



PURPOSE

It is recognised we have a moral and statutory responsibility to safeguard and promote the welfare of all students.

At Cambridge Campus we endeavour to provide a safe and welcoming environment where children are respected and valued. It is the responsibility of everyone to be alert to the signs of abuse and neglect and to follow the procedures in place to ensure that children receive effective support, protection and justice.

The purpose of this policy and procedures is to provide clear priorities for safeguarding and promoting students' welfare in accordance with statutory guidance including:

- The schools responsibility to safeguard and promote the welfare of children is of paramount importance
- Protect children and others from maltreatment and keep children safe from harm
- Safer children make more successful learners
- Raise awareness of individual responsibilities in identifying and reporting possible cases of abuse
- Provide a systematic means of monitoring, recording and reporting of concerns and cases
- Provide guidance on recognising and dealing with suspected child abuse and advise what to do if anyone has a concern about a child's welfare
- Provide a framework for inter-agency communication and effective liaison
- Identify strategies and interventions available to support children at risk
- Ensure that any deficiencies or weaknesses in child protection arrangements are remedied without delay
- Ensure that safe recruitment procedures are implemented
- Comply with locally agreed inter-agency procedures and National Guidance

Statutory Guidance

The Teacher Standards 2012 state that teachers, including Headteachers should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.

The DfE Guidance, **Keeping Children Safe in Education**, sets out the legal duties and its procedures (set out below) and will be implemented at Cambridge Campus. This includes procedures related to Regulated Activity, Pre-Employment Checks including DBS Checks, Volunteers and Allegations against staff.

Keeping Children Safe in Education, September 2016 guidance will be read alongside **Working Together to Safeguard Children, A Guide to Inter-agency Working issued March 2015** which emphasises that effective safeguarding systems are those where:

- The child's needs are paramount, and the needs and wishes of each child should be put first, so that every child receives the support they need before a problem escalates
- All professionals who come into contact with children and families are alert to their needs and any risks of harm that individual abusers, or potential abusers, may pose to children
- All professionals share appropriate information in a timely way and can discuss any concerns about an individual child with colleagues and local authority children's social care

- High quality professionals are able to use their expert judgement to put the child's needs at the heart of the safeguarding system so that the right solution can be found for each individual child
- All professionals contribute to whatever actions are needed to safeguard and promote a child's welfare and take part in regularly reviewing the outcomes for the child against specific plans and outcomes
- Local areas innovate and changes are informed by evidence and examination of the data.

DfE: Childcare Disqualification Requirements – February 2015

DfE Guidance Children Missing Education – September 2016

SCOPE

This Policy and Procedures applies to all staff, trustees, volunteers, visitors and parents of both current and prospective students in the Campus.

The Policy and Procedures are consistent with those of the Local Safeguarding Children Board.

The Policy is available on the school website and is made available to all staff, trustees, volunteers, parents both current and prospective and visitors to the school as appropriate.

DEFINITIONS

This Safeguarding and Child Protection Policy sets out the campus's commitment to Safeguarding and Promoting the Welfare of Children and Keeping Children Safe in Education.

Child – includes everyone under the age of 18 and those under 25 with an EHC plan.

Safeguarding and promoting the welfare of children refers to the process of protecting children from maltreatment, preventing the impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes. The policy now includes sexting, cyber bullying and radicalisation.

Child Protection – refers to the process undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.

Child Abuse – is a term used to describe ways in which children are harmed by someone often in a position of power. Abuse may fall into the categories of physical, emotional (including regular exposure to domestic violence), sexual and neglect (Appendix 5).

Designated Officer(s) – officers from the local authority designated as being the primary point of liaison in the event of allegations of abuse being made against the headteacher, principal, proprietor or member of governing body.

Designated Safeguarding Lead (DSL) formerly Designated Person.

Deputy Designated Safeguarding Lead (DDSL) formerly Deputy Designated Person.

Local Authority – LA.

Local Safeguarding Children Board – LSCB.

Parent – refers to birth parents and other carers of children.

