



The Consortium Trust

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Safeguarding and Child Protection Policy

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“All schools and colleges staff have a responsibility to provide a safe environment in which children can learn”.

(Keeping Children Safe in Education September 2020).

All staff are required to read and confirm that they understand PART 1 of Keeping Children Safe in Education 2020, along with Annex A. Staff with higher levels of accountability including Governors, School Leaders and members of the Executive Leadership Team should be conversant with the whole document.

1. Introduction

1.1 Safeguarding is not just about protecting children from deliberate harm. For our Trust and Schools it includes such things as pupil safety and protecting our pupil/students from, bullying, racist abuse and harassment, children missing education and online abuse etc. The witnessing of abuse can have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child.

Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognise as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

1.2 All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

1.3 The Trust Safeguarding Policy is for all Trust schools and education settings and links to other relevant policies such as: **Online Safety, Home Learning, Whistleblowing, Anti-bullying, Behaviour, Positive Handling** our **Staff Code of Conduct** and other relevant guidance to staff, such as the ‘Prevent’ duty.

1.4 The guidance should be read alongside:

- > **statutory guidance Working Together to Safeguard Children; Statutory Framework that reference Section 175 and Section 157 of the Education Act 2002**
- > **departmental advice What to do if you are Worried a Child is Being Abused - Advice for Practitioners.**
- > **departmental advice COVID-19: safeguarding in schools, colleges and other providers**

1.5 The Ofsted inspection framework (September 2019) sets out what it expects to see for safeguarding within schools, early years and other educational settings to be considered effective.

1.6 This includes evidence to support that:

- > Children and learners being protected from harm and feeling safe.
- > Children know how to raise issues/worries and understand the process for doing so.
- > Adults who work with them are able to give a strong and proactive response to any concerns raised with them.
- > Adults also know and understand the indicators that may suggest a child, young person or young adult is suffering or at risk of abuse, neglect or harm.
- > The use of reasonable restraint.
- > Adults take appropriate action in line with local procedures and statutory guidance.



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- 1.7 It is a statutory expectation that our school has an effective safeguarding policy, monitored regularly and that this will be reviewed at least annually in discussion with the Locality Committee. The policy will also make links to the Local Safeguarding Partnerships requirements.
- 1.8 Our safeguarding arrangements are reported on a termly basis to our Locality Committee and our safeguarding policy is reviewed annually, in order to keep it updated in line with local and national guidance/legislation.
- 1.9.1 We will include a summary of our safeguarding policy to parents on our school website and will post copies of our policy throughout the school. We are also able to arrange for our policy to be made available to parents whose first language is not English on request.

COVID-19

Keeping Children Safe in Education (KCSIE) remains in force throughout the response to coronavirus (COVID-19). The department has issued non-statutory interim guidance on safeguarding in schools, colleges and other providers during the coronavirus outbreak. This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual, ensuring that all staff adhere and respect Trust guidance.

2 Purpose

- 2.1 The purpose of the school safeguarding policy is to provide a secure framework for all adults working or volunteering in the school in safeguarding and promoting the welfare of those pupils or students who attend our school in accordance with KCSIE 2020
- 2.2 The policy aims to ensure that:
 - > All our pupils are safe and protected from harm;
 - > Other elements of provision and policies are in place to enable pupils to feel safe and adopt safe practices;
 - > Staff, pupils, all involved in governance, visitors, volunteers and parents are aware of the expected behaviours' and the school's legal responsibilities in relation to its pupils and/or students.

3 Ethos

- 3.1 Safeguarding in our schools is considered everyone's responsibility and as such our school aims to create the safest environment within which every pupil has the opportunity to achieve their outcomes.
- 3.2 Our school recognises the contribution it can make in ensuring that all pupils registered or who use our school, feel that they will be listened to and have appropriate action taken to any concerns they may raise. Children at our school will be able to talk freely to any member of staff or regular visitor to our school if they are worried or concerned about something. All staff and regular visitors will, either through training or induction know how to recognise a disclosure from a child and will know how to manage this. We will not make promises to any child and we will not keep secrets. Every child will know what their chosen adult will have to do with whatever they have been told.



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The school will endeavour to provide activities and opportunities in the personal, social and health education (PHSE) curriculum that will equip our children with the skills they need to stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. We will do this by endeavouring to work in partnership with other agencies and seek to establish effective working relationships with parents and carers.

3.3 As part of our responsibilities for safeguarding and promoting the welfare of children we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include :-

- > If a child is disabled and has specific additional needs;
- > Is experiencing impairment of their mental and physical health or development;
- > 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 school;
- > Is misusing drugs or alcohol themselves;
- > Is at risk of modern slavery' trafficking or exploitation;
- > Is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- > Has returned home to their family from care;
- > Is showing early signs of abuse and or neglect;
- > Is at risk of being radicalised or exploited;
- > Is a privately fostered child;

3.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance 'Teaching online safety in school.'

4. Responsibilities and expectations

4.1 Our schools have a Locality Committee who have delegated tasks and functions from the Trust Board. The Trust Board retains legal responsibility for safeguarding but delegates the following to the Locality Committee: The Locality Committee will ensure that the school has an effective safeguarding policy and procedures in place and to monitor that the school complies with them. The Locality Committees should also ensure that the policy is made available to parents and carers by publishing this on our website or in writing if requested. It is also the responsibility of our Locality Committees to ensure that our staff and volunteers are properly vetted to make sure they are safe to work with the pupils who attend our school and that the school has procedures for appropriately managing allegations of abuse made against members of staff (including the Academy Head and volunteer helpers).

