



## SENDAT SAFEGUARDING POLICY

This policy is reviewed annually by the  
Provision, Curriculum & Standards (PSA) Committee.

To be read in conjunction with but not limited to:

- See Section 17 below and other relevant policies and procedures

### History of Document

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## **SENDAT SAFEGUARDING POLICY**

### **STATEMENT OF INTENT**

SENDAT is a Multi Academy Trust specialising in the care and education of young people with Special Educational Needs and Disabilities. This policy should be considered in the light of this context and the complexity of need that is accommodated within the Trust and its constituent Schools / Alternative Provisions (APs).

### **PURPOSE**

The purpose of SENDAT's safeguarding policy is to ensure every registered child at one of our schools or other provisions is safe and protected. This policy will give clear direction to all personnel including but not limited to staff, volunteers, visitors and parents and carers, about the expected behaviour and responsibility when managing safeguarding concerns.

SENDAT fully recognises the contribution all adults can make to protect children from harm and to support and promote the welfare of all children and young adults who are registered with SENDAT. The elements of our policy are prevention, protection and support. Our policy applies to all staff, parents and carers, governance, volunteers, visitors and children. The DSL and ASLs are most likely to have a complete safeguarding picture and are the most appropriate persons to advise on the response to safeguarding concerns.

### **OUR ETHOS and VALUES**

SENDAT will establish and maintain an ethos where our children feel secure, are encouraged to talk and are listened to. SENDAT is committed to the Helping Me Achieve philosophy and addresses all areas within its safeguarding agenda. Children and young adults at our schools and other provisions will be able to talk freely to any member of staff or regular visitors to our school if they are worried or concerned about something.

SENDAT promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Actively promoting the values means challenging opinions or behaviours in school that are contrary to fundamental British values. Attempts to promote systems that undermine fundamental British values would be completely at odds with schools' duty to provide Social, Moral, Spiritual and Cultural elements (SMSC). The Teachers' Standards expect teachers to uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school. This includes not undermining fundamental British values.



Through their provision of SMSC, SENDAT will:

- Enable students to develop their self-knowledge, self-esteem and self-confidence;
- Enable students to distinguish right from wrong and to respect the civil and criminal law of England;
- Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and society more widely;
- Enable students to acquire a broad general knowledge of and respect for public institutions and services in England;
- Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation of and respect for their own and other cultures;
- Encourage respect for other people; and
- Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.













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## IMPORTANT CONTACTS

### Designated Safeguarding Leads across the Trust

	<b>SENDAT</b>	DSL: Georgina Lewis Alternate: Lawrence Chapman Gary Corbett Chair of Trustees: Neil Kellett	01284 761934 01284 717870 01284 717870
	<b>Angel Hill</b>	DSL: Aimee Killa Alternates: Sharron White Sasha Hunt	Tel: 01284 761934
<a href="https://priorysuffolk.cpoms.net">https://priorysuffolk.cpoms.net</a>			
	<b>Chalk Hill</b>	DSL: Jane Hartley Alternates: Sarah Chesterton Graham Alcock	Tel 01787 373583
<a href="https://chalkhill.cpoms.net">https://chalkhill.cpoms.net</a>			
	<b>Duke of Lancaster</b>	DSL: Rob Speck Alternates: Heidi Hennessy Georgina Lewis	07708 624829
<a href="https://dukeoflancaster.cpoms.net">https://dukeoflancaster.cpoms.net</a>			Tel: 01328 800880
 	<b>Priory (inc. Mount Road and Aspire)</b>	DSL: Georgina Lewis Alternates: Sharron White Lisa Andrews Sasha Hunt Scott Gaskins	
<a href="https://priorysuffolk.cpoms.net">https://priorysuffolk.cpoms.net</a>			Tel: 01284 7861934
	<b>Stone Lodge</b>	DSL: Carolyn Tynan Alternates: Jo Pettingale Claire Brickley	Tel: 01473 601175
<a href="https://stonelodge.cpoms.net">https://stonelodge.cpoms.net</a>			
	<b>Mulberry</b>	DSL: Hannah Gadie Alternate: Georgia Head	
	<b>Peile</b>	DSL: Claire Brickley Alternate: Zoe Rudling	
	<b>Sunrise</b>	Lead DSL: Emma O'Hara Alternates: Emily Warner Gary Corbett	
<a href="https://sunrise.cpoms.net">https://sunrise.cpoms.net</a>			Tel: 01502 559330
<b>Channel</b>	<b>Channel Guidance</b>	<a href="https://www.gov.uk/government/publications/channel-guidance">https://www.gov.uk/government/publications/channel-guidance</a>	



<b>LADO</b>	<b>Local authority designated officer</b>	<a href="mailto:lado@suffolk.gov.uk">lado@suffolk.gov.uk</a> <a href="mailto:lado@norfolk.gov.uk">lado@norfolk.gov.uk</a>	0300 123 2044 01603 223693
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## 1. Aims

SENDAT aims to ensure that:

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

## 2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance [Keeping Children Safe in Education \(2021\)](#), and [Working Together to Safeguard Children \(2018\) \(updated December 2020\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation:

[The School Staffing \(England\) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least one person conducting an interview to be trained in safer recruitment techniques

Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school

[The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

[Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

[The Rehabilitation of Offenders Act 1974](#), “as amended” which outlines when people with criminal convictions can work with children

Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children



[Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism

The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children.

The Care Act 2014 ([legislation.gov.uk](http://legislation.gov.uk)) came into effect from 1 April 2015 to help to improve the independence and wellbeing of adults. It makes it clear that local authorities must provide or arrange services that help prevent people developing needs for care and support or delay people deteriorating such that they would need ongoing care and support. The Care Act 2014 also aims to bring about the personalisation of care services, putting the person at the centre of the process.

Sections 42, 43, and 44 of the Act underpin the work of the Suffolk and the Norfolk Safeguarding Partnership, and set out ours and our partners collective responsibilities around;

- protecting individuals and investigating instances of abuse
- the role of the Safeguarding Adults Boards, and
- conducting Safeguarding Adults Reviews

### 3. Definitions

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

- 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
- Taking action to enable all children to have the best outcomes

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

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

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

**Sharing of nudes and semi nudes** (also known as Sexting and youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

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

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:



1. The local authority (LA)
2. A clinical commissioning group for an area within the LA
3. The chief officer of police for a police area in the LA area

#### 4. Equality statement

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

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 9)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after (see section 11)

#### 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

##### 5.1 All staff

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

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff Code of Conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the Behaviour policy, and the safeguarding response to children who go missing from education;
- The early help process (sometimes known as the common assessment framework) and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment;
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play;





- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals;
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), indicators of being at risk from or involved with serious violent crime, FGM and radicalization.

Section 15 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 5.2 The designated safeguarding lead (DSL)

The DSL is a member of the senior leadership team. Our Trust DSL is Georgina Lewis (Head of Residential Care). The DSL takes lead responsibility for child protection and wider safeguarding.

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

When the DSL is absent, the Headteacher / Head of School will act as cover (see flowchart at appendix 6)

If the DSL and deputies are not available, see flowchart at appendix 6 for further information.

Each SENDAT School/AP has a unique poster with photos of all the settings DSLs which is displayed in all appropriate rooms and spaces to help make students, staff and visitors aware of who the DSLs are and how to contact them whilst on the School/AP site.

In case of emergency procedures are printed on the posters and this includes the Trust safeguarding email address which is monitored by Trust DSL at all times.

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

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- DSL's Risk assess their work based on training and professional judgment. The Cpoms system of each school is monitored by the Trust Safeguarding Lead. At any point a DSL can discuss an issue with the Trust lead and/or CEO. DSL's are encouraged to work collaboratively. All DSL's in the Trust meet ½ termly for a safeguarding team meeting. The main focus of these sessions is to discuss changes in policy practice and/or new forms of abuse.
- DSL will refer cases for early help with the agreement of the family. The work of the CAF may be undertaken by a family Support Worker (FSW)

The DSL will also keep the CEO/Executive Headteacher informed of any issues and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL and Deputies are set out in their job descriptions.

