



## **Safeguarding Policy**

**Contact Numbers:**

Kingsbury Academy/DSL: Susannah Roberts, Deputy Head Teacher-  
02476 594952

Local Authority Designated Officer: Mark Goddard - 02476978499

MASH: 02476 88555 or email [MASH@coventry.gov.uk](mailto:MASH@coventry.gov.uk). Out of hours emergency  
duty service: 02476 832208

Prevent referrals: [CTUGATEWAY@westmidlands.pnn.police.uk](mailto:CTUGATEWAY@westmidlands.pnn.police.uk)  
Tel: 101 ext 8313022

NSPCC: 0800 0280285

Designated Lead for Looked After and Previously Looked-After Children:  
Susannah Roberts, Deputy Head Teacher

<b>Part 1: Safeguarding Policy</b>	Page 5
1. Introduction	Page 5
2. Overall Aims	Page 6
3. Guiding Principles	Page 7
4. Key Processes	Page 7
5. Expectations	Page 7
6. The Designated Safeguarding Lead (DSL)	Page 8
7. The Designated Teacher for Looked After Children	Page 10
8. The Board of Trustees	Page 10
9. A Safer School Culture	Page 12
9.1 Safer Recruitment and Selection	Page 12
9.2 Induction	Page 12
9.3 Staff Support	Page 12
10. The Use of Reasonable Force	Page 12
11. Our Role in the Prevention of Abuse	Page 13
11.2 The Curriculum	Page 13
11.3 Other Areas of Work	Page 13
12. What We Will Do if We Are Concerned – Early Help Response	Page 14
13. Safeguarding Pupils/Students who are Vulnerable to Radicalisation	Page 15
13.2 Risk Reduction	Page 15
13.3 Response	Page 16
13.4 Channel	Page 17
14. Safeguarding Pupils/Students who are Vulnerable to Exploitation, Forced Marriage, Female Genital Mutilation or Trafficking	Page 17
14.7 Reporting of Female Genital Mutilation	Page 18
15. Children who go Missing From Education	Page 18

16.	Sexual Violence and harassment Between Children in Schools and 6 <sup>th</sup> Form	Page 19
<b>Part 2: The Key Procedures</b>		Page 20
Chart: Responding to Concerns About a Child		Page 20
17.	Involving Parents/Carers	Page 21
18.	Multi-Agency Work	Page 21
19.	Our Role in Supporting Children	Page 21
20.	Responding to an Allegation About a Member of Staff	Page 22
21.	Children With Additional Needs	Page 22
22.	Children in Specific Circumstances	Page 23
	22.1 Private Fostering	Page 23
23.	Links to additional information about safeguarding issues and forms of abuse	Page 23
<b>Appendices</b>		
Appendix 1: Definitions and Indicators of Abuse		Page 27
	1. Neglect	Page 27
	2. Physical Abuse	Page 27
	3. Sexual Abuse	Page 28
	4. Sexual Exploitation	Page 29
	5. Emotional Abuse	Page 29
	6. Responses from Parents	Page 30
	7. Disabled Children	Page 30
Appendix 2: Dealing with a Disclosure of Abuse		Page 32

Appendix 3: Allegations About a Member of Staff, Trustee or Volunteer	Page 33
Appendix 4: Indicators of Vulnerability to Radicalisation	Page 35
Appendix 5: Preventing Violent Extremism – Roles and Responsibilities of the Single Point of Contact (SPOC)	Page 37
Appendix 6: Covid 19 amendments	Page 38

## **PART ONE: SAFEGUARDING POLICY**

### **1.0 INTRODUCTION**

1.1 Safeguarding and promoting the welfare of children is defined by Working Together 2018 and Keeping Children Safe in Education 2020 as –

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

'Child Protection' is the intervention that occurs when children have been significantly harmed or are at risk of significant harm.

'Child' refers to everyone under the age of 18.

'Young people' includes everyone aged 18 and above.

'Parent' refers to birth parents and other adults in a parenting role for example adoptive parents, step parents and foster carers.

'Staff' or 'members of staff' refers to all teaching, non-teaching, support, supply, peripatetic, contract staff, governors, volunteers and trustees working in or on behalf of Kingsbury Academy.

1.2 Kingsbury Academy is committed to safeguarding and promoting the welfare of all its pupils/students. We believe that:

- All children/young people have the right to be protected from harm, abuse and neglect;
- That every child has the right to an education and children/young people need to be safe and to feel safe in school;
- Children/young people need support that matches their individual needs, including those who may have experienced abuse;

- All children/young people have the right to express their views, feelings and wishes and voice their own values and beliefs;
- All children/young people should be encouraged to respect each other's values and support each other;
- All children/young people have the right to be supported to meet their emotional and social needs as well as their educational needs – a happy, healthy, sociable child/young person will achieve better educationally;
- Kingsbury Academy will contribute to the prevention of abuse, victimisation, bullying (including homophobic, bi-phobic, transphobic and cyber-bullying), exploitation, extreme behaviours, discriminatory views and risk taking behaviours; and
- All staff and visitors have an important role to play in safeguarding children and protecting them from abuse. All staff are responsible for keeping children safe and have a responsibility to act if they think a child is at risk of harm.
- Working with other agencies is essential to promote safeguarding and protect children from harm.
- Early help and providing support to families and/or children as soon as a problem emerges is essential to improving outcomes for children and families.

1.3 Kingsbury Academy, following statutory and non-statutory guidance, will fulfil its local and national responsibilities as laid out in the following documents:

- The most recent version of [Working Together to Safeguard Children](#) (DfE)
- The most recent version of [Keeping Children Safe in Education: Statutory guidance for schools and colleges](#) (DfE Sept 2020)
- [The Education Act 2002](#) s175
- [Mental Health and Behaviour in Schools: Departmental Advice](#) (DfE 2014)
- [Sexting in Schools & Colleges – responding to incidents and safeguarding young people](#) (UKCCIS) 2016
- General Data Protection Legislation (2018)  
[https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules\\_en](https://ec.europa.eu/commission/priorities/justice-and-fundamental-rights/data-protection/2018-reform-eu-data-protection-rules_en)
- [www.legislation.gov.uk/ukpga/1989/41](http://www.legislation.gov.uk/ukpga/1989/41) / [www.legislation.gov.uk/ukpga/2004/31/contents](http://www.legislation.gov.uk/ukpga/2004/31/contents) Children Act 1989 and 2004
- <https://www.safeguardingschools.co.uk/new-ofsted-education> Ofsted Inspecting Safeguarding in Schools 2019
- <https://www.gov.uk/government/publications/children-missing-education> Children missing in education DfE 2016

- [Guidance for Safer Working Practice for those working with children and young people in education settings \(May 2019\)](#)
- [Guidance for Safer Working Practice for those working with children and young people in education settings addendum \(April 2020\)](#)
- [What to do if you are worried a child is being abused: Advice for practitioners \(2015\)](#)

## **2.0 OVERALL AIMS**

2.1 This policy will contribute to the protection and safeguarding of our pupils/students and promote their welfare by:

- Clarifying standards of behaviour for staff and pupils/students;
- Contributing to the establishment of a safe, resilient and robust ethos in the school, built on mutual respect and shared values;
- Introducing appropriate work within the curriculum;
- Encouraging pupils/students and parents to participate;
- Alerting staff to the signs and indicators that all may not be well;
- Train staff effectively in all safeguarding issues and in their responsibilities for identifying and protecting children that are or may be at risk of harm;
- Recognise that all children may be vulnerable to abuse, but be aware that some children have increased vulnerabilities due to special educational needs or disabilities;
- Developing staff awareness of the risks and vulnerabilities their pupils/students face;
- Addressing concerns at the earliest possible stage; and
- Reducing the potential risks pupils/students face of being exposed to violence, extremism, exploitation, discrimination or victimisation.
- The school having a culture of safeguarding in which children are listened to
- Teach children how to keep themselves safe and provide structures for them to raise concerns if they are worried or at risk of harm
- Support children's mental health and wellbeing
- Providing a learning environment for children which is safe and secure