4.2 Locality Committees will ensure that there is a Named Committee member and at least two Designated Safeguarding Leads (DSL) who have lead responsibility for dealing with all safeguarding issues in our school. A job description for Designated Safeguarding Lead can be found at the end of this document. Names and contact details relevant to each Trust school will be available on their own websites and will follow the pattern below.



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The Designated Safeguarding Lead is: *(Name and contact details)* If they are not available then
The DSL Alternate is: *(Name or ADSL and Role)* (This person can also be contacted with any safeguarding concerns).
The named Local Committee member is: *(Name and contact details)*
The Local Committee chair is: *(Name and contact details)*
The schools Online-Safety lead is: *(Name and contact details)*.
The designated teacher for 'Looked After Children' (LAC) is: *(Name and contact details)*

4.3 The Trust's overarching DSL is Principal & CEO: Andrew Aalders-Dunthorne principal@consortiumacademy.org.
The Trust also appoints a named Trustee with responsibility for Safeguarding at Trust level, this is currently **Dr Margaret Sillis. m.sillis@consortiumacademy.org**

4.4 The Local Authorities, have identified dedicated staff to undertake the role of Local Authority Designated Officers (LADO). LADOs can be contacted in a variety of ways:

- > **Norfolk County Council Children's Services LADO team can be contacted on 01603 223473**
- > **In Norfolk follow this link for further details: LADO@norfolk.gov.uk**

- > **Suffolk County Council Children's Services LADO team can be contacted on 0300 123 2044**
- > **In Suffolk follow this link for further details: LADO@suffolk.gov.uk**

4.5 The DSL should take the lead responsibility for safeguarding and child protection. This should be explicit in the role-holders job description. The DSL will have the appropriate status and authority to carry out the duties of the post. During term time, the DSL and/or alternate should always be available (although not necessarily present on the site) during school hours to discuss any safeguarding concerns. The Trust provides an out of hours Emergency Point of Contact at all other times.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

4.6 It is the responsibility of the Designated Safeguarding Lead to ensure that all safeguarding issues raised in school are effectively responded to, recorded and referred to the appropriate agency and that the best interest of the child is paramount. They are also responsible for arranging safeguarding training for all staff and volunteers who regularly and frequently work with children and young people in our school and that this training takes place at least every two years.

4.7 Our DSL can deliver safeguarding training within schools provided they are linked into the support and quality assurance process offered by the Local Authority and the Local Safeguarding Board. This includes attendance at both statutorily required and locally agreed training and engagement in the quality assurance process.

Our DSL is required to attend or ensure that a senior member of our staff who has the relevant training and access to appropriate supervision, attends where appropriate, all conferences, core groups or meetings where it concerns a child at our school and to contribute to multi-agency discussions and assessments to safeguard and promote the child's welfare.



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- 4.8 Our DSL is also required to complete a safeguarding self-review assessment twice annually across our school(s) which demonstrates that the safeguarding arrangements in our school are being met. If the self-assessment highlights any areas for improvement, this will be detailed in an action plan which will be signed off and monitored by the named Locality Committee member for safeguarding on behalf of the Locality Committees of the school, to ensure these improvements are implemented.

The self-review assessment is to be shared annually with the Local Authority, who will have a quality assurance role in ensuring the school is meeting its safeguarding requirements under the Education Act 2002 for maintained, academies and free schools. For our Suffolk schools, a Section 175 Return will also be completed and submitted to the Local Authority.

- 4.9 Independent schools including Academies also have a statutory responsibility to complete the self-assessment but are only invited to share this with the Local Authority if they choose to do so. However, Local Authorities have identified designated staff responsible for the safeguarding of all children and young people in all schools and education settings and whose role it is, to satisfy the Local Authority (LA) that these arrangements are robust.
- 4.10 All safeguarding and child protection (CP) concerns need to be acted on immediately. If school staff are concerned that a child may be at risk or is actually suffering abuse, they should report this to the Designated Safeguarding Lead immediately.
- 4.11 All adults, including the Designated Safeguarding Lead, have a duty to refer all known or suspected cases of abuse to children's social care or the police. Where a disclosure is made to a visiting staff member from a different agency, e.g. centrally contracted staff or School Nurse, it is the responsibility of that agency staff to formally report the referral to the Designated Safeguarding Lead on school site, in the first instance.
- 4.12 A referral should not be delayed in order to discuss with the school's Designated Safeguarding Lead, if it is felt/identified that a child is at immediate risk and the Designated Safeguarding Lead is unavailable. If you remain concerned for a child's immediate welfare, refer to children's social care via Customer First using the number 0808 800 4005 or call 999.
- 4.13 It is the responsibility of the Locality Committees and Academy Head to ensure that staff and volunteers are properly vetted to make sure that they are safe to work with pupils in our schools.

5. Contextual Safeguarding

- 5.1 At school we recognise that safeguarding incidents and/or behaviour can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding.

It is key that all school staff are aware of the definition of contextual safeguarding and when reporting concerns, they include as much information and background as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse. This will include being aware of the link between Mental Health issues and Safeguarding

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Alternate's) should consider whether children are at risk of abuse or exploitation in situations outside their families.



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Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence

5.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:-

- > Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- > Children with SEND and Disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- > Communication barriers and difficulties in overcoming these barriers;

5.3 At school we recognise that a previously looked after child remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously look after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken where necessary to safeguard these children, who are a particularly vulnerable group.