## 5.3 SENDAT Full Trust Board



The Full Trust Board will approve this policy at each review, ensure it complies with the law and hold the CEO to account for its implementation.

The Full Trust Board will appoint a senior board level link Trustee to monitor the effectiveness of this policy in conjunction with the Full Trust Board. This is always a different person from the DSL.

Safeguarding is listed on the SENDAT Risk Register and this is reviewed ½ termly by the board.

Safeguarding is an agenda item for the Provision, Standards and Achievement (PSA) committee when the detailed anonymised data is shared and discussed. The committee meets ½ termly.

Safeguarding is a standard agenda item on the full board agenda which meets ½ termly.

The Chair of Trustees will act as the ‘case manager’ in the event that an allegation of abuse is made against the CEO/Executive Headteacher, where appropriate (see appendix 3).

All SENDAT Trustees will read Keeping Children Safe in Education.

Section 15 of this policy has information on how SENDAT Trustees are supported to fulfil their role.

#### **5.4 The Headteacher / Head of School/Alternative Provision (AP)**

The Headteacher / Head of School/AP is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction;
- Communicating this policy to parents when their child joins the school and via the School/AP website;
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

#### **5.5 The Assistant Headteacher of a SENDAT Unit**

SENDAT runs units linked with mainstream schools as part of the graduated response.

Students in the units are on the roll of the mainstream school and the mainstream school safeguarding policy and procedures apply.

Staff working at the units are employed by SENDAT. Staff need to be familiar and operate with both this SENDAT policy and the mainstream policy.

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction;
- Communicating these policies to parents when their child joins the school and via the School/AP website;



- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent;
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly.
- Acting as the ‘case manager’ in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)

Mulberry – JMAT safeguarding policy can be found here

<https://www.stowuplandhighschool.co.uk/policies/safeguarding/>

Peile – Chantry safeguarding policy can be found here

<https://www.chantryacademy.org/School-Info/Policies/>

## 5.6 CPOMS

All SENDAT Schools and provisions make use of the Child Protection Online Management System (CPOMS) <https://www.cpoms.co.uk> . All staff have access to make referrals using the system for their school.

Trust staff working across more than one site have Single Sign On access (SSO) so that they can make a referral at any site.

DSL's have enhanced access to view referrals and make actions. This is protected by two factor authentication.

Trust DSL's and CEO have access to all CPOMS systems for support, monitoring and quality assurance.

Cpoms “Spotlight” is used by the CEO and central team to produce trust wide safeguarding reports.

## 6. Confidentiality

Where staff have access to confidential information about children or their parents or carers, staff must not reveal such information except to those colleagues who have a professional role in relation to the student.

All staff are likely to at some point witness actions, the details of which need to be kept confidential. All incidents must be reported and dealt with in accordance with the appropriate SENDAT procedure.

All staff colleagues must maintain absolute confidentiality with regard to safeguarding matters, both within SENDAT and externally. Safeguarding matters must not be shared with family or friends. This also means that matters concerning the children and/or staff must not be discussed on networking sites i.e., Facebook, Twitter etc. (see Acceptable Use Policy).

All staff do, however, have an obligation to share with their manager or SENDAT's Designated Safeguarding Lead (DSL) any information which gives rise to concern about the safety or welfare of a student.

There is a summary sheet for all visitors to read and agree to.



Staff must **NEVER** promise a student that they will not act on information that they are told by the student.

## 6.1 Communication and information sharing

All visitors and volunteers to SENDAT academies will be directed to read the Safeguarding and Child Protection policy in the front office. The policy contains a set of safeguarding procedures. They will be told who the Designated Safeguarding Lead and Alternate staff members are and what the recording and reporting system is. There are 'Safeguarding Children' posters, which include the names and photographs of the designated officers, displayed around the school.

When new children join a SENDAT academy, all parents and carers will be informed that we have a Safeguarding policy. This will be made available to all parents and carers. They will also be informed of our legal duty to assist our colleagues in other agencies with student protection enquiries and what happens should we have cause to make a referral to Children' Services. All referrals will be submitted within 24 hours.

The Local Authority will be notified when any SENDAT school is about to remove a student's name from the admission register under any of the fifteen grounds listed in the Education (Pupil Registration)(England) Regulations 2006 as amended (see Children missing education statutory guidance for local authorities September 2016)

<https://www.gov.uk/government/publications/children-missing-education>

## 7. Recognising abuse and taking action

Staff, Volunteers and Trustees must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

### 7.1 If a child is suffering or likely to suffer harm, or in immediate danger

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

In the unlikely event that the safeguarding leads are unavailable, contact:

#### For SENDAT Schools/APs based in Suffolk:

Customer First: 0808 800 4005 (24 hours)

Local Area Designated Officer (LADO): 0800 123 2044 or email: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)

The police: Tel: 101 or in extreme emergency: 999

Report the abuse of anyone over 18 <https://www.suffolk.gov.uk/care-and-support-for-adults/protecting-people-at-risk-of-abuse/report-abuse-of-an-adult/>

#### For SENDAT Schools/APs based in Norfolk:



Children's Advice and Duty Service (CADS): 0344 800 8021

Local Area Designated Officer (LADO): 01603 223693 or email: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk)

The police: Tel: 101 or in extreme emergency: 999

You can also use the following link to report child abuse to either Suffolk or Norfolk County Council:

<https://www.gov.uk/report-child-abuse-to-local-council>

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

Report the abuse of anyone over 18 <https://www.norfolk.gov.uk/care-support-and-health/protecting-someone-from-harm/help-an-adult-at-risk-of-harm/report-a-concern>

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

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

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

**Staff must NEVER promise a student that they will not act on information that they are told by the student.**

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

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

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

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

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.



Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

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

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

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out or discovers that a pupil **aged 18 or over** appears to have been a victim of FGM] must speak to the DSL and report on cpoms.

**If you have any concerns about a student, record it immediately on Cpoms**

*In the unlikely event of the DSL being unavailable contact Customer First for SENDAT Schools/APs based in Suffolk and the Children's Advice and Duty Service (CADS) for SENDAT Schools/APs based in Norfolk (see flowchart at Appendix 7).*

#### **7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Report on Cpoms and flag to DSL.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000. Share details of any actions you take with the DSL as soon as practically possible.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

##### **Early help**

If early help is appropriate, the DSL 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 the lead practitioner.

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

##### **Referral**

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

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



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

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

In the unlikely event that the safeguarding leads are unavailable, contact:

**For SENDAT Schools/APs based in Suffolk:**

Customer First: 0808 800 4005 (24 hours)

Local Area Designated Officer (LADO): 0800 123 2044 or email: [LADO@suffolk.gov.uk](mailto:LADO@suffolk.gov.uk)

**For SENDAT Schools/APs based in Norfolk:**

Children's Advice and Duty Service (CADS): 0344 800 8021

Local Area Designated Officer (LADO): 01603 223693 or email: [LADO@norfolk.gov.uk](mailto:LADO@norfolk.gov.uk)

For all SENDAT Schools/APs: The police: Tel: 101 or in extreme emergency: 999

## 7.5 If you have concerns about extremism

If a child is not suffering or likely to suffer from harm, or in immediate danger, record on Cpoms and where possible speak to the DSL to agree a course of action.

If in exceptional circumstances the DSL is not available, this should not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above). Inform the DSL or deputy as soon as practically possible after the referral.

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

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

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

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

## 7.6 If you have mental health concerns about the student and/ or their parents

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 be at risk of developing one.

If you have a mental health concern about a child that is also a safeguarding concern, take immediate action by following the steps in section 8.4.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree a course of action.

Further information can be found in the Department for Education guidance on [mental health and behaviour in schools](#).

**Procedure if you have concerns about a child's welfare, as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger SEE FLOWCHART AT APPENDIX 7**

(Note – if the DSL is unavailable, this should not delay action. See section 7.4 for what to do.)