2.2 This policy will contribute to supporting our pupils/students by:

- Identifying and protecting the vulnerable;
- Identifying individual needs as early as possible; and
- Designing plans to address those needs.
- Liaising with Multi-agency teams in line with Working Together 2018

2.3 This policy will contribute to the protection of our pupils/students by:

- Including appropriate work within the curriculum;
- Implementing Child Protection Policies and procedures; and
- Working in partnership with pupils/students, parents/carers and other agencies.
- Maintain a robust recording system for any safeguarding or child protection information;
- Ensuring that we adhere to safer recruitment guidance and legislation, deal promptly with allegations of abuse against staff and take bullying and harassment seriously
- Ensure that everyone in Kingsbury Academy understands the safeguarding procedures;
- Regularly review policies and procedures to ensure that children are protected to the best of our ability

2.4 This policy extends to any establishment our Academy commissions to deliver education to our pupils on our behalf including alternative provision settings. Rather than duplication content from Keeping Children Safe in Education (September 2020) in this policy, it should be understood that Kingsbury Academy will always refer to this document as the benchmark for all safeguarding practice.

- The Board of Trustees will ensure that any commissioned agency will reflect the values, philosophy and standards of our Academy. Confirmation should be sought from the Academy that appropriate risk assessments are completed and ongoing monitoring is undertaken.

### 3.0 GUIDING PRINCIPLES

3.1 These are the 7 guiding principles of safeguarding, as stated by Coventry Partnership Safeguarding Children.

- Have conversations and listen to children and their families as **early** as possible.
- Understand the child's lived experience.
- Work **collaboratively** to improve children's life experience.
- Be **open**, honest and transparent with families in our approach.
- **Empower** families by working with them.
- Work in a way that builds on the families' **strengths**.
- Build **resilience** in families to overcome difficulties.

3.2 In addition Coventry Safeguarding Children Partnership has identified the following key safeguarding messages for schools -

- Every child is entitled to a rich and rounded curriculum.
- Governance is corporate and decisions are collective, but individual Trustees can and should take the lead on specific aspects of school life such as safeguarding.
- When issues arise, the Head Teacher should speak out, addressing them internally where possible and escalating when this is unsuccessful.

#### **4. KEY PROCESSES**

- 4.1 All staff must be aware of the guidance issued by Coventry Safeguarding Partnership in [Right Help Right Time](#), and procedures for [Early Help](#). The school is committed to multi-agency working and operates under Working Together to Safeguard Children (2018) and local safeguarding arrangements. Kingsbury Academy will work with social care, the police, health services, local Early Help practitioners and other relevant agencies to promote the welfare of children and protect them from harm. Kingsbury Academy will work closely with our local family hub to ensure children receive appropriate, co-ordinated Early Help – Pathways Family Hub, 02476788444. The Coventry Safeguarding Children Partnership (CSCP) have designated that schools and colleges are a named 'relevant agency'. As such, Kingsbury Academy is under a statutory duty to co-operate with published CSCP arrangements.

#### **5.0 EXPECTATIONS**

- 5.1 All staff and visitors will:

- Be familiar with this Safeguarding Policy;
- Understand their role in relation to safeguarding;
- Be subject to Safer Recruitment processes and checks, whether they are new staff, supply staff, contractors, volunteers etc;
- The governors and management team are subject to Enhanced DBS checks and 128 check
- Be involved, where appropriate, in the implementation of individual Education Programmes, Early Help Assessments and support plans, Child In Need plans and inter-agency Child Protection plans;
- Be alert to signs and indicators of possible abuse (See Appendix 1 for current definitions and indicators);
- Record concerns and give the record to the DSL, or deputy DSL, and
- Deal with a disclosure of abuse from a child in line with the guidance in Appendix 2 - you must inform the DSL immediately, and provide a written account as soon as possible.
- Staff are made aware of the DfE document: 'What to do if you are concerned a child is being abused' 2015

- Staff should report concerns first and then record concerns, giving the concern documentation to DSL
- Staff should have an awareness of safeguarding issues that put children at risk of harm and behaviours associated with these risks.

5.2 All staff will receive annual Safeguarding training and update briefings as appropriate. Updates are at a minimum annually in line with KCSIE 2020. Key staff will undertake more specialist safeguarding training as agreed by the Board of Trustees. DSL training and refresher training is completed every 2 years.

## **6.0 THE DESIGNATED SAFEGUARDING LEAD (DSL)**

6.1 Our DSL on the Senior Leadership Team is *Susannah Roberts, Deputy Head Teacher*. Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL. This responsibility should not be delegated. The DSL will help to promote educational outcomes of children who have experienced or are experiencing safeguarding of child protection issues by sharing relevant information with teachers and the school leadership team.

The DSL

6.1.1 The deputy DSLs will support the DSL within the role and deputise when the DSL is not on-site or engaged in other responsibilities. They are:

*Suzanne Everitt, Jade Wade, Clair Nutt.*

Staff, governors, agency staff and volunteers report concerns to the DSL, DDSLs, HT if DSL, DDSL not in situ, then social care/police in 'exceptional emergency'.

6.2 Board of Trustees and proprietors should ensure an appropriate senior member of staff, from the Academy leadership team is appointed to the role of DSL. This should be explicit in the role-holder's job description.

6.3 Any steps taken to support a child who has a safeguarding vulnerability must be reported to the lead DSL in our Academy; the DSL will advise the Head Teacher/Principal as appropriate.

6.4 Safeguarding and Child Protection information will be dealt with, in a confidential manner in accordance with 'Information Sharing' DfE 2018, GDPR 2018 and DPA 2018. Staff will be informed of relevant details only when the DSL feels their having knowledge of a situation will improve their ability to support an individual child and/or family. A written record

will be made of what information has been shared, with whom, and when.

- 6.5 Safeguarding records will be stored securely in a central place separate from academic records in accordance with 'Information Sharing' DfE 2018, GDPR 2018 and DPA 2018.. Individual files will be kept for each child: the Academy will not keep family files. Files will be kept for at least the period during which the child is attending the Academy, and beyond that in line with current data legislation and guidance.
- 6.6 Access to records by staff other than by the DSL will be restricted, and a record will be kept of who has had access to them, when and why they accessed them.
- 6.7 Parents will be aware of information held on their children and kept up to date regarding any concerns or developments by the appropriate members of staff. General communications with parents will be in line with any home school policy and give due regard to which adults have parental responsibility.
- 6.8 **Do not disclose to a parent any information held on a child if this would put the child at risk of significant harm.**
- 6.9 If a pupil/student moves from our Academy, Child Protection records will be forwarded on to the DSL at the new school, with due regard to their confidential nature and in line with current government guidance on the transfer of such records. We will record where and to whom the records have been passed and the date.
- 6.10 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives. A receipt is received from the receiving school.
- 6.10 If sending by post, pupil records will be sent by "Special/Recorded Delivery". For audit purposes, a note of all pupil records transferred or received should be kept in either paper or electronic format. This will include the child's name, date of birth, where and to whom the records have been sent and the date sent and/or received.
- 6.11 If a pupil/student is permanently excluded and moves to a Pupil Referral Unit, Child Protection records will be forwarded on to the relevant organisation.

6.12 Our DSL and any deputies must undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

6.12.1 In addition to their formal training as set out above, their knowledge and skills should be updated, (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

6.13 When a DSL resigns their post or no longer has Child Protection responsibility, there should be various full face to face handover/exchange of information with the new post holder.