Physical Intervention/Positive Handling

- > The need to use physical intervention with pupils is unlikely but could be necessary in extreme circumstances. We recognise that members of school staff have a legal power to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder (Use of reasonable force, Advice for Head Teachers, Staff and Governing Bodies, DfE July 2013).
- > When using reasonable force in response to risk presented by incidents involving children with SEN or disabilities or with medical conditions, we will consider the risks carefully and recognise the additional vulnerability of children in these groups. We will also consider our duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and our Public Sector Equality Duty.
- > Wherever possible we will work with medical and education colleagues to plan positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, schools and colleges. By doing this we aim to reduce the occurrence of challenging behaviour and the need to use reasonable force. For more information, see our 'Behaviour policy'.
- > Such events should be recorded and signed by a witness.
- > 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. At all times referring to the trust policies around Positive Handling and Behaviour (see 1.3 to be read in conjunction)

The relationship with students' main schools for dual registered pupils

- > At times, the Trust works with schools to support them to support students. The Trust does not have a school roll of its own, such as in the case of pupils on specifically commissioned pathways. In these cases, all students remain the responsibility of the school, on the role of their main school. Main schools hold the complete safeguarding picture for their students. The Trust recognises that all adults working with young people have a responsibility to safeguard them.



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- > All safeguarding concerns from Trust staff will be reported to the Trust DSL or one of the Alternate DSLs who will record the concern and inform the DSL or other person with safeguarding responsibilities at the main school.
- > If any member of staff believes that pupil is in immediate danger and cannot make contact with a Trust DSL they can make an immediate referral to the MASH team.
- > For pupils where there is a non-emergency concern, the Trust DSL will contact the main school DSL and discuss the concern. If a referral to social services, or contact with the locality social worker is agreed as the way forward then the main school will do this. Trust staff will be made available to talk to the main school DSL or directly with social care as necessary to facilitate this.

6 Recognising concerns - signs and indicators of abuse.

6.1 Abuse is defined as a form of maltreatment of a child or by failing to prevent harm. Somebody may abuse or neglect a child by inflicting harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

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

CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

More information include definitions and indicators are included in Annex A (KCSIE 2020).

6.2 The following indicators listed under the categories of abuse are not an exhaustive list.

6.3 **Physical abuse:** a form of abuse which 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.

6.4 **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It 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. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.



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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. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- 6.5 **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.

They may also include 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.

- 6.6 **Neglect:** 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 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); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

- 6.7 **Mental Health**

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

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

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken and speak to the designated safeguarding lead or Alternate.

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>



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7 Procedures for staff and volunteers

7.1 What to do if you are concerned.

7.2 If a child makes an allegation or disclosure of abuse against an adult or other child or young person, it is important that you:

- > Do stay calm and listen carefully.
- > Do reassure them that they have done the right thing in telling you and that it is not their fault.
- > Do not investigate or ask leading questions. (However, you may be asked to gather enough information to contribute to good decision-making and an assessment of risk).
- > Do allow them to talk freely.
- > Do let them know that you will need to tell someone else.
- > Do not promise to keep what they have told you a secret.
- > Do not criticise the perpetrator.
- > Accept what is being said.
- > Do inform your Designated Safeguarding Lead as soon as possible.
- > Do make a written record of the allegation, disclosure or incident which you must sign, date and record your position.
- > Do not include your opinion without stating it is your opinion.
- > Do refer without delay.

8 Managing Allegations

8.1 Where the DSL believes that a child or young person may be at imminent and significant harm risk of harm they should call Customer First immediately and then complete the MARF (Multi-Agency Referral Form) within 24 hours to confirm the referral. In these circumstances, it is important that any consultation should not delay a referral.

8.2 Where a safeguarding concern does not meet the threshold for completion of a MARF, the DSL should record how this decision has been reached and should consider whether additional needs of the child have been identified that might be met by a coordinated offer of early help.

8.3 We are aware of the possibility of allegations being made against members of staff, supply staff or volunteers that are working or may come into contact with children and young people whilst in our school. These must be recorded and filed according to Consortium HR process on the relevant form, signed and actioned by the Academy Head/DSL/Head of Service. Allegations can be made by children and young people or other concerned adults and are made for a variety of reasons.

- > Behaved in a way that has harmed a child; or may have harmed a child
- > Possibly committed a criminal offence against or related to a child
- > Behaved towards a child or children in a way that indicates he or she pose a risk to children
- > Behaved or may have behaved in a that indicates they may not be suitable to work with children

8.4 If an allegation is made against an adult in a position of trust whether they be members of staff, supply teachers or volunteer this should be brought to the immediate attention of the Academy Head. In the case of the allegation being made against the Academy Head this will be brought to the immediate attention of the Chair of Locality Committee, Chief Executive Officer and the LADO on the same day. The Academy Head/CEO/Chair of Locality Committee must discuss with the LADO the nature of the allegations, in order for the appropriate action to be taken.



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- 8.5 This role is undertaken by dedicated LADOs who cover each county. This will constitute an initial evaluation meeting or strategy discussion involving the LADO and the Police or appropriate multi-agency partners. Dependent on the allegation being made, the Academy Head / CEO will need to:
- > Refer to the LADO immediately and follow up in writing within 48 hours.
 - > Consider safeguarding arrangements of the child or young person to ensure they are away from the alleged abuser.
 - > Contact the parents or carers of the child/young person if advised to do so by the LADO.
 - > Consider the rights of the staff member for a fair and equal process of investigation.
 - > Act on any decision(s) made in any strategy meeting or evaluation meeting.
 - > Ensure that the appropriate disciplinary procedures are followed including whether to suspend a member of staff from work until the outcome of any investigation is deemed necessary.
 - > Advise the Disclosure and Barring Service (DBS) where a member of staff has been dismissed or removed or would have been, had they not resigned, due to safeguarding concerns. This is a legal duty and failure to report to the DBS where the criteria have been met, is a criminal offence.
- 8.6 If you are concerned that a member of staff or adult in a position of trust poses a risk of harm to a child or young person or that they might already have harmed a child or young person, you should report your concerns to the Academy Head. Should an allegation refer to the CEO (Principal) this would need to be raised with the Chair of the Trust who would then refer to the LADO and follow up in writing within 48 hours.
- 8.7 Allegations against a teacher or member of staff who is no longer teaching or works at the school should be referred to the police. Historical allegations of abuse should also be referred to the police.
- 8.8 More guidance on managing allegations can we found at the following links:

In Norfolk follow this link for further details:

LADO@norfolk.gov.uk

In Suffolk follow this link for further details

<https://suffolksp.org.uk/>





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Keeping Children safe in Education (2020)

9 Training

- 9.1 All members of staff and volunteers will have regular access to safeguarding training. We will also, as part of your induction, issue safeguarding update information on a regular basis, in relation to our staff code of conduct/handbook, safeguarding policy and any policies related to safeguarding and promoting our children/young people's welfare to all newly appointed staff and volunteers.
- 9.2 Our DSL and Alternate DSL will undertake further safeguarding training in addition to the whole school safeguarding training. This will be undertaken at least every two years which updates their awareness and understanding of the impact of the wider agenda of safeguarding issues. This will support all DSLs /Alternates to be able to better undertake their role and support the school in ensuring our safeguarding arrangements are robust and achieve better outcomes for the pupils in our school. This includes taking part in multi-agency training and how we contribute to the assessment of children and early help offer.
- 9.3 Trustees, Locality Committee members will have access to safeguarding training. Chairs of Locality Committee and named Locality Committee member for safeguarding will also undertake additional training at least every two years to support their employers' role in handling allegations against adults who work with children and young people, including our staff and volunteers.
- 9.4 The designated safeguarding lead and any Alternates should liaise with the three safeguarding partners and work with other agencies in line with Working Together to Safeguard Children. NSPCC- When to call the police should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do
- 9.5 To book safeguarding training, please speak to the DSL who will help you to identify the most appropriate training

10 Current Safeguarding Issues

- 10.1 All staff should be aware of, and the behaviours linked to, the following safeguarding concerns, actual or suspected, which should be referred immediately to Children's' Social Care.
- > child sexual exploitation (CSE) – see also below
 - > bullying including cyberbullying
 - > domestic violence – see also below
 - > drugs
 - > fabricated or induced illness
 - > faith abuse – see also below
 - > female genital mutilation (FGM) – see also below
 - > forced marriage – see also below
 - > gangs and youth violence - see below
 - > gender-based violence/violence against women and girls (VAWG)
 - > mental health
 - > sexual violence and sexual harassment
 - > peer to peer
 - > private fostering – see also below
 - > preventing radicalisation – see also below



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- > hate
- > sexting – see below
- > relationship abuse
- > trafficking – see below
- > children missing from home or care
- > Upskirting - see below
- > children missing education – see below
- > children and adult missing strategy
- > curriculum

The concerns featured above are linked to guidance and local procedures which are available and can be found on the Local Safeguarding Children Board websites at:

In Norfolk follow this link for further details: <https://www.norfolkscb.org/people-working-with-children/further-safeguarding-resources/>

In Suffolk follow this link for further details: <https://suffolksp.org.uk/safeguarding-topics/>

10.2 Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website.

11 Child Sexual Exploitation

11.1 Children and young people can be exploited by their associations and through gang activity. They may suffer exploitation through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimize the risks to our children and young people at our school we will ensure that we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our 'Online-Safety' policy.

11.2 We will ensure that staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with the internet and other mobile technology.

12 Sexual violence and sexual harassment between children in schools and colleges

12.1 Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

12.2 Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

12.3 Up skirting - Ensure that staff are aware of the changes to the Voyeurism (Offences) Act 2019 which criminalise the act of 'up skirting'. The **Criminal Prosecution Service (CPS)** defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers.



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It is often performed in crowded public places, for example on public transport or at music festivals, which can make it difficult to notice offenders. Anyone of any gender can be a victim. Staff should also be aware of the associated risks and understand the measures in place to manage them:

- > **Unexplained gifts/new possessions - these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs**
- > **Increased absence from school**
- > **Change in friendship/relationships with others/groups**
- > **Significant decline in performance**
- > **Signs of self-harm/significant change in wellbeing**
- > **Signs of assault/unexplained injuries**

12.3 Staff should be aware of the importance of:

- > **Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;**
- > **Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and**
- > **Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risk normalising them.**

13. What is sexual violence and sexual harassment?

13.1 Sexual violence

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

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003¹ as described below:



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Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

13.2 What is consent?² Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral.

It is important school and college staff (and especially designated safeguarding leads and their deputies understand consent. This will be especially important if a child is reporting they have been raped.

13.3 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- > sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- > sexual "jokes" or taunting;
- > physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence – it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and

Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.³ It may include:

- > non-consensual sharing of sexual images and videos;
- > sexualised online bullying;
- > unwanted sexual comments and messages, including, on social media; and
- > sexual exploitation; coercion and threats



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13.4 The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

- 13.5 If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Part 1 of KCSiE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or an Alternate).

14. Domestic Violence and Abuse

- 14.1 Government definition of domestic violence (DV) has been developed and came into force in March 2013. It changed the definition to one of *domestic violence and abuse* (DVA). The new definition now includes 16 and 17 year olds, recognising that they are the largest group to experience domestic abuse and violence. It is now defined as:

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

- 14.2 Children may suffer both directly and indirectly if they live in households where there is domestic violence. Domestic abuse is likely to have a damaging effect on the health, development and welfare of children, and it will often be appropriate for such children to be regarded as Children in Need under the Children Act 1989.
- 14.3 Where there is evidence of domestic violence we will report our concerns to the appropriate agency including children's social care and the police in order to prevent the likelihood of any further abuse taking place.