Staff – refers to all those working for or on behalf of Cambridge Campus, full time or part time, temporary or permanent, in either a paid or a voluntary capacity.

POLICY STATEMENT

This Safeguarding and Child Protection Policy sets out the campus's commitment to Safeguarding and Promoting the Welfare of Children and Keeping Children Safe in Education. This policy is one of a series of associated policies in place within the campus.

At Cambridge Campus we recognise our moral and statutory responsibility to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Safeguarding is everyone's responsibility and effective safeguarding arrangements at Cambridge Campus will be underpinned by two key principles:

- A child-centred approach. For services to be effective they should be based on a clear understanding of the needs and views of children.
- Everyone employed and who comes into contact with children at Cambridge Campus has a responsibility in relation to safeguarding and to act on any suspicion or disclosure that may suggest a child is at risk of harm.

At Cambridge Campus we listen to students and maintain a child centred approach to Safeguarding and Child Protection. We provide a safe environment for students both under and over 18 especially those who are considered vulnerable.

We will provide all staff with the necessary information to enable them to meet their child protection responsibilities, ensure consistent good practice and demonstrate our commitment with regard to Child Protection to students, parents and other partners.

This policy and procedures aims to outline the role that the Campus will have, the procedures that staff should take and guidance on issues related to child protection generally. It is not exhaustive. All staff should consider sensitively the needs and safety of the child as being at the centre of any decision they make.

In most cases this will be the referral of concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. In day-to-day contact with children at risk, staff have an opportunity to note concerns and to meet with parents and other associated adults.

The Safeguarding Audit (Checklist) will be completed at least once per term or when there has been a change of policy or staffing; all resulting actions must be resolved immediately.

Contact Details of the Local Safeguarding Children's Board (LSCB)

The LSCB person responsible for child protection is: Andy Jarvis

The LSCB person responsible for Training is Sara Rodgers

Address of LSCB and Telephone Number: Cambridgeshire LSCB, Scott House, 5 George Street, Huntingdon, PE29 3AD, 01480 373582

Contact Details of the Local Authority Designated Office (LADO)

The designated officer(s) at the local authority responsible for Child Protection is/are Janet Farr, Lynn Chesterton

Address of designated officer(s) at the local authority and Telephone Number:
Cambridgeshire LSCB, Scott House, 5 George Street, Huntingdon, PE29 3AD, 01223
727967/8/9

Additional Inter-Agency Contacts: [Click here to enter text.](#)

PROCEDURES

Summary of the Procedures:

Roles & Responsibilities	Page 8
<ul style="list-style-type: none">• Keeping Children Safe in Education Part 2 The Management of Safeguarding• The Board of Trustees• Role of the Chair• The Safeguarding Trustee• The HR Trustee• Designated Safeguarding Lead<ul style="list-style-type: none">○ Training will enable the DSL to• The Headteacher• Deputy Designated Safeguarding Lead• Campus Staff	
Good Practice Guidance for Staff	Page 13
<ul style="list-style-type: none">• Teacher Standards and Code of Conduct• Good Practice Guidance• Keeping Children Safe in Education Part 1	
Helping Children Keep Themselves Safe including on-line	Page 14
Training	Page 15
<ul style="list-style-type: none">• Training summary• Safeguarding training for responsible officers• Basic Training (Appendix 3)• Newly Qualified Teachers• Local Safeguarding Children Board Training• NSPCC Training• On-line Training• Safer Recruitment Training• E-Safety Training• Keeping up-to-date with skills and knowledge	
Partnership with Parents.....	Page 17
<ul style="list-style-type: none">• Parent access to educational records• Private Fostering	
Guidance on Recognising Abuse (Appendix 5)	Page 19
<ul style="list-style-type: none">• types of abuse and neglect and how to recognise them• bullying and 'cyber-bullying'• child sexual exploitation• domestic violence• drugs• fabricated or induced illness• faith abuse• female genital mutilation including honour-based violence• forced marriage• gangs and youth violence• gender-based violence• mental health• peer on peer abuse• private fostering• radicalisation and extremism	