6.13.1 In exceptional circumstances, when a face to face handover is unfeasible, the Head Teacher/Principal will ensure that the new post holder is fully conversant with all procedures and case files.

## **7.0 THE DESIGNATED TEACHER FOR LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN**

7.1 The Board of Trustees has appointed a Deputy DSL in charge of LAC and ex LAC pupils. This designated teacher for LAC pupils should work with local authorities to promote the educational achievement of registered pupils who are looked after. On commencement of sections 4 to 6 of the Children and Social Work Act 2017, our designated teachers will have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

7.2 The designated teacher must have appropriate training and the relevant qualifications and experience. The designated Teacher is:  
Susannah Robert

7.3 The designated teacher will work with the Virtual school to provide the most appropriate support utilising the pupil premium plus to ensure they meet the needs identified in the child's personal education plan.

7.4 The designated teacher should also work with the virtual school head to promote the educational achievement of previously looked after children.

## **8.0 THE BOARD OF TRUSTEES & LOCAL GOVERNING BODY**

8.1 The Board of Trustees, proprietors and management committees are the accountable body and must ensure that they comply with their duties under legislation – Children Act 1989 and 2004, Working Together 2018, KCSIE 2019, Education Act 1975. A Local Governing Body is in place at Kingsbury Academy also.

8.2 The Board of Trustees will ensure that:

- Board of Trustees and proprietors should ensure that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare;
- All Trustees must have read part 2 of "KCSIE-19"
- The Academy operates "Safer Recruitment" procedures and ensures that appropriate checks are carried out on all new staff and relevant volunteers;
- At least one senior member of the Academy's leadership team acts as a DSL, and at least a further deputy DSL is appointed ;
- That appropriate time is made available to the DSL and deputy DSL(s) to allow them to undertake their duties; their role should be explicit in their job description;
- The Head Teacher/Principal and all other staff who work with children undertake safeguarding training on an annual basis with additional updates as necessary within a 2-year framework and a training record maintained;
- Temporary staff and volunteers are made aware of the Academy's arrangements for safeguarding & child protection and their responsibilities;
- The Academy remedies any deficiencies or weaknesses brought to its attention without delay; and
- The Academy has procedures for dealing with allegations of abuse against staff/volunteers.
- Ensure that Kingsbury Academy takes into account local authority and Coventry Children Partnership policies and supply information as requested by the three safeguarding partners (The Local Authority, a clinical commissioning group for an area within the local authority and the chief office of police for a police area within the local authority);
- Safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties (Teaching Standards 2012) and
- Ensure that children's social care (from the host local authority or placing authority) have access to Kingsbury Academy to conduct, or to consider whether to conduct a section 47 or section 17 assessment, as per KCSIE September 2020

- Consider a whole-school approach to online safety, including the use of mobile technology in school;
  - Ensure that there are clear systems and processes in place for identifying when children may be experiencing mental health problems;
- 8.3 The Board of Trustees should review all policies/procedures that relate to safeguarding and child protection annually.
- 8.4 The Nominated Governor for safeguarding at the Academy is *Sean Byrne*. The Nominated Governor is responsible for liaising with the Head Teacher/Principal and DSL over all matters regarding safeguarding and child protection issues. The role is strategic rather than operational – they will not be involved in concerns about individual pupils/students.
- 8.4.1 The Nominated Governor will receive safeguarding training relevant to the governance role and this will be updated every 2 years.
- 8.5 The Nominated Governor will liaise with the Head Teacher/Principal and the DSL to produce a report at least annually for Trustees/ Governors
- 8.6 The Board of Trustees/Governors have a written policy and procedures for dealing with allegations of abuse against members of staff, visitors, volunteers or Trustees that complies with all BSCB procedures.
- 8.7 A member of The Board of Trustees (usually the Chair) is nominated to be responsible for liaising with the LADO Team in the event of allegations of abuse being made against the Head Teacher/Principal.

## **9.0 A SAFER SCHOOL CULTURE**

### **9.1 Safer Recruitment and Selection**

- 9.1.1 The Academy pays full regard to 'Keeping Children Safe in Education Sept 19'. Safer Recruitment practice includes scrutinising applicants, verifying identity and academic or vocational qualifications, obtaining professional and character references, checking previous employment history and ensuring that a candidate has the health and physical capacity for the job. It also includes undertaking interviews and appropriate checks including criminal record checks (DBS checks), barred list checks and prohibition checks. Evidence of these checks must be recorded on our Single Central Record.
- 9.1.2 All recruitment materials will include reference to the Academy's commitment to safeguarding and promoting the wellbeing of pupils.

9.1.3 Key staff have undertaken appropriate training in Safer Recruitment. One of the above will be involved in **all** staff / volunteer recruitment processes and sit on the recruitment panel. A member of The Board of Trustees should have received Safer Recruitment training.

## **9.2 Induction**

9.2.1 All staff must be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- The child protection policy;
  - The behaviour policy;
  - The code of conduct and safer working practice.
  - The safeguarding response to children who go missing from education; and
  - The role of the DSL (including the identity of the DSL and any deputies).
- Copies of policies and a copy of Part one of the KSCIE-20 document should be provided to staff at induction or by email the following week.

## **9.3 Staff Support**

9.3.1 We recognise the stressful and traumatic nature of safeguarding and child protection work. We will support staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

9.3.2 Regular supervision and support will be offered to the Lead DSL within the Academy, usually half-termly and may be extended to other members of staff as deemed appropriate by the Academy.

## **10.0 THE USE OF REASONABLE FORCE**

10.1 The Academy has in place a behaviour policy which will give more details and behaviour management and will incorporate the safeguarding key values described below. There are circumstances when it is appropriate for staff in school to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. Departmental

advice for schools is available here:  
<https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

- 10.2 Our Academy will not have a 'no contact' policy as this could lead our staff unable to fully support and protect their pupils and students.
- 10.3 When using reasonable force in response to risks presented by incidents involving children including any with SEN or disabilities, or with medical conditions, staff should consider the risks carefully.
- 10.4 They should also consider their duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty.
- 10.5 Our Academy will by planning positive and proactive behaviour support, for instance through drawing up individual behaviour plans for more vulnerable children, and agreeing them with parents and carers, will reduce the occurrence of behaviour that challenges and the need to use reasonable force.

## **11.0 OUR ROLE IN THE PREVENTION OF ABUSE**

- 11.1 We will provide opportunities for pupils/students to develop skills, concepts, attitudes and knowledge that promote their safety and well-being.

### **11.2 The Curriculum**

- 11.2.1 Safeguarding issues will be addressed through the PSHE curriculum, for example self-esteem, emotional literacy, assertiveness, power, healthy relationship education (previously known as sex and relationship education SRE), online safety (formally known as e-safety), and bullying (including cyber bullying). We refer to the DfE guidance 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- 11.2.2 Relevant issues will be addressed through all areas of the curriculum as described in our PSHE/SRE policy. The Academy uses when relevant the NSPCC programme called PANTS.

### **11.3 Other Areas of Work**

- 11.3.1 All our policies which address issues of power and potential harm, for example Anti-Bullying, Discrimination, Equal Opportunities, Handling, Positive Behaviour, Intimate Care Policy, Staff Code of Conduct, Pupil and Staff Internet Safety Policy will be inter-linked to ensure a whole school approach.

11.3.2 Our safeguarding policy cannot be separated from the general ethos of the Academy, which should ensure that pupils/students are treated with respect and dignity, taught to treat each other with respect, feel safe, have a voice, and are listened to.

## **12.0 WHAT WE WILL DO WHEN WE ARE CONCERNED- EARLY HELP RESPONSE**

12.1 Where unmet needs have been identified for a child/ young person utilising the Right Help Right Time (RHRT) model but there is no evidence of a significant risk, the DSL will add the child/young person to our records of children with a safeguarding vulnerability, and support Academy staff to deliver an appropriate Early Help response.