### **7.7 Concerns about personnel including staff member, supply teacher, volunteer, visitors, contractors etc.**

If you have concerns about a member of staff (including a supply teacher or volunteer), or an allegation is made about a member of staff (including a supply teacher or volunteer) posing a risk of harm to children, speak to the Headteacher / Head of School/AP. If the concerns/allegations are about the Headteacher / Head of School/AP, speak to the CEO. If the concerns/allegations are about the CEO, speak to the Chair of Trustees.

The Headteacher/ Head of School/AP, CEO or Chair of Trustees will then follow the procedures set out in appendix 3, if appropriate.

### **7.8 Allegations of abuse made against other pupils**

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

We also recognise the gendered nature of peer-on-peer (child on child) abuse. However, all peer-on-peer (child on child) abuse is unacceptable and will be taken seriously.

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

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

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

- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence





- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially.

## 7.9 Sharing of nudes and semi nudes (Sexting)

### All staff responsibilities when responding to an incident

If you are made aware of an incident involving sexting (also known as ‘youth produced sexual imagery’), you must report it on cpoms and to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL’s responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You should explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

The DSL will refer to Social Services discussing:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children’s social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)



### **Informing parents**

The DSL will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 14 of this policy also apply to recording incidents of sexting.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our Relationships education and relationships and sex education, (RSE H/ PSHE) education and computing programmes. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
  - Specific requests or pressure to provide (or forward) such images
  - The receipt of such images

This policy on sexting is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

## **7.10 Domestic Violence and Abuse (DVA)**

On notification/disclosure/suspicion of DVA within a family, the School/AP must immediately consult existing records and consider what else is known of the family and any previous domestic incidents.

Each case should be judged on its own merits, and while consent is always desirable, there are times when best practice is to share information/make referrals, even when this is initially without the knowledge of the parties involved or contrary to their wishes. Where a child is suffering, or likely to suffer significant harm, consent is not required to make a referral to Children's Social Care. The decision to share or not to share information of DVA incidents or concerns must be recorded, with its rationale.

Where the threshold has met Child in Need, a referral should be made to Children's Social Care using the Multi-Agency Referral Form (MARF).

Where the referral is deemed by Children's Social Care to meet the threshold for early help intervention, appropriate action will be taken to assign this to the most appropriate agency to lead a coordinated, multi-agency response to meet the needs of the whole family.



Where the child/children are deemed to be suffering, or are at risk of suffering, significant harm, statutory safeguarding processes will be followed, led by Children's Social Care. Relevant agencies will be involved in the initial assessment and strategy meeting, which will determine the most appropriate course of action.

If a staff colleague is unclear about the action they should take, they should speak to their Headteacher, Head of School/AP, Senior Leadership Team or designated safeguarding lead or seek advice from the Multi-Agency Safeguarding Hub (MASH), or via the local contact details for making a referral/if you have a concerns about the safety or welfare of a child. There should be no delay in taking action. **Where there is immediate risk of harm to a child, call 999.**

The decision about where a child's needs fit within the thresholds document will depend on a number of factors, including:

- the age and vulnerability of the child
- the number of previous incidents
- whether there have been any previous serious incidents/escalation in frequency and/or severity of incidents
- concerns about parental/adult mental health or substance misuse
- whether the child themselves is involved in a violent relationship (for example an adolescent relationship)

Consultation with Children's Social Care can be undertaken to establish if there is any previous knowledge of the family.

Significant harm can occur where there is a single event, such as a violent assault. However, more often, significant harm is identified when there have been a number of events which have compromised the child's physical and psychological wellbeing.

Any decision (and its rationale) not to refer or consult with Children's Social Care must be recorded.

## **8. Notifying parents / those with parental responsibility**

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

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

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

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

## **9. Pupils with special educational needs and disabilities**

We recognise that all SENDAT pupils have special educational needs (SEN) and disabilities and may face additional safeguarding challenges. We also recognise that additional barriers can exist when recognising abuse and neglect in this group, including:



- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Pupils being more prone to peer group isolation than other pupils
- The potential for pupils with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers

We offer extra pastoral support for all our pupils. This includes:

SENDAT will endeavour to provide activities and opportunities within its curriculum including PHSE, eSafety/online safety, etc. and at tutor times that will help equip our children and young adults 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.

At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies.

## 10. 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 can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.

The DSL and all members of staff will work with and support social workers to help protect vulnerable children.

Where we are aware that a pupil has a social worker, the DSL will always consider this fact to ensure any decisions are made in the best interests of the pupil's safety, welfare and educational outcomes. For example, it will inform decisions about:

- Responding to unauthorised absence or missing education where there are known safeguarding risks
- The provision of pastoral and/or academic support

## 11. Looked-after and previously looked-after children

We will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The Headteacher / Head of School/AP is responsible for promoting the educational achievement of looked-after children and previously looked-after children in line with [statutory guidance](#).

The Headteacher / Head of School/AP is appropriately trained and has the relevant qualifications and experience to perform the role.

As part of their role, the Headteacher Head of School/AP will:

- Work closely with the DSL to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to



- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children, including discussing how pupil premium plus funding can be best used to support looked-after children and meet the needs identified in their personal education plans

## **12. Mobile phones, cameras, ipads and other technology that can record images**

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. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

Further information is contained in the SENDAT Code of Conduct for Staff and Volunteers and the SENDAT Acceptable Use Policy (AUP).

## **13. Complaints and concerns about school safeguarding policies**

### **13.1 Complaints against staff**

Complaints against staff will always be considered in the light of any possible safeguarding concerns and LADO advice will normally be sought. A child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **13.2 Other complaints**

Other complaints are handled in accordance with the SENDAT Complaints policy, Disciplinary and Grievance procedures and Whistle-Blowing policy.

## **14. Record-keeping**

SENDAT will hold records in line with our records retention schedule.

SENDAT uses the CPOMS System

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, will be recorded on CPOMS, on rare occasions if this is not possible they must be recorded in writing, scanned in and uploaded to Cpoms. If you are in any doubt about whether to record something, discuss it with the DSL.

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

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

If a child for whom the School/AP has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their Cpoms file is forwarded promptly and securely, and separately from the main pupil file. Where possible this will be completed by Cpoms transfer. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL



will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Further information is contained in the SENDAT Data Protection policy (including GDPR)..

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **15. Training**

### **15.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

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

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

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **15.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years.

All DSL's will complete "working together" training

They will also undertake Prevent awareness training.

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

### **15.3 SENDAT Trustees**

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

As the Chair of Trustees may be required to act as the 'case manager' in the event that an allegation of abuse is made against the CEO/Executive Headteacher he/she receives training in managing allegations for this purpose.

### **15.4 Recruitment – interview panels**



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

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

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

## **16. Monitoring arrangements**

This policy will be reviewed **annually** by the SENDAT Trust Leadership Group (TLG). At every review, it will be approved by the Full Trust Board.

## **17. Use of premises for non-school/college activities**

Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

## **18. School Visits and trips.**

This policy applies during all school trips and visits including those running out of school hours. As part of the trips and visits policy all type one (local trips) are approved by the head of school. Type 2 (Adventurous or residential trips) are approved by the CEO. The planning and risk assessments for these trips includes appropriate planning for safeguarding. Residential trips will usually have a DSL as part of the trip.

The use of volunteers and trips and visits is also governed by this safeguarding policy.

### **18.1 Ratios for activities**

Appropriate ratios for activities depend on a risk assessment basis taking account of the needs of the students (including SEN, behaviour, medical etc) and the activity. For activities taking place off the school site two adults will be the minimum. (an exception to this is travel training run by the county Travel Training team).

As set out in the trips and visits policy the process for identifying the correct ratios. The EVC (Educational Visits Co-ordinator) can offer advice on ratios. The Head of School and /or the CEO will need to approve ratios as part of the trip planning in accordance with the trips and Visits Policy.

## **19. Appropriate touch**



SENDAT Schools and provisions are Trauma Informed and use Trauma Informed approaches to work with students.

