving school, in a secure manner, and separate from the child's academic file.

Child Protection records are reviewed. This includes monitoring patterns of complaints or concerns about individuals and ensuring that these are acted upon.

When children transfer school, copies of all their child protection records are also transferred. Safeguarding records will be transferred separately from other records and best practice is to pass these directly to a DSL in the receiving school with any necessary discussion or explanation and to obtain a signed and dated record of the transfer.

In the event of a child transferring to an out of area school and a physical handover is not possible then the most secure method of transfer should be found to send copies of the confidential records to a named DSL by registered post and original documents kept (until child reaches 25 or 75 if the child is a looked after child).

Files requested by other agencies, e.g. Police, should be copied and shared as appropriate.

All personal information will be processed fairly and lawfully and will be kept safe and secure.

School Site Security:

- Gates are unlocked at 8.40 am and locked again at 9am.
- Side access gates are again unlocked at 3.15pm and locked at 3.45pm

- Visitors, volunteers and students must only enter through the main Office and sign in. They are then given an ID lanyard which they are required to wear at all times.
- Children will only be allowed home with adults with parental responsibility or confirmed permission. The class teacher must be informed of this.
- Children would never be allowed to leave school alone during school hours. They must be collected by an adult and signed out.

What school staff should do if they have concerns about another staff member, supply teacher or volunteer

If our staff members have concerns about another staff member then this must be referred to the headteacher.

Where there are concerns about the headteacher this should be referred to the Chair of Governors.

If the allegation is made against a member of the clergy, the Diocesan Safeguarding Officer must be informed.

All allegations should be reported directly to the designated officer(s) at the local authority (Local Authority Designated Officer).

No investigation must take place without first consulting the LADO.

An allegation is different to a complaint.

Confidentiality is absolutely essential and every effort must be made to maintain this.

Full details can be found in **Part 2, Management of Safeguarding** of this guidance.

What school staff should do if there are allegations of abuse against children

All children are capable of abusing their peers.

Abuse is abuse and is not tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

Peer on peer abuse is often gender based (i.e. girls will be victims and boys perpetrators) but all peer on peer abuse is unacceptable and is taken seriously.

Any concerns of such behaviour should be reported to the headteacher immediately.

Any allegations of peer on peer abuse will be recorded, investigated and dealt with (for details see Part 2 Managing Safeguarding of this policy).

Most cases of pupils hurting other pupils will be dealt with under the school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns.

What school staff should do if they have concerns about safeguarding practices within the school

All our staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime and that such concerns will be taken seriously by the senior leadership team.

Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school's senior leadership team (for details of whistleblowing policy please refer to Safeguarding Handbook in the school'.

Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance can be found at- Advice on whistleblowing
- The NSPCC whistleblowing helpline, **0800 028 0285**, 8.00 – 8.00. Monday to Friday,
Or email: help@nspcc.org.uk

Useful Links:

[NSCB](#)

[NSCB Schools](#)

[NSPCC](#) 0808 800 5000

[Childline](#): 0800 1111

[Child Exploitation and Online Protection \(CEOP\)](#): 0870 000 3344

Online safety training and advice contact: Onlinesafety@northamptonshire.gov.uk

Online safety policy examples: [Online safety policy examples](#)

[Inspecting Safeguarding In the Early Years August 2018; Inspecting-safeguarding-in-early-years-education-and-skills](#)

[Early Years Foundation Stage Statutory Framework: Early Years Foundation Stage Statutory Framework](#)

DECLARATION FOR STAFF

School name St loys CEVA Primary Academy

Academic Year: Sept 2022-2023

Please sign and return to K Crawford (DSL)

by: 30th Sept 2021

I, _____ have read and am familiar with the contents of the following documents and understand my role and responsibilities as set out in these document(s):

- (1) Evolve Multi-Academy Trust Child Protection Policy, Part 1
- (2) **Part 1 and Annex A** of 'Keeping Children Safe in Education' DfE Guidance, 2020

I am aware that the safeguarding leads at St Loys CEVA Primary Academy are:

.....
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and I able to discuss any concerns that I may have with them.

I know that further guidance, together with copies of the policies mentioned above, are available in the staff room safeguarding information board or on the school website

Signed _____ Date _____

Be alert

Be aware of the signs of abuse and neglect
Identify concerns early to prevent escalation.
Know what systems the school have in place regarding support for safeguarding e.g. induction training , staff behaviour policy / code of conduct and the role of the Designated Safeguarding Lead (DSL).

Question behaviours

Talk and listen to the views of children, be non-judgemental.
Observe any change in behaviours and question any unexplained marks / injuries
To raise concerns about poor or unsafe practice, refer to the HT or principal, if the concerns is about the HT or Principal, report to Chair of Governors. Utilise whistleblowing procedure

Ask for help

Record and share information appropriately with regard to confidentiality.
If staff members have concerns, raise these with the school's or college's Designated Safeguarding Lead (DSL)
Responsibility to take appropriate action, do not delay.

Refer

DSL will make referrals to children services but in an emergency or a genuine concern that appropriate action has not been taken, staff members can speak directly to MASH on 0300 126 1000 (Option 1)