12.2 In the first instance the child/young person will be enabled through the Signs of Safety and Wellbeing practice framework to express their lived experience. This will be documented in an appropriate format such as the '3 Houses' and added to the child's file. At this stage, simple reasonable adjustments within the educational setting may be all that is needed to address the unmet needs and after review the child/young person may then be removed from the children with a safeguarding vulnerability list.

12.3 Should the lived experience of the child and professional opinion of the DSL indicate that a wider Early Help response is required in order to meet the unmet safeguarding need, the DSL could develop a school-focused action plan with the child/young person and parent/carer as appropriate, utilising the Signs of Safety and Wellbeing practice framework and the 3 columns of the Early Help conversation log. This school-focused plan will then be regularly reviewed and updated to record progress towards the goals until the unmet safeguarding needs have been addressed. Once all unmet safeguarding needs have been addressed, the child can be removed from the Children with a safeguarding vulnerability list.

12.4 Should the professional opinion of the DSL indicate that a multi-agency Early Help response is required in order to meet the unmet safeguarding need, the DSLs will lead on liaising with other agencies and setting up an Early Help Assessment and register these documents with the Early Help Support Team. This multi-agency plan will then be reviewed regularly and progress updated towards the goals until the unmet safeguarding needs have been addressed.

12.5 Should the DSL feel that a Social Care response is needed to meet the unmet safeguarding need; the DSL will contact the Coventry MASH (multi agency safeguarding hub) and complete the necessary paperwork as required.

- 12.6 The DSL will then oversee the agreed intervention from Academy as part of the multiagency safeguarding response and ongoing school focused support.  
See **Part 2** Key procedures.

### **13.0 SAFEGUARDING STUDENTS WHO ARE VULNERABLE TO RADICALISATION**

- 13.1.1 Since 2010, when the Government published the first version of the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from extremist ideologies. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.
- 13.1.2 Kingsbury Academy values freedom of speech and the expression of beliefs and ideology as fundamental rights underpinning our society's values. Pupils/students and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.
- 13.1.3 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Kingsbury Academy is clear that this exploitation and radicalisation must be viewed as a safeguarding concern and that protecting children from the risk of radicalisation is part of the Academy's safeguarding duty.
- 13.1.4 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 4.
- 13.1.5 Kingsbury Academy seeks to protect children and young people against the messages of all violent extremism including, but not restricted to, those linked to Islamist ideology, or to Far Right/Neo-Nazi/White Supremacist ideology, Domestic Terrorism, Irish Nationalist and Loyalist paramilitary groups, and extremist Animal Rights movements.

## **13.2 Risk Reduction**

13.2.1 The Academy Trustees, the Head Teacher and the DSL will assess the level of risk within the Academy and put actions in place to reduce that risk. Risk assessment may include consideration of the Academy's RE curriculum, SEND policy, Assembly Policy, the use of Academy premises by external agencies, integration of students by gender and SEN, anti-bullying policy and other issues specific to the Academy's profile, community and philosophy. To this end, open source due diligence checks will be undertaken on all external speakers invited to our Academy. An example of this can be found at:

[https://www.birmingham.gov.uk/downloads/download/773/the\\_prevent\\_duty](https://www.birmingham.gov.uk/downloads/download/773/the_prevent_duty)

## **13.3 Response**

13.3.1 With effect from 1<sup>st</sup> July 2015, all schools are subject to a duty to have "due regard to the need to prevent people being drawn into terrorism" (section 26, Counter Terrorism and Security Act 2015). This is known as The Prevent Duty.

13.3.2 There is no single way to identify an individual who is likely to be susceptible to an extremist ideology. Specific background factors may contribute to vulnerability and these are often combined with specific needs for which an extremist group may appear to provide answers, and specific influences such as family, friends and online contacts. The use of social media has become a significant feature in the radicalisation of young people. More information on these factors is in Appendix 4.

13.3.3 Our Academy, like all others, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the DSL. The SPOC for our Academy is Susannah Roberts. The responsibilities of the SPOC are described in Appendix 5.

13.3.4 Staff within our Academy will be alerted to changes in a child's behaviour or attitude which could indicate that they are in need of help or protection.

13.3.5 Our Academy will monitor online activity within the Academy to ensure that inappropriate sites are not accessed by students or staff.

13.3.6 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the SPOC.

13.3.7 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

## **13.4 Channel**

13.4.1 Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to:

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

13.4.2 The Channel programme focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's participation in the programme is entirely voluntary at all stages.

13.4.3 Our Academy has a duty to cooperate with the Channel programme in the carrying out of its functions, and with the Police in providing information about an individual who is referred to Channel (Section 38, Counter Terrorism and Security Act 2015).

## **14.0 SAFEGUARDING PUPILS/STUDENTS WHO ARE VULNERABLE TO EXPLOITATION, FORCED MARRIAGE, FEMALE GENITAL MUTILATION OR TRAFFICKING**

14.1 Our Safeguarding Policy and the Academy's values, ethos and behaviour policies, provide the basic platform to ensure children and young people are given the support to respect themselves and others, stand up for themselves and protect each other.

- 14.2 Our Academy keeps itself up to date on the latest advice and guidance provided to assist in addressing specific vulnerabilities and forms of exploitation.
- 14.3 Our staff are supported to recognise warning signs and symptoms in relation to specific issues, and include such issues, in an age appropriate way, in their lesson plans.
- 14.4 Our Academy works with and engages with families and the local communities to talk about such issues.
- 14.5 Our staff are supported to talk to families about sensitive concerns in relation to their children and to find ways to address them together wherever possible.
- 14.6 Our DSL(s) know where to seek and get advice as necessary and our Academy will bring in experts and uses specialist material to support the work we do.
- 14.7 Reporting of Female Genital Mutilation (FGM)
- 14.7.1 With effect from October 2015, all schools are subject to a mandatory reporting requirement in respect of female genital mutilation. When a teacher discovers that an act of FGM appears to have been carried out on a girl aged under 18, that teacher has a statutory duty to report it to the Police.
- 14.7.2 Failure to report such cases will result in disciplinary sanctions. They will also discuss the situation with the DSL who will consult Coventry Social Services before a decision is made as to whether the mandatory reporting duty applies.

## **15.0 CHILDREN WHO GO MISSING FROM EDUCATION**

- 15.1 A child going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding risks, including abuse and neglect, which may include sexual abuse or exploitation; child criminal exploitation; mental health problems; substance abuse and other issues. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of them going missing in future.
- 15.2 Our Academy will hold two or more emergency contact numbers for each pupil. It is good practice to give our Academy additional options to make contact with a responsible adult when a child missing education, is also identified as a welfare and/or safeguarding concern.

15.3 The Academy must notify the Local Authority of any pupil/student who fails to attend school regularly after making reasonable enquiries, or has been absent without the Academy's permission for a continuous period of 5 days or more. The Academy (regardless of designation) must also notify the Local Authority of any pupil/student who is to be deleted from the admission register because s/he:

- Has been taken out of school by their parents and is being educated outside the school system (e.g. home education);
- Has ceased to attend school and no longer lives within a reasonable distance of the school at which s/he is registered (moved within the city, within the country or moved abroad but failed to notify the school of the change);
- Displaced as a result of a crisis e.g. domestic violence or homelessness;
- Has been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- Is in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe that s/he will return to the school at the end of that period; or
- Has been permanently excluded.

15.4 Our Academy will demonstrate that we have taken reasonable enquiries to ascertain the whereabouts of children that would be considered 'missing'.