Safe touch used to calm, soothe and regulate a child's emotions is a needed developmental experience. The brain does not develop self soothing neuronal pathways unless and until this safe emotional regulation has been experienced. Where children have had insufficient experience of safe touch and calming regulation this may be a priority to help the brain to develop access to thinking, judging and evaluating mechanisms. Safe touch is one of the key ways of regulating children's emotions, but it is a strategy that staff will use only under supervision and in line with a whole school Policy on Touch and positive intervention. Other means of calming, soothing and containing children's strong emotions include:

- Slowing one's pace
- Lowering the voice
- Breathing more deeply
- Initially matching the pitch and volume of the child's emotional display (shout, cry etc) and then regulating it down
- Talking slowly, firmly and quietly in an unhurried unflustered way
- Providing clear predictable consistently held boundaries

## 20. Links with other policies

This policy links to the following policies and procedures:

- Behaviour
- Staff Code of Conduct
- Acceptable Use policy (AUP)
- Data Protection (including GDPR)
- Disciplinary policy and procedure
- Grievance policy and procedure
- Whistle-Blowing policy
- Recruitment and Selection
- Complaints
- Health and safety
- Attendance
- Online safety
- Equality, Diversity and Inclusion
- Sex and relationship education
- First aid
- Curriculum
- Anti-Bullying
- Absconding Pupils / Pupils Missing from Care / Pupils Missing from Education
- SENDAT Privacy notices
- Educational trips and visits policy.

**The following appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**







## Appendix 1: types of abuse

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

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

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

Emotional abuse may involve:

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

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

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

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

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

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

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.



## Domestic violence and abuse

**Definition of DVA** (note this is not a legal definition): 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

**Controlling behaviour:** a range of acts designed to make a person subordinate and/or dependent by isolating them from sources of support, exploiting their resources and capacities for personal gain, depriving them of the means needed for independence, resistance and escape, and regulating their everyday behaviour.

**Coercive behaviour:** an act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish or frighten their victim.

A child may be the victim of DVA through exposure to DVA or through their own involvement in an abusive relationship. For example, a young person may be involved in a relationship with a violent girlfriend/boyfriend who may be an adult or a young person (aged 16 or over).

## Risks

### Risks to the child

Where there is DVA, the implications for the children and young people in the household must be considered because research indicates a strong link between DVA and all types of child abuse and neglect.

If not directly injured, children are greatly distressed by witnessing the physical and emotional suffering of a parent, which can lead to anxiety and distress, often resulting in:

- behavioural issues, low self-esteem, depression, absenteeism, ill health, bullying, antisocial or criminal behaviour, drug and alcohol misuse, self-harm.

It should be noted that the Adoption and Children Act 2002 broadens the definition of significant harm to include the emotional harm suffered by those children who witness DVA or are aware of DVA within their home environment.



## Appendix 2: safer recruitment and DBS checks – policy and procedures

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

### New staff

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

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

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or



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

### **Existing staff**

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

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

- We believe the individual has engaged in [relevant conduct](#); or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.



For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **SENDAT Trustees and Local Academy Board (LAB) Members**

All SENDAT trustees will have an enhanced DBS check without barred list information. They will .

The Chair of the Full Trust Board will have their DBS check countersigned by the secretary of state.

All Trustees and LAB Members will also have the following checks:

- A section 128 check (to check prohibition on participation in management under [section 128 of the Education and Skills Act 2008](#)). [Section 128 checks are only required for local governors if they have retained or been delegated any management responsibilities.]
- Identity
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Staff working in alternative provision settings**



Where we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the School/AP makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the School/AP is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.



### Appendix 3: allegations of abuse made against staff

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

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

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

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

Our procedures for dealing with allegations will be applied with common sense and judgement.

#### Suspension of the accused until the case is resolved

Suspension will not be the default position and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Trust.

#### Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made





## Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Headteacher / Head of School/AP (or CEO where the Headteacher / Head of School/AP is the subject of the allegation, or Chair of Trustees where the CEO is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority (LADO). This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further support is available from TU representatives, SimplyHealth confidential helpline and/or Occupational Health.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice



- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

If the Trust is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Trust will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as supply staff provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using a supply teacher due to safeguarding concerns without finding out the facts and liaising with our local authority designated officer to determine a suitable outcome
- The CEO will discuss with the agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the local authority designated officer as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are taken into account (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**



The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required. If they think that the individual has engaged in conduct that has harmed (or is likely to harm) a child, or if they think the person otherwise poses a risk of harm to a child, they must make a referral to the DBS.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher / Head of School/AP, or other appropriate person in the case of an allegation against the Headteacher / Head of School/AP or CEO, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The School / AP will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**



The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the School/AP will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## References

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

## Learning lessons

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the Trust's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual



## Appendix 4: specific safeguarding issues

### 4.1 Alcohol and Substance misuse

Parents' dependent alcohol and drug use can negatively impact on children's physical and emotional wellbeing, their development, and their safety. The impacts on children include:

- physical maltreatment and neglect
- poor physical and mental health
- development of health harming behaviours in later life, for example using alcohol and drugs and at an early age, which predicts more entrenched future use
- poor school attendance due to inappropriate caring responsibilities
- low educational attainment
- involvement in anti-social or criminal behaviour

Further details see [“Safeguarding and promoting the welfare of children affected by parental alcohol and drug use”](#)

### 4.2 Breast Ironing

Breast flattening (often called breast ironing) is the pounding and massaging of a young girl's breasts, to prevent and stunt breast growth. It is usually carried out by pressing, massaging or pounding the breasts using hard or heated objects. <https://safeguardinghub.co.uk/breast-ironing-a-guide/>

### 4.3 Carrying offensive weapons

It is illegal to:

- Be in possession of a knife / bladed article on school premises
- Be in possession of an offensive weapon without lawful authority or excuse in any public place
- Threaten with a blade or sharply pointed article on school premises

### 4.4 Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

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

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



We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

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

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

#### **4.5 Child criminal exploitation**

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity, in exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Suffering from changes in emotional wellbeing
- Misusing drugs and alcohol
- Going missing for periods of time or regularly coming home late
- Regularly missing school or education
- Not taking part in education

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

#### **4.6 Child sexual exploitation**

Child sexual exploitation (CSE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, in exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.



The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

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

#### **4.7 Concealed pregnancy**

A concealed pregnancy is when a woman knows she is pregnant but does not tell any health professional; or when she tells another professional but conceals the fact that she is not accessing antenatal care; or when a pregnant woman tells another person or persons and they conceal the fact from all health agencies.

A denied pregnancy is when a woman is unaware of or unable to accept the existence of her pregnancy. Physical changes to the body may not be present or misconstrued; they may be intellectually aware of the pregnancy but continue to think, feel and behave as though they were not pregnant. In some cases, a woman may be in denial of her pregnancy because of mental illness, substance misuse or as a result of a history of loss of a child or children.

#### **4.8 Contextual safeguarding**

Contextual Safeguarding is an approach to understanding, and responding to children's experiences of significant harm beyond their family and home.

This approach recognises the different relationships children have in their schools, peer groups, online and in their community. Parents and carers may have little influence over these contexts and children's exposure to extra-familial abuse can impact negatively a parent-child relationship.

It is important that professionals understand the risks to children through exploitation and wider extra-familial harm within their local communities.

#### **4.9 Domestic abuse**



Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Older children may also experience domestic abuse and/or violence in their own personal relationships.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day. .

The DSL will provide support according to the child's needs and update records about their circumstances.

### **Reporting of incidents of domestic abuse at SENDAT schools in Norfolk**

At SENDAT Duke of Lancaster we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass.

In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt.

All information sharing and resulting actions will be undertaken in accordance with the 'Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

## **4.9 Discriminatory**

Discrimination is when someone treats you unfairly because of your age, sexuality, marital status, being pregnant or having a child, having a disability, ethnicity or race, religion or gender. It can include bullying, but it's also discrimination when someone doesn't let you join in an activity because of your race or religion.

Discrimination can take many forms and happen in a range of environments including school, work and within communities.

Racism is when someone's treated differently or unfairly just because of their race or culture. People can also experience prejudice, when a decision is made or opinion formed without knowledge, thought or reason, because of their religion or nationality.