15 Online safety including sexting, cyberbullying and exploitation

- 15.1 Our 'Online-Safety' policy clearly states that mobile phone or electronic communications with a pupil at our school is not acceptable other than for approved school business e.g. homework, mentoring. Where it is suspected that a child is at risk from internet abuse including sexting or cyber bullying we will report our concerns to the appropriate agency.

The use of technology has become a significant component of many safeguarding issues, for example, technology often provides the platform that facilitates child sexual exploitation, radicalisation and sexual predation. There are three categories of risk:

- > Content: being exposed to illegal, inappropriate or harmful material, for example, pornography, fake news, racist or radical and extremist views;
- > Contact: being exposed to harmful online interaction with other users, for example, commercial advertising as well as adults posing as children or young adults; and
- > Conduct: personal online behaviour that increases the likelihood of, or causes, harm, for example, making, sending and receiving explicit images, or online bullying.



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School staff can access resources, information and support as set out in Annex C of KCSIE 2020. The Locality Committee/Trust has had due regard to the additional information and support set out in KCSIE and will ensure that the school has a whole school approach to online safety and has a clear policy on use of communications technology in school.

<https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

This may include covering relevant issues through Relationships Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) which will be compulsory from September 2020.

The statutory guidance can be found here:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

16 Gangs and youth violence

- 16.1 At our school we will endeavour to protect our children and young people from exposure to gang activity and exploitation by having robust attendance and behaviour policies and to act on relevant information or allegations. We will take all reports seriously and will share this information appropriately with other agencies to safeguard our pupils from harm.
- 16.2 The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policy as appropriate and in line with the Local Safeguarding Partnership and Local Authority to ensure our school is a safe place to learn and work.

17 Child criminal exploitation: County Lines

Criminal exploitation of children as a geographically wide spread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, including county lines, exploitation can:

- > Affect any child or young person (male or female) under the age of 18 years;
- > Affect any vulnerable adult over the age of 18 years;
- > Can still be exploitation even if the activity is consensual;
- > Can involve force and/or enticement based methods of compliance and is often accompanied by violence or threat of violence;
- > Can be perpetrated by individuals or groups, males or females, and young people or adults, and is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of factors, including: gender, cognitive ability, physical strength, status and access to economic or other resources.



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18 Private Fostering

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare. A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than a:

- > Parent;
- > person who is not a parent but has parental responsibility;
- > close relative;
- > Local Authority for more than 28 days and where the care is intended to continue. It is a statutory duty for us at our school to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

19 Trafficked Children

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/ sweatshop, drug dealing, shoplifting and benefit fraud. Where our School is made aware of a child is suspected of or actually being trafficked/exploited we will report our concerns to the appropriate agency.

20 Preventing Radicalisation and Extremism

20.1 It is essential that our staff are able to identify pupils who may be vulnerable to radicalisation, and know what to do when they are identified. Our school sees protecting our pupils/students from the risk of radicalisation as part of our wider safeguarding duties, and that it is similar to protecting pupils/students from other risks (e.g. drugs, gangs, neglect, sexual exploitation), whether these come from within their family or are the product of outside influences.

- > Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- > Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- > Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause

20.2 All staff will access a general Prevent awareness programme to be able to understand and identify any risks to pupils at risk of radicalisation and report their concerns to our Designated Safeguarding Lead and when it is appropriate to make a referral to the Channel panel.

20.3 Channel is a panel which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.



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- 20.4 Some members of our communities hold beliefs that may be common within particular cultures but which are against the law of England. Our school does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:
- 20.5 **Faith abuse:** Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in a criminal conviction of those using this form of abuse even if the intention is to help the child.
- 20.6 **Female Genital Mutilation:** This is against the law yet, for some communities, it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised. If any of the above areas of concern is brought to your attention, you should report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

This is now a mandatory duty, placed on all school staff, to report to the police, any suspected case of FGM where they discover that this act has been carried out on a child under the age of 18 years. You are not required to examine a child, even though it will be rare that visual evidence of FGM will be seen, but where there is a direct or indirect disclosure that the act of FGM has been carried out, the usual child protection procedure of the school should be followed.

- 20.7 **Forced Marriage:** Our school does not support the idea of forcing someone to marry without their consent and will follow Local Safeguarding Partnership procedures to refer any child and young person immediately to Children's social care.
- 20.8 **Honour Based Violence:** Honour Based Violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert to signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home or forced marriage. Where it is suspected that a child/young person is at risk from Honour Based Violence our school, we will report those concerns to the appropriate agency in order to prevent this form of abuse taking place.

21 Peer on peer abuse

- 21.1 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.
- 21.2 All staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:
- > bullying (including cyberbullying);
 - > physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
 - > sexual violence and sexual harassment;
 - > sexting (also known as youth produced sexual imagery); and
 - > Initiation/hazing type violence and rituals.



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21.3 Risk factors against children could include:

- > Physical Abuse
- > violence, particularly pre-planned
- > forcing others to use drugs or alcohol
- > Emotional Abuse
- > blackmail or extortion
- > threats and intimidation
- > Sexual Abuse
- > indecent exposure, indecent touching or serious sexual assaults
- > forcing others to watch pornography, sexting, revenge-porn
- > Child Sexual Exploitation
- > encouraging other children to attend inappropriate parties
- > photographing or videoing other children performing indecent acts
- > Gang and relationship abuse

21.4 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in 'Keeping Children Safe in Education' and 'Sexual violence and sexual harassment between children in schools and colleges'.

21.5 The allegation:

- > is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- > is of a serious nature, possibly including a criminal offence
- > raises risk factors for other pupils in the school
- > indicates that other pupils may have been affected by this student
- > Indicates that young people outside the school may be affected by this student.