## 16.0 **SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES**

16.1 It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. A child of any age can be sexually violent towards a peer or can sexually harass their peers. All staff, governors, trustees, agency workers and volunteers reads Part 5 of KCSIE 2019 and the DSLs read the full DfE guidance: 'Sexual Violence and Sexual Harassment between children in school and colleges' May 2018. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

## 17. INVOLVING PARENTS/CARERS

- 17.1 In general, we will discuss any Safeguarding or Child Protection concerns with parents/carers before approaching other agencies, and will seek their consent to making a referral to another agency. Appropriate staff will approach parents/carers after consultation with the DSL.
- 17.1.2 However there may be occasions when the Academy will contact another agency **before** informing parents/carers because it considers that contacting them may increase the risk of significant harm to the child.
- 17.2 Parents/carers will be informed about our Safeguarding Policy through: Our website and newsletter.

## 18. MULTI-AGENCY WORK

- 18.1 We work in partnership with other agencies to promote the best interests of our children as a top priority in all decisions and actions that affect them. The Academy will, where necessary, liaise with these agencies and make requests for support from Coventry MASH. These requests will be made by the DSL on 0247688555. Where the child already has a safeguarding Social Worker or Family Support Worker, the request for support should go immediately to the team involved, or in their absence to their team manager.
- 18.2 When invited the DSL will participate in a MASH strategy meeting, usually by conference phone, adding school-held data and intelligence to the discussion so that the best interests of the child are met.
- 18.3 We will co-operate with any Child Protection enquiries conducted by Coventry Safeguarding Children Partnership: the Academy will ensure representation at appropriate inter-agency meetings such as Our Family Plan, Children In Need, Initial and Review Child Protection Conferences, and Core Group meetings.

18.4 We will provide reports as required for these meetings. If the Academy is unable to attend, a written report will be sent and shared at least 24 hours prior to the meeting.

18.5 Where a pupil/student is subject to an inter-agency Child Protection plan or a multi-agency risk assessment conference (MARAC) meeting, the Academy will contribute to the preparation, implementation and review of the plan if/as appropriate.

## **19. OUR ROLE IN SUPPORTING CHILDREN**

19.1 Our Academy staff will offer appropriate support to individual pupils/students who have experienced abuse, who have abused others (peer on peer abuse) or who act as Young Carers in their home situation or when welfare concerns necessitate support. We will seek to support pupils at the earliest stage possible.

19.2 A safeguarding action plan could be devised, implemented and reviewed regularly for these children. This plan will detail areas of support, who will be involved, and the child's wishes and feelings. A copy of the plan will be kept in the child's safeguarding record.

19.3 Children and young people who abuse others will be responded to in a way that meets their needs as well as protecting others within the school community through a multi-agency risk assessment. Within our Academy we will ensure that the needs of children and young people who abuse others will be considered separately from the needs of their victims with reference to KCSIE 2020, Anti-Bullying Policy, Behaviour Policy and Equality Policy

19.4 We will ensure the Academy works in partnership with parents / carers and other agencies as appropriate.

## **20.0 RESPONDING TO AN ALLEGATION ABOUT A MEMBER OF STAFF**

20.1 With reference to Working Together 2018, KCSIE 2020, Academy Allegations against staff and volunteers, this procedure must be used in any case in which it is alleged that a member of staff, trustee, visiting professional or volunteer has:

- Behaved in a way that has harmed a child or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved in a way that indicates s/he is unsuitable to work with children.

20.2 Although it is an uncomfortable thought, it needs to be acknowledged that there is the potential for staff in school to abuse children.

20.3 All staff working within our organisation must report any potential safeguarding concerns about an individual's behaviour towards children and young people immediately.

20.3.1 Allegations or concerns about staff, colleagues and visitors must be reported directly to the Head Teacher/Principal or the DSL who will liaise with the Coventry City Designated Officer (LADO) Team who will decide on any action required.

20.3.2 If the concern relates to the Head Teacher, it must be reported immediately to the Chair of the Board of Trustees, who will liaise with the Designated Officer Team in Coventry and they will decide on any action required.

20.3.3 If the safeguarding concern relates to the proprietor of the setting then the concern must be made directly to the Coventry LADO team who will decide on any action required.

## **21.0 CHILDREN WITH ADDITIONAL NEEDS**

21.1 Kingsbury Academy recognises that all children have a right to be safe. Some children may be more vulnerable to abuse, for example those with a disability or special educational need, those living with domestic violence or drug/alcohol abusing parents, etc. We recognise the fact that statistically pupils with SEND are one of three groups that are more at risk from abuse and neglect due to communication needs, reliance upon adults for intimate and basic care and at risk from fabricated illness.

21.2 When the Academy is considering excluding, either for a fixed term or permanently, a vulnerable pupil or one who is the subject of a Child Protection plan or where there is an existing Child Protection file, we will call a multi-agency risk-assessment meeting prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to exclude, the risk assessment should be completed prior to convening a meeting of the Board of trustees. We recognise that excluded pupils are at risk from abuse, neglect and potentially from being groomed into CE and from online abuse.

## **22.0 CHILDREN IN SPECIFIC CIRCUMSTANCES**

### **22.1 Private Fostering**

22.1.1 Many adults find themselves looking after someone else's child without realising that they may be involved in private fostering. A private fostering arrangement is one that is made privately (that is to say without

the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or immediate relative. If the arrangement is to last, or has lasted, for 28 days or more, it is categorised as private fostering as per KCSIE 2020

22.1.2 The Children Act 1989 defines an immediate relative as a grandparent, brother, sister, uncle or aunt (whether of full blood or half blood or by marriage or civil partnership), or a stepparent.

22.1.3 People become involved in private fostering for all kinds of reasons. Examples of private fostering include:

- Children who need alternative care because of parental illness;
- Children whose parents cannot care for them because their work or study involves long or antisocial hours;
- Children sent from abroad to stay with another family, usually to improve their educational opportunities;
- Unaccompanied asylum seeking and refugee children;
- Teenagers who stay with friends (or other non-relatives) because they have fallen out with their parents;
- Children staying with families while attending a school away from their home area.

22.1.4 There is a mandatory duty on the Academy as per KCSIE 2020 to inform Coventry Safeguarding Children of a private fostering arrangement - this is done by contacting 0247688555. They then have a duty to check that the young person is being properly cared for and that the arrangement is satisfactory.

## **23.0 Links to additional information about safeguarding issues and forms of abuse**

23.1 Staff who work directly with children, and their leadership team should read refer to this information

23.2 Guidance on children in specific circumstances found in Annex A of KCSIE- 2020, and additional resources as listed below:

Issue	Guidance	Source
Abuse	<a href="http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief">http://westmidlands.procedures.org.uk/pkphz/regional-safeguarding-guidance/abuse-linked-to-faith-or-belief</a>  <a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a>	West Midlands Safeguarding Children Procedures

	<a href="http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect">http://westmidlands.procedures.org.uk/pkphl/regional-safeguarding-guidance/neglect</a>	
Bullying	<a href="http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#">http://westmidlands.procedures.org.uk/pkphh/regional-safeguarding-guidance/bullying#</a>	West Midlands Safeguarding Children Procedures
Children and the courts	<a href="https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds</a> <a href="https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds">https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds</a>	MoJ advice
Missing from Education, Home or Care	<a href="http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education">http://westmidlands.procedures.org.uk/pkpls/regional-safeguarding-guidance/children-missing-from-care-home-and-education</a> <a href="http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme">http://westmidlands.procedures.org.uk/pkotx/regional-safeguarding-guidance/children-missing-education-cme</a>	West Midlands Safeguarding Children Procedures
Family Members in prison	<a href="https://www.nicco.org.uk/">https://www.nicco.org.uk/</a>	Barnardos in partnership with Her Majesty's Prison and Probation service (HMPPS) advice
Drugs	<a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/Psychoactive%20Substances.html</a> <a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/alcohol.html</a>	Birmingham Police and Schools panels
Domestic Abuse	<a href="http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse">http://westmidlands.procedures.org.uk/pkost/regional-safeguarding-guidance/domestic-violence-and-abuse</a>	West Midlands Safeguarding Children Procedures
Child Exploitation	<a href="http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation">http://westmidlands.procedures.org.uk/pkpll/regional-safeguarding-guidance/child-sexual-exploitation</a> <a href="http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children">http://westmidlands.procedures.org.uk/pkpsx/regional-safeguarding-guidance/trafficked-children</a>	West Midlands Safeguarding Children Procedures
Homelessness	<a href="https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets">https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets</a>	HCLG