- sexting including cyber bullying
- teenage relationship abuse
- trafficking

Dealing with Suspected Abuse Page 20

- What to do - Appendix 11 Organisational Flowchart
- Peer on Peer abuse
- Sexting
- Allegations of abuse made against teachers and other staff
- Handling and managing allegations of abuse against staff, volunteers, the Headteacher or another student

Children absconding or going missing from an educational setting Page 23

- DfE Guidance Children Missing Education
- Removal of a student from the school roll
- Adding a student to the school roll

Referrals to LAs and Inter-agency working Page 24

- Making a Referral
- Inter-agency Working
- DSL Role
- Local Authority, Inter-Agency Liaison
- Whistleblowing
- Dealing with the media

Safeguarding students on work experience Page 27

- Extended school and off –site arrangements

Procedures for monitoring, recording & reporting Page 28

- The Child Protection File
- Transferring files
- DSL role in transferring files
- Record keeping
- Data sharing
- Confidentiality

Supporting Children at Risk Page 30

- Early help
- Learning support
- The Personal Education Plan (EHCP)
- Support in Campus
- Physical Contact with children

Additional Resource website Links Page 32

- NSPCC
- THINKUKNOW – CEOPs
- Safenetwork

Safer Recruitment Page 33

- Part 3 – Keeping Children Safe in Education – Management Responsibility
- Unsuitable to Work with Children Reporting
- Recruitment Policy and Procedures (refer to the Recruitment Policy)
- DfE Childcare Disqualification Requirements February 2015
- DBS flowchart
- Single Central Record
- Information to be recorded on the Single Central Record
- Duty of Campus to DBS

- Checking of volunteers and supply staff including those employed from agencies
- Supply staff including those employed by agencies

Site Security Page 38

E-safety..... Page 39

- ICT & E-Safety Policy
- Digital Device and Acceptable Use Policy
- Filtering and Monitoring
- Acceptable Use Agreements
- Safe Use of Images Consent Forms
- E-Safety Reporting Button
- Mobile Telephone Policy and similar devices
- Images and photography
- Social Media
- FLN, Video Conferencing
- Extended School and off site arrangements

Extremism and Radicalisation (The Prevent Duty) Page 41

Complaints Page 42

Charity Commission

Serious Incident Reporting Page 42

Inspections Page 42

- Campus responsibility to ensure that all statutory requirements are met
- Safeguarding Checklist (Appendix 2)

Roles and Responsibilities

Keeping Children Safe in Education, September 2016

Part 2 The Management of Safeguarding – provides guidance for the Board of Trustees on their responsibility as the proprietor to ensure policy, practice and training is in place. The Board of Trustees will appoint a Safeguarding Trustee to oversee this.

The Board of Trustees

The Board of Trustees and proprietorial body must safeguard and promote the welfare of children (everyone under the age of 18) to protect them from maltreatment, to prevent impairment of children's health or development ensuring that children grow in circumstances consistent with the provision of safe and effective care and taking action to enable children to have the best outcomes. They must ensure that policy, practice and training is in place.

The Board of Trustees will appoint a Safeguarding Trustee to oversee that the policy and procedures, practice and training is in place and embedded across the campus. The appointed trustee will report back to the Board of Trustees on a regular basis.

Trustees must ensure that they meet the requirements as detailed in the Campus Information and Self Evaluation Tool and the Safeguarding Audit (Appendix 2) which covers the following Child Protection areas: recruitment and selection including pre-employment vetting checks, Single Central Record, welfare health and safety including educational visits, off-site activities, fire safety, first aid, supervision and premises and accommodation, behaviour management, attendance and admissions, complaints and quality of organisation and management.

The Board of Trustees will ensure that there is a mechanism in place to assist all staff including trustees and volunteers understand and discharge their role and responsibilities to Safeguarding in line with the Keeping Children Safe in Education (Part 1).

Role of the Chair

The Chair will ensure that all trustees have:

- A current, clear Enhanced DBS Certificate
- That the Section 128 Check is carried out on all members of the Board.