21.6 We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

21.7 In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

21.8 When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the Designated Safeguarding Lead (DSL) should be informed. A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances. The DSL should contact children's social care or the LADO to discuss the case. It is possible that children's social care is already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a social services referral where appropriate.



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The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

- 21.9 If the allegation indicates a potential criminal offence has taken place and the allegation is found to not be malicious rumour, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).
- 21.10 It may be appropriate to exclude the pupil being complained about for a period of time according to the school's behaviour policy and procedures. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk assessment plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. The school, in these cases, also has a duty to protect the privacy rights of any pupils for whom the allegation is made against or to.

- 21.11 Where neither a child's social care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.
- 21.12 In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan. The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

22 Children Missing Education

- 22.1 The law requires that all schools have to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers. (Attendance policy)

Schools must have robust ***first day calling*** and will have in place a system of first-day calling. This means that parents will be telephoned on the first day a pupil / student is absent without explanation to establish a reason for the absence. This helps to identify at an early stage pupil / students who do not have a good reason for absence or who may be absent without their parents' knowledge.

- > We make every effort to contact parents and carers and follow up with the emergency contacts held;
- > We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible (KCSIE 2020).
- > Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- > The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- > Consider and carry out home visits as appropriate to ensure pupils are safe

We will follow the procedures outlined in our attendance policy monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences



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- 22.2 The school must inform the Trust and the Local Authority if any of our pupils is going to be removed from the admission register where they:
- > have been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g. home education;
 - > have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
 - > have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
 - > are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or,
 - > have been permanently excluded.
- 22.3 All schools must inform the Trust and the Local Authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.

If a child's whereabouts is unknown by school and/or parents, then police should be contacted via 101. Even if this is only for a short period of time as it helps to build a pattern and the history can be useful for future missing episodes.

23 Curriculum

- 23.1 The Locality Committee/Trust will ensure that children and young people are taught about safeguarding through teaching and learning opportunities as part of a broad and balance curriculum. This is in order to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to.
- 23.2 This may include covering relevant issues through personal, social, health education (PSHE) and sex and relationships education (SRE).
- 23.3 The Locality Committee/Trust will also ensure there is a comprehensive curriculum response to online-safety issues, enabling children and young people and their parents to learn about the risks of new technologies, communication and social media and how to use these responsibly.
- 23.4 The school will ensure that there are appropriate filter and monitoring systems in place to safeguard children and young people from potentially harmful and inappropriate online material.

24 Safer Staff

- 24.1 Safer recruitment and selection: It is a requirement for all agencies to ensure that all staff recruited to work with children and young people are properly selected and checked.
- 24.2 At our school we will ensure that we have a member on every recruitment panel who has received the appropriate recruitment and selection training. We will ensure that all of our staff are appropriately qualified and have the relevant employment history, references and vetting checks to ensure that they are safe to work with children in compliance with the Key Safeguarding Employment Standards, the disqualification by association and a prohibition order (Section 128) check for teaching staff.



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- 24.3 There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed protocol for physical intervention and safe restraint must be adhered to. If staff, visitors, volunteers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long and what they are doing. Doors, ideally, should have a clear glass panel in them and be left open / un-obscured. All staff will have access to and be expected to know our school's protocol for physical intervention and safe restraint as defined in the Trust policies (see 1.3 to be read in conjunction).
- 24.4 All adults that come into regular contact with children at our school will be recorded on our Single Central Record.
- 24.5 For unattached school staff centrally employed by The Consortium Multi-Academy Trust the Single Central Record will be held at the registered office of the Trust. A letter will be issued to schools within the Trust, confirming the status of the staff and volunteers.

All schools should undertake a risk assessment on all volunteers and use their professional judgement and experience to decide whether or not to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity' (KCSIE 2020). In doing so they should consider:

- > the nature of the work with children;
- > what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- > whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- > whether the role is eligible for an enhanced DBS check.

- 24.6 The Trust will review DBS checks of all staff, volunteers and those in positions of governance every four years.

25 Safer Children

- 25.1 Records and monitoring: If we are concerned about the welfare or safety of any child, we will record our concern on the agreed report form and give this to the Designated Safeguarding Lead.
- 25.2 Staff will have access to an On Line safeguarding system 'My Concern' which they will record any safeguarding issues, however for visiting staff i.e.: Supply Staff paper forms will be used and the DSL will monitor and follow up issues, transferring the information to 'My Concern'.
- 25.2 Blank copies of these forms are available throughout the school / establishments or are available from the Designated Safeguarding Lead.
- 25.3 Any information recorded will be kept securely in a locked filing cabinet. This may be electronic using the MyConcern system used across the trust schools. However, there may be occasions i.e.: new children transferring to our schools may have paper files and should be kept accordingly. Children with active cases / involvement of other agencies and services may have separate files kept. These files are the responsibility of the Designated Safeguarding Lead and information will only be shared within school on a need to know basis for the protection of the child.
- 25.4 Any safeguarding information will be kept in these files. Copies of referrals, invitations to child protection conferences or multi-agency discussions and meetings, core groups and reports will also be stored here.



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- 25.5 Reports of a concern to the Designated Safeguarding Lead must be made in writing and signed and dated by the person with the concern.
- 25.6 If a child leaves our school we will ensure that our Designated Safeguarding Lead makes contact with the Designated Safeguarding Lead at the receiving school and the file will be forwarded under confidential cover. Acknowledgement of receipt will be sought from the receiving professional.

26 Information sharing, record keeping and confidentiality,

- 26.1 As part of meeting the child's needs, the school understands that it is critical to recognise that importance of information sharing between professionals and local agencies and will contribute to inter-agency working in line with Working Together to Safeguard Children.