Health & wellbeing	<a href="http://westmidlands.procedures.org.uk/pkph/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour">http://westmidlands.procedures.org.uk/pkph/regional-safeguarding-guidance/self-harm-and-suicidal-behaviour</a>  <a href="https://www.birmingham.gov.uk/downloads/file/9462/medicine_in_schools_feb_2018">https://www.birmingham.gov.uk/downloads/file/9462/medicine in schools feb 2018</a>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding
On-line	<a href="https://www.birmingham.gov.uk/downloads/file/8446/sexting_flow_chart_feb_2017">https://www.birmingham.gov.uk/downloads/file/8446/sexting flow chart feb 2017</a>  <a href="http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf">http://policeandschools.org.uk/onewebmedia/Searching%20Screening%20&amp;%20Confiscation%20Jan%202018.pdf</a>	BCC Education Safeguarding Birmingham Police and Schools panels
Private fostering	<a href="https://www.birmingham.gov.uk/downloads/file/2792/private_fostering_in_birmingham_information_for_professionals">https://www.birmingham.gov.uk/downloads/file/2792/private fostering in birmingham information for professionals</a>	BCC
Radicalisation	<a href="http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism">http://westmidlands.procedures.org.uk/pkpzt/regional-safeguarding-guidance/safeguarding-children-and-young-people-against-radicalisation-and-violent-extremism</a>	West Midlands Safeguarding Children Procedures
Violence	<a href="http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity">http://westmidlands.procedures.org.uk/pkplh/regional-safeguarding-guidance/sexually-active-children-and-young-people-including-under-age-sexual-activity</a>  <a href="https://www.birmingham.gov.uk/downloads/file/8321/responding_to_hsb_-_school_guidance">https://www.birmingham.gov.uk/downloads/file/8321/responding to hsb - school guidance</a>  <a href="https://www.birmingham.gov.uk/downloads/file/9504/children_who_pose_a_risk_to_children">https://www.birmingham.gov.uk/downloads/file/9504/children who pose a risk to children</a>  <a href="http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html">http://policeandschools.org.uk/KNOWLEDGE%20BASE/secondary_menu.html</a>  <a href="http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence">http://westmidlands.procedures.org.uk/pkpzs/regional-safeguarding-guidance/children-affected-by-gang-activity-and-youth-violence</a>  <a href="https://www.gov.uk/government/policies/violence-against-women-and-girls">https://www.gov.uk/government/policies/violence-against-women-and-girls</a>	West Midlands Safeguarding Children Procedures BCC Education Safeguarding Birmingham Police and Schools panels West Midlands Safeguarding Children Procedures BCC Education Safeguarding



## **APPENDIX 1**

### **DEFINITIONS AND INDICATORS OF ABUSE**

The definition of abuse taken from Working Together 2018 is:

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

#### **1. NEGLECT**

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 caregivers); or
- Ensure access to appropriate medical care or treatment.

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

The following may be indicators of neglect (this is not designed to be used as a checklist):

- Constant hunger;
- Stealing, scavenging and/or hoarding food;
- Frequent tiredness or listlessness;
- Frequently dirty or unkempt;
- Often poorly or inappropriately clad for the weather;
- Poor school attendance or often late for school;
- Poor concentration;
- Affection or attention seeking behaviour;
- Illnesses or injuries that are left untreated;
- Failure to achieve developmental milestones, for example growth, weight;
- Failure to develop intellectually or socially;

- Responsibility for activity that is not age appropriate such as cooking, ironing, caring for siblings;
- The child is regularly not collected or received from school; or
- The child is left at home alone or with inappropriate carers.

## **2. PHYSICAL ABUSE**

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

The following may be indicators of physical abuse (this is not designed to be used as a checklist):

- Multiple bruises in clusters, or of uniform shape;
- Bruises that carry an imprint, such as a hand or a belt;
- Bite marks;
- Round burn marks;
- Multiple burn marks and burns on unusual areas of the body such as the back, shoulders or buttocks;
- An injury that is not consistent with the account given;
- Changing or different accounts of how an injury occurred;
- Bald patches;
- Symptoms of drug or alcohol intoxication or poisoning;
- Unaccountable covering of limbs, even in hot weather;
- Fear of going home or parents being contacted;
- Fear of medical help;
- Fear of changing for PE;
- Inexplicable fear of adults or over-compliance;
- Violence or aggression towards others including bullying; or
- Isolation from peers.

## **3. SEXUAL ABUSE**

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The following may be indicators of sexual abuse (this is not designed to be used as a checklist):

- Sexually explicit play or behaviour or age-inappropriate knowledge;
- Anal or vaginal discharge, soreness or scratching;
- Reluctance to go home;
- Inability to concentrate, tiredness;
- Refusal to communicate;
- Thrush, persistent complaints of stomach disorders or pains;
- Eating disorders, for example anorexia nervosa and bulimia;
- Attention seeking behaviour, self-mutilation, substance abuse;
- Aggressive behaviour including sexual harassment or molestation;
- Unusual compliance;
- Regressive behaviour, enuresis, soiling;
- Frequent or open masturbation, touching others inappropriately;
- Depression, withdrawal, isolation from peer group;
- Reluctance to undress for PE or swimming; or
- Bruises or scratches in the genital area.

#### **4. EXPLOITATION**

Child Sexual Exploitation occurs when a child or young person, or another person, receives "something" (for example food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of the child/young person performing sexual activities, or another person performing sexual activities on the child/young person.

The presence of any significant indicator for sexual exploitation should trigger a referral to MAH. The significant indicators are:

- Having a relationship of concern with a controlling adult or young person (this may involve physical and/or emotional abuse and/or gang activity);
- Entering and/or leaving vehicles driven by unknown adults;
- Possessing unexplained amounts of money, expensive clothes or other items;
- Frequenting areas known for risky activities;
- Being groomed or abused via the Internet and mobile technology; and
- Having unexplained contact with hotels, taxi companies or fast food outlets.
- Missing for periods of time (CSE and County Lines)

Further information about Child Sexual Exploitation can be found in paragraph 28 of Keeping Children Safe in Education 2020

#### **5. EMOTIONAL ABUSE**

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may also involve seeing or hearing the ill-treatment of another person. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment.

The following may be indicators of emotional abuse (this is not designed to be used as a checklist):

- The child consistently describes him/herself in very negative ways – as stupid, naughty, hopeless, ugly;
- Over-reaction to mistakes;
- Delayed physical, mental or emotional development;
- Sudden speech or sensory disorders;
- Inappropriate emotional responses, fantasies;
- Neurotic behaviour: rocking, banging head, regression, tics and twitches;
- Self harming, drug or solvent abuse;
- Fear of parents being contacted;
- Running away;
- Compulsive stealing;
- Appetite disorders - anorexia nervosa, bulimia; or
- Soiling, smearing faeces, enuresis.

N.B.: Some situations where children stop communicating suddenly (known as "traumatic mutism") can indicate maltreatment.