A hate crime or incident is any behaviour that someone thinks was caused by hatred of:

- Race
- Sexual Orientation or gender identity
- Gender identity





- Disability
- Religion or faith

Hate crime can be name calling, violence, graffiti, or damage to property

#### **4.10 Elective Home Education**

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

Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, the school will work together with the LA and other key professionals to coordinate a meeting with parents/carers where possible.

Ideally this would be before a final decision has been made to, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

#### **4.11 Financial or material abuse**

Financial abuse is rarely talked about in the media, but is regularly linked to cases of identity theft. Extreme cases of financial abuse involve the fraudulent seizure of someone's material assets via power of attorney or eviction.

While the elderly are often the main targets of financial abuse, young people can be just as susceptible to it. Since this kind of abuse doesn't always receive widespread coverage, safeguarding training can provide a comprehensive overview of how to handle individual cases

#### **4.12 FGM**

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

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

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out



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

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

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

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



### 4.13 Forced marriage

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

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

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

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fmfco.gov.uk](mailto:fmfco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### 4.14 Gangs

There are a number of areas in which young people are put at risk by gang activity, both through participation in and as victims of gang violence which can be in relation to their peers or to a gang-involved adult in their household.

A child who is affected by gang activity or serious youth violence may have suffered, or may be likely to suffer, significant harm through physical, sexual and emotional abuse or neglect.

### 4.15 Gambling

Gambling is taking part in a game or activity where you risk losing something, usually money, to try and win a prize. It's all down to chance and usually the odds are against you. People initially gamble for fun as it's exciting to make money although this rarely happens!

Some adults are addicted to gambling and children and young people living with parents or carers that are affected, are likely to suffer as well. Young people are also directly at risk of developing problems with gambling. Research tells us that 2% of young people aged 12-15 develop gambling problems. That could be you or one of your friends.

Most gambling for under 18s is illegal, except for the National Lottery and slot machines with low stakes, which have a minimum age of 16

### 4.16 Hate and "mate" crime

Hate incidents are "any incident which the victim, or anyone else, thinks is based on someone's prejudice towards them because of their race, religion, sexual orientation, disability or because they are transgender." It is important to know this as not all hate incidents will amount to criminal offences, but they should still be recorded on CPOMS and the DSL will report.



#### **4.17 Hazing and initiation rites**

Hazing is a form of initiation ceremony which is used to induct newcomers into an organisation such as a school, sports team etc. There are a number of different forms, from relatively mild rituals to severe and sometimes violent ceremonies. The idea behind this practice is that it welcomes newcomers by subjecting them to a series of trials which promote a bond between them. After the hazing is over, the newcomers also have something in common with older members of the organisation, because they all experienced it as part of a rite of passage. Many rituals involve humiliation, embarrassment, abuse, and harassment.

#### **4.18 Hoarding and self neglect**

Hoarding disorder was previously considered a form of Obsessive Compulsive Disorder (OCD). Hoarding is now considered a standalone mental disorder and is included in the 5th edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM) 2013. However, hoarding can also be a symptom of other mental disorders. Hoarding disorder is distinct from the act of collecting and is also different from people whose property is generally cluttered or messy. It is not simply a lifestyle choice. The main difference between a hoarder and a collector is that hoarders have strong emotional attachments to their objects which can be well in excess of the real value. When addressing concerns of self-neglect and hoarding, professionals should determine whether there are children in the household who may need support or who are at risk. Where there are any Child Protection or Child in Need concerns they should be reported to the DSL using CPOMS

#### **4.19 Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

#### **4.20 So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

#### **4.21 Peer on peer abuse, including sexual violence**

Children can abuse other children (often referred to as peer on peer abuse) and it can take many forms. It can happen both inside and outside school/college and online. It is important that all



staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports. This can include (but is not limited to): bullying (including cyberbullying, prejudice-based and discriminatory bullying); abuse within intimate partner relationships; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual harassment; consensual and non-consensual sharing of nudes and semi-nudes images and/or videos; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party; upskirting and initiation/hazing type violence and rituals. Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

### **Sexual violence and sexual harassment between children in schools and colleges**

#### **Context**

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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 and will be exacerbated if the alleged perpetrator(s) attends the same school or college. 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 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.

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.

Staff should be aware of the importance of:

- Challenging inappropriate behaviours;
- 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.

## **4.22 Preventing radicalisation**



**Radicalisation** refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups

**Extremism** is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces

**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 of terrorism 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.

Schools have a duty to prevent children from being drawn into terrorism. Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

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

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

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

Staff will be alert to changes in pupils' behaviour.

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

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



Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

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

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

All visitors will be required to verify their identity to the satisfaction of staff and to leave their belongings, including their mobile phone(s), in a safe place during their visit.

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

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

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

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

### **4.23 Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will take action in accordance with our Pupil Absconding, Absconding – Missing from Care and Children Missing from Education policies.

### **4.24 Modern slavery and trafficking**

At SENDAT schools and provisions we understand that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims – GOV.UK ([www.gov.uk](http://www.gov.uk))

### **4.25 Online safety - cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' crimes that can happen off-line but are enabled at scale and at



speed on-line) or 'cyber-dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of service (Dos or DDos) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the DSL (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, not other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at [Cyber Choices](#), ['NSPCC – When to call the Police'](#) and [National Cyber Security Centre – NCSC.GOV.UK](#)

#### **4.26 Organisational or institutional**

Organisational abuse stems primarily from an abuse of power. Often associated with care homes, institutions and pupil referral units, this kind of abuse comes directly from those who should be providing a safe and nurturing environment. Some of the most vulnerable young people are affected by organisational abuse and feel let down by the system.

Safeguarding training is particularly important in combatting abuse. Health Staff can benefit from a course that shows them when they might be restricting the stimulation or activity of those in their charge. It can also help them spot when a colleague or manager is exhibiting abusive tendencies.

#### **4.27 Private fostering**

A private foster carer is someone other than a parent or a close relative who cares for a child for a period of 28 days or more, in agreement with the child's parent. It applies only to children under 16 years, or under 18 if they are disabled.

A private fostering arrangement is not a when a child is Looked After by the Local Authority or placed in any residential home, hospital or school.

Schools play an essential role in identifying privately fostered children. Although most children in private fostering situations are likely to be safe, in some private fostering arrangements there are clear safeguarding issues and children and young people effectively have no one who is concerned





for their safety or welfare. <https://www.schools.norfolk.gov.uk/-/media/schools/files/pupil-safety-and-behaviour/safeguarding/private-fostering/private-fostering-guidance-for-schools.doc>

#### **4.28 Spiritual abuse**

There is no legal definition of spiritual abuse. The most commonly used is that supplied by the independent safeguarding organisation 31:8:

*“Coercion and control of one individual by another in a spiritual context. The target experiences spiritual abuse as a deeply emotional personal attack. This abuse may include:- manipulation and exploitation, enforced accountability, censorship of decision making, requirements for secrecy and silence, pressure to conform, misuse of scripture or using the pulpit to control behaviour, requirement of obedience to the abuser, the suggestion that the abuser has a ‘divine’ position, isolation from others, especially those external to the abusive context.”*

This is a contested idea within the faith community with some arguing that existing categories of abuse e.g. emotional, psychological abuse adequately cover the harms described. Others have suggested that different labels e.g. “pastoral malpractice” might be more appropriate. There are also concerns that the idea is inherently nebulous e.g. one person’s “misuse of scripture” might be another’s faithful interpretation.

Nonetheless, whatever labels are used, it is vital that all Faith Based Organisation (FBO)s have robust safeguarding mechanisms in place and are alive to the unique safeguarding challenges present in faith-based environments.

#### **4.29 Upskirting,**

The Voyeurism (Offences) Act 2019, which is commonly known as the Upskirting Act, came into force on 12 April 2019. ‘Upskirting’ is where someone takes a picture under a persons clothing (not necessarily a skirt) 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 sex can be a victim.