Where there are concerns about the safety of a child, sharing information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act (1998) and the General Data Protection Regulations (2016/679) places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing where there are real safeguarding concerns.

- 26.2 Staff will have regard to Information sharing guidelines.
Staff should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision.
<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

Support Staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or an Alternate. 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.

Schools should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information as provided for in The Data Protection Act 2018 and the GDPR, this includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data.

This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.



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For schools, not providing pupils' personal data where the serious harm test under the legislation is met, for example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the GDPR. Where in doubt schools should seek independent legal advice.

The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Guidance to support schools with data protection activity, including compliance with the GDPR below.

<https://www.gov.uk/government/publications/data-protection-toolkit-for-schools>

- 26.3 Well-kept records are essential to good child protection practice. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If in doubt about the recording requirements, staff should discuss with the DSL.
- 26.4 The school will have regard to Local Authority guidelines for school on maintaining and transferring pupil safeguarding/child protection records.
- 26.5 The school recognises that confidentiality should be maintained in respect of all matters relating to child protection. Information on individual child protection cases may be shared by the DSL or alternate DSL with other relevant members of staff. This will be on a 'need to know basis' and where it is in the best interests of the child's best interests to do so.
- 26.6 A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents/carers or pupils), or promise a child to keep a secret which might compromise the child's safety or well-being.
- 26.7 The school will always undertake to share its intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, staff will consult with the MASH Professional Consultation Line on this point.

27 Child Protection Conferences/Multi-Agency Planning Meetings

- 27.1 A child protection conference will be convened if a referral has been made and, following an investigation, the findings have considered the child to be at risk of harm or if the child is already subject to a child protection plan. A review conference is held to monitor the safety of the child and the required reduction in risk. Child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has been referred to Children's Social Care services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.
- 27.2 Staff may be required to attend child protection conferences or core group meetings to represent the school. The person attending will need to have as much relevant up to date information about the child as possible. This is most likely to be available from a class teacher. All reports for child protection conferences will be prepared in advance using the required county report format. The information contained in the report will be shared with parents at least one day before the initial child protection conference and at least 48 hours before the review conference and should be prepared using the county report format for conference.



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27.3 For further advice on anything in relation to this policy speak to the Designated Safeguarding Lead or visit the LSCB websites.

Useful Contacts:

Multi-Agency Safeguarding Hub (MASH) Professional Helpline: 03456 061 499

Customer First (Professional Referral Line): 03456 066 167

Customer First: 0808 800 4005

Police (Emergency): 999

Suffolk Police Cybercrime Unit: 101

Local Safeguarding Children's Boards:

In Norfolk follow this link for further details: <https://www.norfolkscb.org/people-working-with-children/>

In Suffolk follow this link for further details: <https://suffolksp.org.uk/working-with-children-and-adults/children/>



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school recording form for safeguarding concerns
(Must be hand-written)

Name of student/ person making the disclosure or that you are concerned about	Childs date of birth	Tutor Form/Class	Group/	Your name (and position in school)

Nature of Concern/Disclosure
(Remember to only record fact DO NOT add your own opinion)

Was there an injury?	Yes	No	Did you see it?	Yes		No	
----------------------	-----	----	-----------------	-----	--	----	--

Describe the injury:

Have you filled in a body plan to show where the injury is and its approximate size? _____	Yes	No
--	-----	----

Was anyone else with you?	Yes	No	Who?	
---------------------------	-----	----	------	--

Where were you?

Has this happened before?	Yes	No	
---------------------------	-----	----	--

Did you report the previous incident?	Yes	No	To Whom?		Date:			
---------------------------------------	-----	----	----------	--	-------	--	--	--

Is the safeguarding concern enabled or dependant on the internet	Yes*	No
--	------	----

*If yes, discuss this with your e-safety Lead, follow the e-safety reporting flow chart and ensure that this is recorded on the e-safety Lead's log.

Who are you passing this information on to?	DSL	Senior Leader	LADO	Police	Customer First
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Please give details including their name and contact number:



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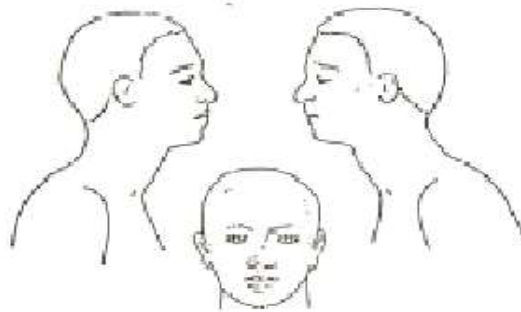
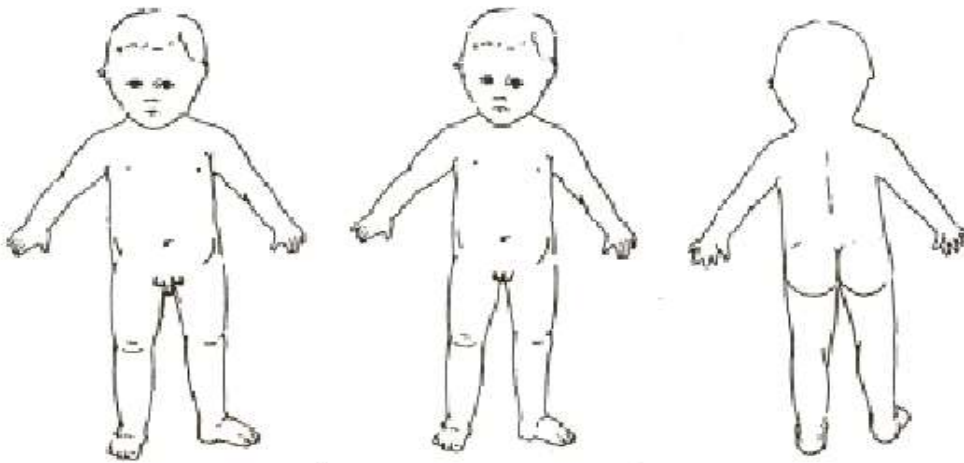
Your Name:		Time:	Date:	
Your Signature:		Date:		
Print Name:				
<i>For use by DSL only:</i>		<i>Date and Time received:</i>		
Summary of Action Taken:				
Referred to:		Recorded on log Yes <input type="checkbox"/> No <input type="checkbox"/>	Date of Referral:	
		Referral Log Ref Number:	Time of Referral:	
Outcome of Referral:				
Upload to System	Whom	Date		