## **6. FABRICATED ILLNESS**

Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause. Concerns will be raised when it is considered that the health or development of a child is likely to be significantly impaired or further impaired by the actions of a carer or carers having fabricated or induced illness. The range of symptoms and body systems involved in the spectrum of fabricated or induced illness are extremely wide.

There are four main ways of the carer fabricating or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids;
- Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
- Induction of illness by a variety of means.

The above four methods are not mutually exclusive.

Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

Concern may be raised at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer.

## **7. CHILD SEXUAL EXPLOITATION**

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

## **8. CHILD CRIMINAL EXPLOITATION**

As set out in the Serious Violence Strategy, published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

## **9. COUNTY LINES**

As set out in the Serious Violence Strategy, published by the Home Office, a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas within the UK, using dedicated mobile phone lines or other form of 'deal line'. They are likely to exploit children and vulnerable adults to move and store the drugs and money, and they will often use coercion, intimidation, violence (including sexual violence) and weapons.

## **10. CUCKOOING**

Cuckooing is a term used when criminal gangs target the most isolated, vulnerable members of the community, befriending them with the intention of taking over their homes to deal drugs and carry out other criminal activities. Those that tend to be targeted and exploited are current and ex drug users, or have a mental health, physical or learning disability. There is no age limit to those being targeted and older adults that are socially isolated can become easy targets with tactics of befriending, moving in and then taking over. The sole purpose is to befriend a vulnerable person, who normally lives alone, with the end goal of taking over their homes. Tactics used include building up a drug debt and then when the individual reaches a point of not being able to pay that debt, the exploitation grows to the point of threats and actions of violence that the vulnerable person becomes too frightened to seek help.

## **11. RESPONSES FROM PARENTS/CARERS**

Research and experience indicates that the following responses from parents may suggest a cause for concern across the categories of abuse:

- Delay in seeking treatment that is obviously needed;
- Unawareness or denial of any injury, pain or loss of function (for example, a fractured limb);
- Incompatible explanations offered, several different explanations or the child is said to have acted in a way that is inappropriate to her/his age and development;
- Reluctance to give information or failure to mention other known relevant injuries;
- Frequent presentation of minor injuries;
- A persistently negative attitude towards the child;
- Unrealistic expectations or constant complaints about the child;
- Alcohol misuse or other drug/substance misuse;
- Parents request removal of the child from home; or
- Violence between adults in the household;
- Evidence of coercion and control.
- Be mindful of 'disguised compliance'

## 12. DISABLED CHILDREN

When working with children with disabilities, practitioners need to be aware that additional possible indicators of abuse and/or neglect where parents may be causing maltreatment, neglecting or abusing their children may also include:

- A bruise in a site that may not be of concern on an ambulant child such as the shin, maybe of concern on a non-mobile child;
- Not getting enough help with feeding leading to malnourishment;
- Poor toileting arrangements;
- Lack of stimulation;
- Unjustified and/or excessive use of restraint ;
- Rough handling, extreme behaviour modification such as deprivation of medication, food or clothing, disabling wheelchair batteries;
- Unwillingness to try to learn a child's means of communication;
- Ill-fitting equipment, for example, callipers, sleep boards, inappropriate splinting;
- Misappropriation of a child's finances; or
- Inappropriate invasive procedures.

There are other familiar issues that can have a detrimental impact on children. We work with other agencies in line with Keeping Children Safe in Education (2020) to support children and families in the following circumstances;

- Children facing the court procedures and/or children in the court system;
- Children with family members in prison;
- Children who are homeless;
- Children who need a social worker

Child potentially at greater risk of harm

The school recognises that some children need a social worker due to abuse, neglect or family circumstances and that abuse and trauma can leave children vulnerable to further harm, as well as educational disadvantage. The DSL will hold information relating to social workers working with children in the school. This information will inform decisions about safeguarding and promoting welfare (including the provision of pastoral and/or academic support).

Mental Health

The school recognises that safeguarding and promoting the welfare of children includes preventing the impairment of children's mental health or development. All staff will be aware that mental health problems may be an indicator that a child is suffering or at risk of suffering abuse, neglect, or exploitation. Staff will not attempt to make a diagnosis of a mental health problem unless they are appropriately trained. We recognise that staff are well placed to observe behaviour that may indicate that a child is experiencing a mental health problem or is at risk of developing one. There are clear systems and processes in place for identifying possible mental health problems. If staff are concerned that a child is suffering a mental health problem or a mental health problem that is also a safeguarding concern, they should approach the DSL immediately to escalate and refer where needed. Further information, guidance and advice regarding mental health can be found in paragraph 38 of KCSIE 2020.

## APPENDIX 2 DEALING WITH A DISCLOSURE OF ABUSE

### When a pupil tells me about abuse they have suffered, what should I remember?

- Stay calm.
- Do not communicate shock, anger or embarrassment.
- Reassure the child. Tell her/him you are pleased that s/he is speaking to you.
- Never enter into a pact of secrecy with the child. Assure her/him that you will try to help but let the child know that you will have to tell other people in order to do this. State who this will be and why.
- Tell her/him that you believe them. Children very rarely lie about abuse; but s/he may have tried to tell others and not been heard or believed.
- Tell the child that it is not her/his fault.
- Encourage the child to talk but do not ask "leading questions" or press for information.
- Listen and remember.
- Check that you have understood correctly what the child is trying to tell you.
- Praise the child for telling you. Communicate that s/he has a right to be safe and protected.
- Do not tell the child that what s/he experienced is dirty, naughty or bad.
- It is inappropriate to make any comments about the alleged offender.
- Be aware that the child may retract what s/he has told you. It is essential to record in writing, all you have heard, though not necessarily at the time of disclosure.
- At the end of the conversation, tell the child again who you are going to tell and why that person or those people need to know.
- As soon as you can afterwards, make a detailed record of the conversation using the child's own language. Include any questions you may have asked. Do not add any opinions or interpretations.
- If the disclosure relates to a physical injury do not photograph the injury, but record in writing as much detail as possible.

NB, it is not education staff's role to seek disclosures. Their role is to observe that something may be wrong, ask about it, listen, be available and try to make time to talk.

#### **Immediately afterwards**

**You should not deal with this yourself.** Clear indications or disclosure of abuse must be reported to Coventry Safeguarding Children's Partnership without delay, by the Head Teacher/Principal, DSL or in exceptional circumstances by the staff member who has raised the concern.

Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a child/young person who has been abused can be traumatic for the adults involved. Support for you will be available from your DSL or Head Teacher.

## APPENDIX 3

### ALLEGATIONS ABOUT A MEMBER OF STAFF, GOVERNOR OR VOLUNTEER

1. Inappropriate behaviour by staff/volunteers could take the following forms:
  - **Physical**  
For example, the intentional use of force as a punishment, slapping, use of objects to hit with, throwing objects, or rough physical handling.
  - **Emotional**  
For example, intimidation, belittling, scapegoating, sarcasm, lack of respect for children's rights, and attitudes that discriminate on the grounds of race, gender, disability or sexuality.
  - **Sexual**  
For example, sexualised behaviour towards pupils, sexual harassment, inappropriate phone calls and texts, images via social media, sexual assault and rape.
  - **Neglect**  
For example failing to act to protect a child or children, failing to seek medical attention or failure to carry out an appropriate risk assessment.
  - **Spiritual Abuse**  
For example using undue influence or pressure to control individuals or ensure obedience, follow religious practices that are harmful such as beatings or starvation.
2. If a child makes an allegation about a member of staff, Governor, visitor or volunteer the Head Teacher must be informed immediately. The Head Teacher must carry out an urgent initial consideration in order to establish whether there is substance to the allegation. The Head Teacher should not carry out the investigation him/herself or interview pupils.
3. The Head Teacher should exercise and be accountable for their professional judgement on the action to be taken as follows:
  - If the actions of the member of staff, and the consequences of the actions, raise credible Child Protection concerns the Head Teacher/Principal will notify Coventry LADO 02476978499 The LADO Team will liaise with the Chair of Trustees and advise about action to be taken, and may initiate internal referrals within Coventry Safeguarding Partnership to address the needs of children likely to have been affected.
  - If the actions of the member of staff, and the consequences of the actions, do not raise credible child protection concerns, but do raise other issues in relation to the conduct of the member of staff or the

pupil. These should be addressed through the school's own internal procedures.