**APPENDIX 5**

**All safeguarding referrals should normally be entered straight on to Cpoms.** Where that is not possible this form can be used and then must be scanned onto Cpoms.

**SAFEGUARDING FORM**

**Record of safeguarding concerns in school**

<b>Name of student:</b>	<b>Date of birth:</b>	<b>Class:</b>	<b>Person completing form and position in school:</b>

<b>Nature of concern:</b> e.g. disclosure, injury, change in behaviour, demeanour, appearance, etc.

<b>Action taken:</b> e.g. who information was given to, referral made, parent informed, etc.

Signed: ..... Date: .....

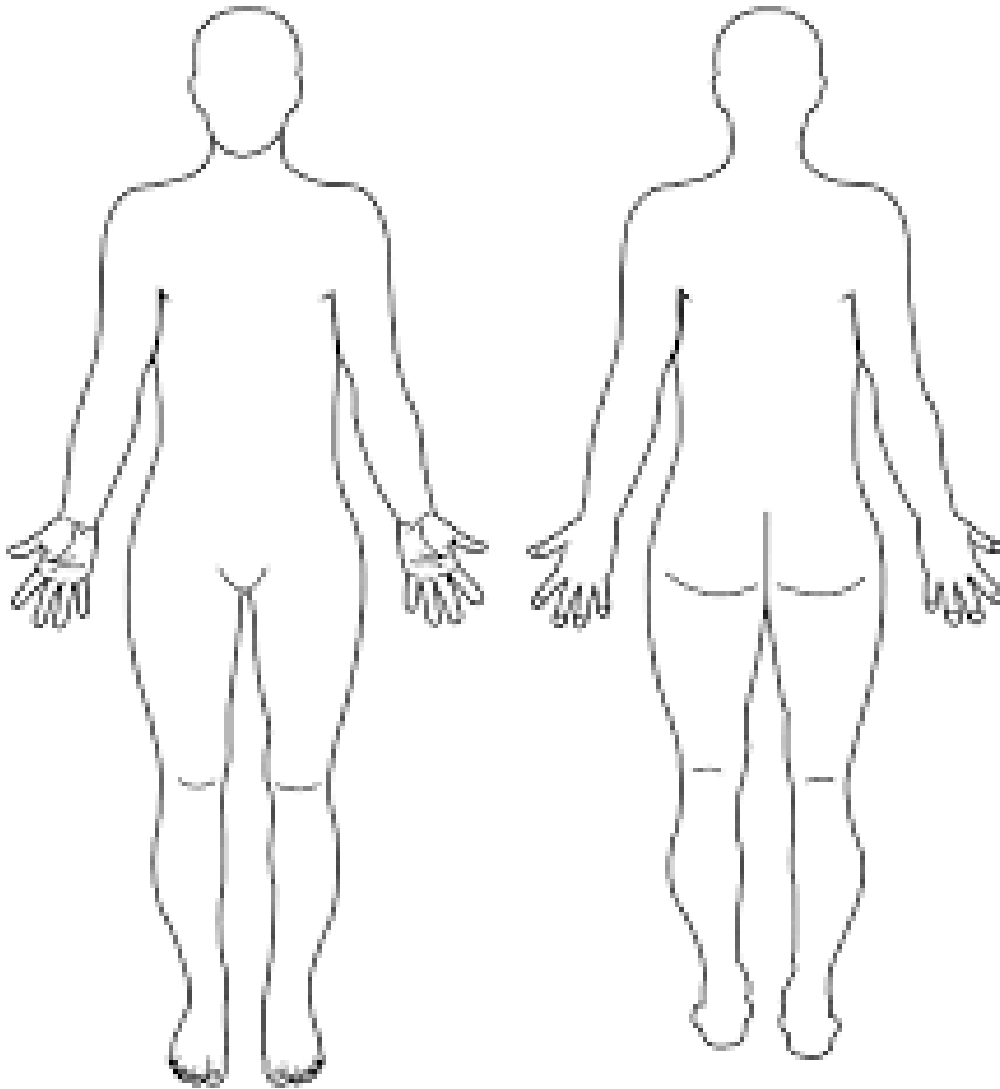
Name: ..... Job role: .....

**Give this completed form to the Safeguarding Lead (DSL or ASL)**

In the unlikely event the safeguarding leads are unavailable, contact Customer First: 0808 800 4005 (24 hours)



Body Map for referral form if CPOMS is not available  
Please use an X to note marks and or injuries





## APPENDIX 6

### *Safeguarding poster*

Each school has its own safeguarding poster with the photos of the correct staff. They are not given here as they are updated regularly but are included on the safeguarding pages of each school.

Angel Hill College <https://sendat.academy/angelhill/safeguarding/>

Chalk Hill - <https://sendat.academy/chalkhill/safeguarding/>

Duke of Lancaster - <https://sendat.academy/dukeoflancaster/safeguarding/>

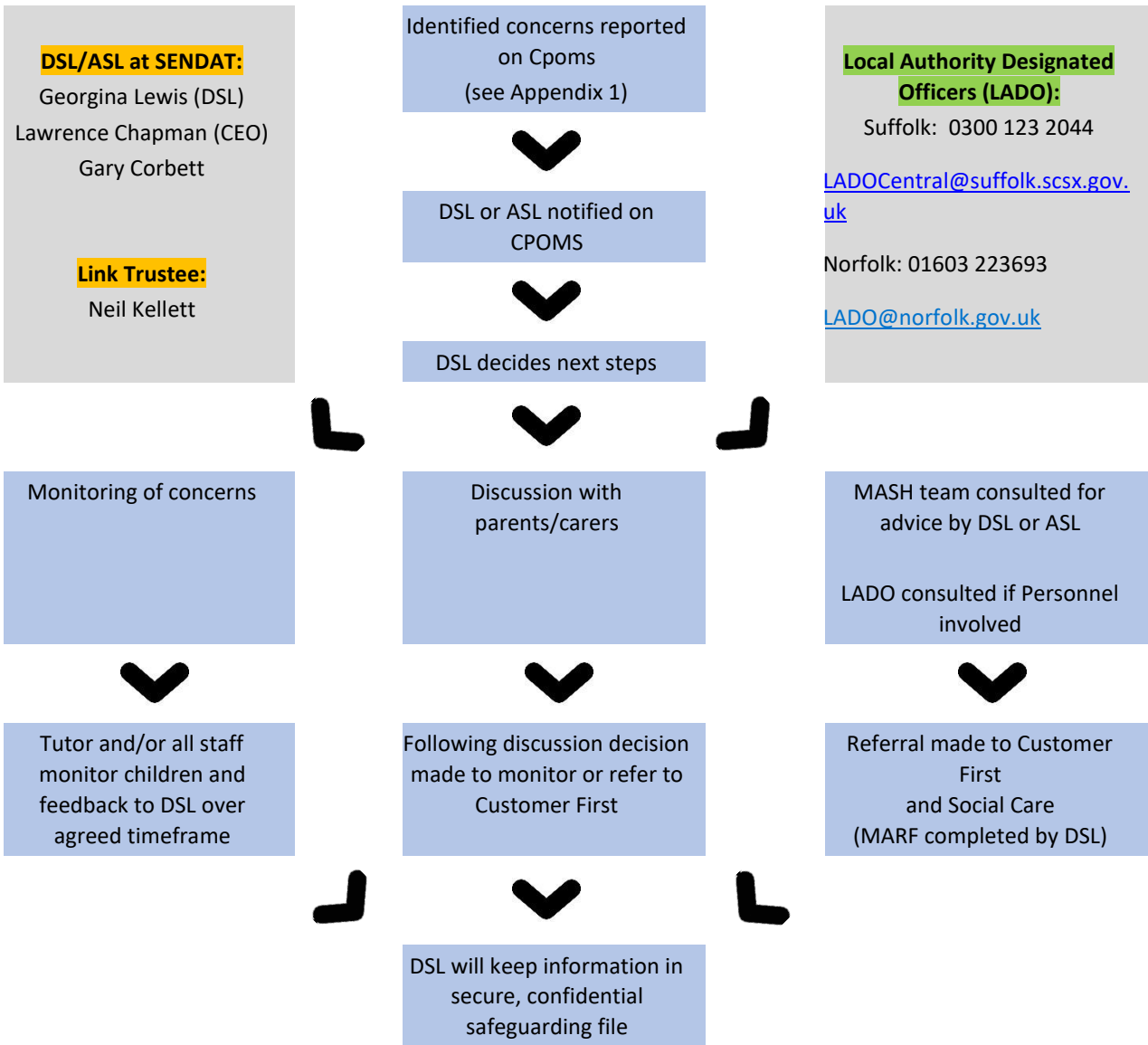
Priory - <https://sendat.academy/priory/safeguarding/>