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Example body map: Age 5 and under

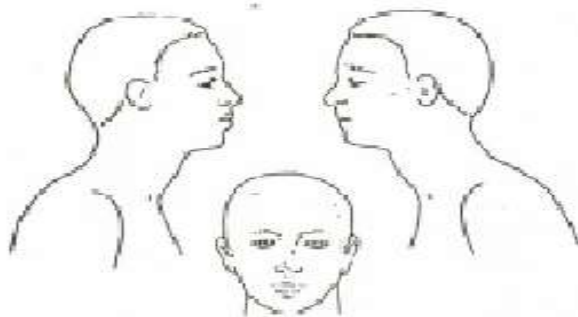
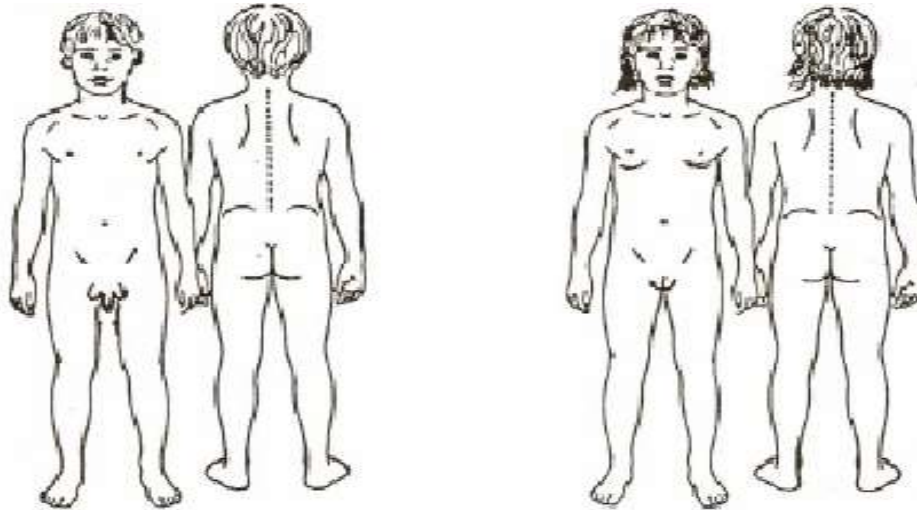




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Body map: Age 5 and over





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Role of the Designated and Alternate Safeguarding Lead

The Consortium Trust ensures that the Trust and our Schools designate appropriate senior members of Trustees, Staff, and Locality Committee members to take lead responsibility for child protection and safeguarding. These people should have the status and authority within the Trust and our Schools to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

At XXXXXXXXXXXXXXXXXXXXXXXXXXXX Primary/Secondary School/Nursery, the

DSL is the XXXXXXXXXXXXXXXX (Role) (Name) and the

Alternate DSLs are the XXXXXXXXXXXXXXXXXXXX (Roles) (Names).

The broad areas of responsibility for the designated and alternate safeguarding leads are:

Managing referrals

Refer all cases of suspected abuse to the local authority children's social care and:

- > The designated officer(s) for child protection concerns (all cases which concern a staff member)
- > Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or Police (cases where a crime may have been committed).
- > Liaise with the Academy Head to inform him or her of issues especially on-going enquiries under section 47 of the Children Act 1989 and police investigations.
- > Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

Training

The designated and alternate safeguarding lead should receive appropriate training carried out every two years in order to:

- > Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- > Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- > Ensure each member of staff has access to and understands the school Safeguarding policy and procedures, especially new and part time staff.
Be alert to the specific needs of children in need, those with special educational needs and young carers.
- > Be able to keep detailed, accurate, secure written records of concerns and referrals.
Obtain access to resources and attend any relevant or refresher training courses.
Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.



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Raising Awareness

The designated and alternate safeguarding lead should ensure the school policies are known and used appropriately:

- > Ensure the school Safeguarding policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with governing bodies regarding this.
- > Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this.
- > Link with the local LSCB (or other appropriate body) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- > Where children leave the school ensure their child protection file is transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Signed by the post holder:

Name: _____ Date: _____

Designated / Alternate* Safeguarding Lead.

* Delete as appropriate

Name: _____ Date: _____



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Document Control

Changes History

Version	Date	Amended By	Details of Change
V2	31/07/2017	Principal/CEO	Annual review
V3	19/03/2018	Principal/CEO	Reviewed against updated SCC Policy
V4	20/10/2018	HoS WISA	Review to include KCSIE(2018) and other guidance updates
V5	03/10/19	HoS WISA	Review to include KCSIE(2019) and other guidance updates
V6.1	1/09/2020	HoS WISA	Review to include KCSIE(2020) and other guidance updates. Include Covid 19 information

Approval

Name	Job Title	Signed	Date
Andrew Aalders-Dunthorne	Principal/CEO	Electronic signature	29/12/2016
Dawn Carman-Jones	On behalf of the Trust Board	Electronic signature	29/12/2016

Equality Impact Assessment

Date	Name	Details

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