- If the Head Teacher decides that the allegation is without foundation and no further formal action is necessary, all those involved should be informed of this conclusion, and the reasons for the decision should be recorded on the child safeguarding file. The allegation should be removed from personnel records.
4. Where an allegation has been made against the Head Teacher/Principal/Proprietor, then the Chair of the Board of Trustees takes on the role of liaising with the LADO Team in determining the appropriate way forward.
  5. Where the allegation is against the sole proprietor, the referral should be made to the LADO team directly.

## **APPENDIX 4**

### **INDICATORS OF VULNERABILITY TO RADICALISATION**

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:  
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:  
The demonstration of unacceptable behaviour by using any means or medium to express views which:
  - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
  - Seek to provoke others to terrorist acts;
  - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
  - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a "typical extremist": those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Pupils may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
  - Identity Crisis – the student/pupil is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
  - Personal Crisis – the student/pupil may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;

- Personal Circumstances – migration; local community tensions; and events affecting the student/pupil's country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – the student/pupil may have perceptions of injustice; a feeling of failure; rejection of civic life;
- Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
- Special Educational Need – students/pupils may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.

7. This list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

8. More critical risk factors could include:

- Being in contact with extremist recruiters;
- Family members convicted of a terrorism act or subject to a Channel intervention;
- Accessing violent extremist websites, especially those with a social networking element;
- Possessing or accessing violent extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining or seeking to join extremist organisations;
- Significant changes to appearance and/or behaviour; and
- Experiencing a high level of social isolation resulting in issues of identity crisis and/or personal crisis.

## **APPENDIX 5 PREVENTING VIOLENT EXTREMISM - ROLES AND RESPONSIBILITIES OF THE SINGLE POINT OF CONTACT (SPOC)**

The SPOC for Kingsbury Academy is Susannah Roberts, who is responsible for:

- Ensuring that staff of the Academy are aware that you are the SPOC in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Maintaining and applying a good understanding of the relevant guidance in relation to preventing students/pupils from becoming involved in terrorism, and protecting them from radicalisation by those who support terrorism or forms of extremism which lead to terrorism;
- Raising awareness about the role and responsibilities of Kingsbury Academy in relation to protecting students/pupils from radicalisation and involvement in terrorism;
- Monitoring the effect in practice of the Academy's SMSC curriculum and Assembly Policy to ensure that they are used to promote community cohesion and tolerance of different faiths and beliefs;
- Raising awareness within the Academy about the safeguarding processes relating to protecting students/pupils from radicalisation and involvement in terrorism;
- Acting as the first point of contact within the Academy for case discussions relating to students/pupils who may be at risk of radicalisation or involved in terrorism;
- Collating relevant information from in relation to referrals of vulnerable students/pupils into the Channel<sup>1</sup> process;
- Attending Channel meetings as necessary and carrying out any actions as agreed;
- Reporting progress on actions to the Channel Co-ordinator; and sharing any relevant additional information in a timely manner.

---

<sup>1</sup> Channel is a multi-agency approach to provide support to individuals who are at risk of being drawn into terrorist related activity. It is led by the West Midlands Police Counter-Terrorism Unit, and it aims to

- Establish an effective multi-agency referral and intervention process to identify vulnerable individuals;
- Safeguard individuals who might be vulnerable to being radicalised, so that they are not at risk of being drawn into terrorist-related activity; and
- Provide early intervention to protect and divert people away from the risks they face and reduce vulnerability.

## Appendix 6: Covid-19 Addendum

Keeping Children Safe in Education remains in force throughout the Covid-19 emergency period. In addition we have regard to [non-statutory interim guidance on safeguarding schools, colleges and other providers during the coronavirus outbreak](#). We continue to work closely with the Local Authority and the Coventry Safeguarding Children Partnership to safeguard children during this time.

### Contents

<a href="#">Important contacts</a> .....	45
<a href="#">1. Scope and definitions</a> .....	46
<a href="#">2. Core safeguarding principles</a> .....	46
<a href="#">3. Reporting concerns</a> .....	47
<a href="#">4. DSL (and deputy) arrangements</a> .....	47
<a href="#">5. Working with other agencies</a> .....	47
<a href="#">6. Monitoring attendance</a> .....	48
<a href="#">7. Peer-on-peer abuse</a> .....	48
<a href="#">8. Concerns about a staff member or volunteer</a> .....	48
<a href="#">9. Support for children who aren't 'vulnerable' but where we have concerns</a> .....	48
<a href="#">10. Contact plans</a> .....	49
<a href="#">11. Safeguarding all children</a> .....	49
<a href="#">12. Online safety</a> .....	49
<a href="#">13. Mental health</a> .....	50
<a href="#">14. Staff recruitment, training and induction</a> .....	50
<a href="#">15. Monitoring arrangements</a> .....	51
<a href="#">16. Links with other policies</a> .....	51

---

### Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Susannah Roberts	02476594952
Deputy DSL	Suzanne Everitt	02476594952

ROLE	NAME	CONTACT DETAILS
Other contactable DSL(s) and/or deputy DSL(s):	Jade Wade Clair Nutt Andrea Davis	02476594952
Designated member of senior leadership team if DSL (and deputy) can't be on site	Jade Wade and Clair Nutt	02476594952
Headteacher	Andrea Davis	02476594952
Local authority designated officer (LADO)	Mark Goddard	02476978499
Chair of governors	John Darch	02476594952

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local authority (LA) Coventry.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:

- With a child protection plan

- Assessed as being in need

- Looked after by the local authority

- Have an education, health and care (EHC) plan

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately

A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

It's essential that unsuitable people don't enter the school workforce or gain access to children

Children should continue to be protected when they are online

### **3. Reporting concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

Standard reporting procedures are continuing.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

### **4. DSL (and deputy) arrangements**

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: the key lead of the school that day.

We will keep all school staff and volunteers informed by as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Lindsey Quinn or Tanya Williams. You can contact them by: 02476594952

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

Identify the most vulnerable children in school

Update and manage access to child protection files, where necessary

Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

### **5. Working with other agencies**

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

## **6. Monitoring attendance**

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

Follow up on their absence with their parents or carers, by telephone call  
Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will be completed by phone calls.

## **7. Peer-on-peer abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## **8. Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## **9. Support for children who aren't 'vulnerable' but where we have concerns**

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this such as children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.]

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

## **10. Contact plans**

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

They would usually attend but have to self-isolate

Each child has an individual plan which sets out

How often the school will make contact – this will be at least once a week

Which staff member(s) will make contact – as far as possible, this will be staff who know the family well

How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them weekly.

If we can't make contact, we will complete a welfare check from a distance at the doorstep, contact social care or the police.

## **11. Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above

For children at home, they will look out for signs like:

No contact from children or families

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

## **12. Online safety**

## **12.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

signpost them to other sources of support too.

## **13.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online

- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school

- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

- Know where else they can go for support to keep their children safe online

## **13. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **14. Staff recruitment, training and induction**

### **14.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity

should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

#### **14.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

#### **14.3 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

#### **14.4 Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

### **15. Monitoring arrangements**

This policy will be reviewed as guidance annually

### **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

**Date Ratified: 1<sup>st</sup> September 2020**

**Date Policy due to be reviewed: 1<sup>st</sup> September 2021**

**Responsible for Policy: Full Board**