Stone Lodge - <https://sendat.academy/stonelodge/safeguarding/>

Sunrise – <https://sendat.academy/sunrise/safeguarding/>



## APPENDIX 7: Flowchart for reporting Safeguarding concerns in SENDAT



**Anyone with concerns is able to make a referral:**

MASH team for advice: 0345 6061499

**Immediate safeguarding concerns** contact Customer First on 0808 800 4005

**Suffolk Safeguarding Children Board**  
<http://suffolkscb.org.uk>  
Children’s Advice and Duty Service (CADS)  
<https://communitydirectory.norfolk.gov.uk>

**Prevent Duty concerns:** contact Customer First on 0808 800 4005

**In an emergency contact the Police on 999**



## Appendix 8 glossary of terms

Acute Trust	A NHS body that provides medical and surgical services from one or more hospitals.
Area Group	A Subgroup of the Local Safeguarding Children Board (LSCB) tasked with promoting and auditing safeguarding children activity in a geographical area of the LSCB.
Audit Commission	An independent public body responsible for ensuring that public money is well spent in the areas of local government, housing, health, criminal justice and fire and rescue services. <a href="http://www.audit-commission.gov.uk">www.audit-commission.gov.uk</a>
Bullying	Bullying is deliberately hurtful (including aggression) repeated often, over a period of time difficult for the victim to defend themselves against - a 'systematic abuse of power'.
Charitable trust	A trust organised to serve private or public charitable purposes. Charitable trusts are usually non-profit organisations.
Child abuse and neglect	<p>'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 institutional or community setting, by those known to them or, more rarely by a stranger. They may be abused by an adult or adults or another child or children' (from Working Together to Safeguard Children – draft for consultation; HM Government 2005).</p> <p><b>Physical abuse</b> e.g. hitting, shaking, throwing, poisoning, burning</p> <ul style="list-style-type: none"> <li>• <b>Sexual abuse</b> e.g. inappropriate physical contact and noncontact activities (e.g. exposure to pornography)</li> <li>• <b>Emotional abuse</b> e.g. excessively criticising, withholding love</li> <li>• <b>Neglect</b> e.g. persistent failure to provide for physical needs</li> </ul>
Child Death Review procedures	Function of LSCBs from April 2008. Requires involved professionals, working together in a co-ordinated way, to review all child deaths in their area. Unexpected child deaths will undergo a more intensive review process. The findings to be used to inform strategic planning to safeguard and promote the welfare of children.
The Children and Family Court Advisory and Support Service	CAFCASS is an independent national organisation. It exists to safeguard and promote the welfare of the child in court proceedings, to give advice to the court and to provide information, advice and support for children and their families. <a href="http://www.cafcass.gov.uk">www.cafcass.gov.uk</a>
Children and Young People's Strategic Partnerships	Partnership of principle agencies working with children and young people to co-ordinate activities and resources and commission services, which safeguard and promote their welfare.
Child Protection	Process of protecting individual children identified as either suffering, or at risk of suffering, significant harm as a result of abuse or neglect.
Child Protection Conference	Meeting of family members, the child (where appropriate) and those professionals most involved with the child and family, following investigations into concerns about a child's welfare. The meeting considers all information about a child and the likelihood that they are suffering, or are likely to suffer, significant harm. If issues of significant harm exist then their name may be placed on the Child Protection Register in which case they will be subject to a Child Protection Plan.



Children and Young People	Children and young people from birth to 19 years of age, those over 19 years who are receiving services as care leavers under specific sections of the Children Act 1989, and those between 19 and 25 years with learning difficulties as defined in the Learning and Skills Act 2000 and who are receiving services under that Act.
Children and Young People's Plan (CYPP)	A single, strategic, overarching plan for local services for children and young people. It is the responsibility of each Local Authority (except those with 'three stars' who have a choice) to draw up the local CYPP. <a href="http://www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp">www.everychildmatters.gov.uk/strategy/planningandcommissioning/cypp</a>
Children with Disabilities subgroup	A subgroup of the LSCB, tasked to address the needs of children with complex health and development difficulties for whom some form of safeguarding becomes an issue.
Children's Services Authority (CSA)	A council with education and social care responsibilities. CSAs must appoint a Director of Children's Services to fulfil these obligations and must also designate one of their elected members as Lead Member for Children's Services.
Children's Trust	The term is used loosely to define local arrangements for commissioning integrated services and pooling budgets where it makes sense to do so. Children's Trust arrangements are locally determined and may be conducted through a children and young people's strategic partnership, through a more formal trust arrangement or for example, through a joint commissioning unit. <a href="http://www.everychildmatters.gov.uk/strategy/childrenstrustpathfinders">www.everychildmatters.gov.uk/strategy/childrenstrustpathfinders</a>
Commission for Social Care Inspection	Independent inspectorate for all social care services in England. <a href="http://www.csci.org.uk">www.csci.org.uk</a>
Commissioning	Establishing 'an overall picture of children's needs within an area, and developing provision through public, private, voluntary and community providers to respond to those needs' (Every Child Matters).
Common Assessment Framework (CAF)	The CAF is a standardised approach to assessing a child's need for services. It has been designed for practitioners in all agencies to help them to communicate and work together more effectively with the aim of identifying and addressing problems before they become serious. <a href="http://www.everychildmatters.gov.uk/deliveringservices/caf">www.everychildmatters.gov.uk/deliveringservices/caf</a>
Comprehensive Performance Assessment	The Audit Commission introduced CPA in 2002. It measures how well councils are delivering services for local people and communities. <a href="http://www.auditcommission.gov.uk/cpa">www.auditcommission.gov.uk/cpa</a>
Criminal Records Bureau (CRB)	An executive agency of the Home Office which vets applications for people who apply to work with children and vulnerable adults. The CRB checks information about criminal records and Police intelligence.
Director of Children's Services	Appointed by the CSA. The Director of Children's Services should be at chief officer level and has the statutory duties previously discharged by the Chief Education Officer and the Director of Social Services.
Disclosure of abuse	When a young person informs another person that they have been/are being abused or that someone else has been abused.
Domestic violence /domestic abuse	Domestic violence is perpetrated by adults on their current or recent partner. It includes threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality. Evidence exists that children can suffer long term damage from living in a household where domestic violence takes place. Exposure to domestic violence is now included in the definition of harm.
Duty of care	General duty on all those working with children to share some degree of responsibility for promoting their welfare and acting to protect them.



Duty to cooperate	Section 10 of the Children Act 2004 specifies those agencies who have a duty to cooperate with the Children's Services Authority. The CSA has a duty to make arrangements to promote such co-operation this is often through the strategic partnership for children and young people.
Duty to safeguard and promote welfare	section 11 of the Children Act 2004 sets out the duty of named agencies to safeguard and promote the welfare of children and young people
Early help	If a professional identifies a need for early help, they have a responsibility to share that information and work together with other agencies to provide children with the support they need. Indeed, effective early help relies upon local agencies working together to: <ul style="list-style-type: none"> <li>• identify children and families who would benefit from early help</li> <li>• assess the need for early help, and</li> <li>• provide targeted early help services to address the assessed needs of a child and their family in order to improve outcomes for the child.</li> </ul>
Every Child Matters	Government guidance which sets out the national framework for local change programmes to build services around the needs of children and young people to maximise opportunity and minimise risk. <a href="http://www.everychildmatters.gov.uk">www.everychildmatters.gov.uk</a>
Family Group Conferences (FGCs)	A forum for using family members to develop the plan for a child's future. FGCs do not replace Child Protection Conferences, and are most often used where a child is in need of support and services.
Forced marriage	A marriage conducted without the full consent of both partners and where duress is a factor. <a href="http://www.adss.org.uk/publications/guidance/marriage.pdf">www.adss.org.uk/publications/guidance/marriage.pdf</a>
Gangs	Groups of children often gather together in public places to socialise, and peer association is an essential feature of most children's transition to adulthood. Groups of children can be disorderly and/or anti-social without engaging in criminal activity. Definitions may need to be highly specific to particular areas or neighbourhoods if they are to be useful. Furthermore, professionals should not seek to apply this or any other definition of a gang too rigorously; if a child or others think s/he is involved with or affected by 'a gang', then a professional should act accordingly.
Governance	The act, process, or power of governing; government
Grooming Targeting	Words used to describe the way perpetrators of sexual abuse select and establish a relationship of trust with a child or young person which they then manipulate to exercise power over the victim (and their family, organisation or professional setting).
Information Sharing	The sharing of information between agencies and professionals in the best interests of the child. Effective local arrangements should be in place to ensure all agencies understand their responsibilities and the limits of confidentiality.
Joint Area Reviews	The Children Act 2004 requires Joint Area Reviews to be conducted at the request of the Secretary of State for Education and Skills in accordance with arrangements made by the Chief Inspector of Schools. A review must be conducted by two or more of the designated inspectorates or commissions. <a href="http://www.ofsted.gov.uk/publications/index.cfm">www.ofsted.gov.uk/publications/index.cfm</a>
Lead Member for Children's Services	Appointed by the CSA, the Lead Member is a councillor with a responsibility to lead Children's Services and will: <ul style="list-style-type: none"> <li>• have political accountability for the local authority children's services</li> <li>• provide leadership within and beyond the local authority to improve children's services</li> <li>• with the Director of Children's Services, maintain a particular focus on safeguarding and promoting the welfare of children across all agencies.</li> </ul>





Lead officer	A designated lead on a specific area within an agency
List 99	Contains the names, dates of birth and teacher reference numbers of people whose employment has been barred or restricted, either on grounds of misconduct or on medical grounds (these are listed separately). List 99 is a sensitive and confidential document. Access is strictly limited to those responsible for checking the suitability of applicants e.g., the CRB. Not all those on the list are perceived to be a danger to children.
Local Safeguarding Children's Boards (LSCBs)	A statutory agency created by the Children Act 2004 and operational from 01.04.06. The LSCB is the key statutory mechanism for agreeing how the relevant organisations in each local area will co-operate to safeguard and promote the welfare of children in that locality, and for ensuring the effectiveness of what they do.
Local Strategic Partnership	A single non-statutory, multi-agency body which aims to bring together, at a local level the public, private, voluntary and community sectors.
Looked after children	Children who are cared for by the Local Authority, either through a legal order or voluntary agreement with the parents.
Looked after children subgroup	A subgroup of the Local Safeguarding Children Board (LSCB) tasked to promote interagency work to ensure safe care for children who are looked after and living away from home, under the Children Act, Educational Provision, Health Provision, Justice Provision or otherwise.
Multi Agency Public Protection Arrangements (MAPPA)	Local panels which bring together police, probation, social services and other agencies to monitor violent and sex offenders in the community once they are released from prison. <a href="http://www.dfes.gov.uk/childrenandfamilies">www.dfes.gov.uk/childrenandfamilies</a>
Multi-agency training	The process of joint training of staff from various agencies. The aim is to ensure that staff across the agencies have a common understanding of safeguarding issues. This also promotes the establishment networks between professionals
Multi-Agency Safeguarding Hub	Multi-Agency Safeguarding Hubs (MASH) were developed to co-locate safeguarding agencies and their data into a secure assessment, research and referral unit for notifications of vulnerable children. This was in response to the inability of agencies, on occasions to effectively share information which has been the comment of numerous Serious Case Reviews and public enquiries.  These hubs aim to identify unknown risk by building a full picture on the child of concern and their family. The hubs aim to provide better informed assessments of risk and promoting the welfare of children; improved early identification of need; and enhanced partnership strategic assessment and problem solving
Parents and carers	Includes anyone with parental responsibility or who undertakes day-to-day care for a child. It may include step-parents, grandparents or other members of the family (including siblings), foster carers, residential staff.
Partner agencies	In the context of the Children Act 2004 this refers to all the agencies engaged in a partnership with the local authority to ensure children are safeguarded and their welfare promoted.
Protection of Children Act (PoCA)	A database of people who are deemed to be unsuitable to work with children. Made statute by the Protection of Children Act 1999 and revised in September 2005.
Police Protection	The Police have powers under the Children Act 1989 to remove a child, in an emergency, into Police protection.
Primary Care Trusts (PCTs)	Primary Care Trusts are responsible for assessing the healthcare needs of the communities they serve and for meeting those needs directly by delivering community health services. They may make arrangements for these needs to be met by other parts of the NHS. PCTs are also responsible for improving the health of local populations.



Quality Assurance (QA) subgroup	A subgroup of the Local Safeguarding Children Board (LSCB) tasked with monitoring the implementation of LSCB procedures and protocols, auditing and evaluating how local services, policies and procedures work together to protect children, ensuring that recommendations from all case reviews commissioned by the Serious Case Review Panel (SCRCP) are implemented and incorporated into practice, and reviewing individual cases that are commissioned by the Serious Case Review Panel.
Recruitment and vetting	Seeking staff and volunteers and having clear procedures for checking that they are safe to employ in the organisation.
Risk Assessment	The process of assessing whether or not a person or situation may present a risk to the welfare of a child or young person
Safeguarding and promoting the welfare of children	'The process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care which is undertaken so as to enable children to have optimum life chances and enter adulthood successfully.' (Chapter 3, Working Together to Safeguard Children HM Government 2006).
Serious Case Review	ACPCs/LSCBs are mandated to hold reviews of practice in cases when a child dies, and abuse or neglect are known or suspected to be a factor in the death. They must also consider reviews where a child sustains a potentially life threatening injury or serious and permanent impairment of health and development or has been subjected to particularly serious sexual abuse; and the case gives rise to concerns about inter-agency working to protect children.
Serious Case Review Panel	A subgroup of the Local Safeguarding Children Board (LSCB) tasked with holding reviews of practice in cases when a child dies, and abuse or neglect are known or suspected to be a factor in the death, or in other cases as listed above in the section 'Serious Case Review'.
Sexual Exploitation	The use of children by adults for sexual and commercial purposes. For example, through prostitution and pornography.
Sexually harmful behaviour	This refers to a child or young person displaying behaviour that is sexually harmful towards another child or young person.
Significant harm	Introduced in the Children Act 1989, as the threshold that justifies compulsory intervention in family life in the best interests of the child.
Staff, volunteers, workers	Anyone in paid or unpaid work who provides services / activities on behalf of the organisation. This may include coaches, course instructors and leaders.
Training Subgroup	A subgroup of the Local Safeguarding Children Board (LSCB) which is tasked with providing a strategic overview of the planning, delivery and evaluation of the inter-agency training that is required in order to promote effective practice to safeguard children.
Voluntary and community organisations (VCOs)	Non-statutory organisations. There are around half a million voluntary and community organisations in the UK. These range from small, local community groups to large, established, national and international organisations. Some have no income at all and rely on the efforts of volunteers; others are, in effect, medium-sized businesses run by paid professional staff.
Vulnerable children	children who are particularly vulnerable to abuse, including: Children living away from home in various settings and including missing children and migrant children Children with a disability Children of drug misusing parents Children who are bullied or subject to racism Children involved in pornography and the internet.



'Working Together To Safeguard Children'	Statutory guidance on how organisations and individuals should interact in order to safeguard and promote the welfare of children.
Youth Offending Teams	Multi-agency teams responsible for the supervision of children and young people who have committed offences or are likely to offend.