Prior to the appointment of a new Chair of the Board of Trustees, the Secretary of State will carry out an additional Enhanced DBS check. The Board must ensure that the DfE is kept informed of changes.

The Safeguarding Trustee is: Cedric Fentiman

The Safeguarding Trustee will:

- be responsible for undertaking annual reviews and evaluation at Cambridge Campus of the Safeguarding & Child Protection Policy and procedures in conjunction with the Designated Safeguarding Lead.
- ensure that the Safeguarding Audit is carried out at least termly and that all action points are remedied without delay. (Evaluation and Checklists as Appendix 2)
- meet regularly with the Designated Safeguarding Lead (DSL) / and / or Deputy to discuss updates, reviews and evaluation of the Child Protection policies and procedures
- ensure that safeguarding arrangements take into account policies and procedures of the LSCB, these will be noted in the 'Contextual' part of the policy
- have procedures in place to handle allegations against other children (peer on peer), these will be noted in the 'Contextual' part of the policy
- ensure the campus's Safeguarding and Child Protection Policy is available publicly

and on the campus website

- be trained in child protection and inter-agency working. This training will be updated every two years or in line with the LSCB requirements.
- be trained in inter-agency working (up dated every two years or in line with the LSCB requirements) ensuring an overview of Safeguarding, Child Protection and an understanding of how the associated agencies work
- ensure that appropriate child protection training is in place (current and up-to-date) for the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead to a standard set by the Local Safeguarding Children's Board and is recorded on the Training Log (Appendix 4)
- ensure that the Designated Safeguarding Lead and Deputy have sufficient time, funding, training, support and resources to undertake their role and to support other staff within the campus
- ensure that new staff members taking on a Designated Safeguarding role are appropriately trained by the LSCB and that they are booked on the next available LSCB training once appointed, before taking up the post
- ensure that appropriate child protection training is in place as part of the induction for all staff including temporary and voluntary staff and that it is updated annually or in line with the LSCB requirements (Appendix 4) and that there is no lapse in training up dates
- liaise with the LA on child protection or allegations of abuse against the Headteacher or DSL
- if appropriate, ensure that the DSL receives training to promote the educational achievement of children who are looked after.

The HR Trustee who has been delegated the responsibility for Safer Recruitment is:
Philip Anderson

The HR Trustee will:

- ensure that the statutory responsibilities for recruitment and the Recruitment Policy and Procedures are followed, preventing people who pose a risk of harm from working with children
- ensure Safer Recruitment Procedures are followed, including pre-employment checks and vetting of new staff and volunteers working with children and records kept in line with the Keeping Children Safe in Education Guidance and the supplementary guidance on Disqualification Requirements are implemented
- ensure that the Recruitment Procedures meet all of Part 3 of the regulatory requirements and a Single Central Register is duly compliant and up-to-date at all times including the new EEA checks if a person has lived or worked outside of the UK (The Single Central Record should have as a minimum a termly management check)
- ensure that all child protection checks and procedures are applied to staff employed by another organisation such as agency staff working with the campus's students, and that they are carried out
- ensure that no barred person is allowed to work in any regulated activity
- have procedures to fulfil the legal duty to make a referral to the DBS in the event of dismissal of staff on safeguarding grounds
- ensure that at least one person on a recruitment panel has undertaken safe recruitment training
- ensure that assurance is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the campus's students on another site (refer to the Camera and Using Images Policy for Video Conference and FLN).

Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead is: Isabelle O'Mara

who holds the position of: Head Teacher at Cambridge Campus

The Designated Safeguarding Lead will:

- be a senior member of the campus staff on the leadership team, and, if not the Headteacher, ensure that the Headteacher is kept informed of on-going investigations
- have Designated Safeguarding Lead role defined as an appendix to their job description
- liaise with the Safeguarding Trustee with regard to implementation of the Child Protection Policy and Procedures and that they are reviewed and evaluated annually
- be trained in child protection and inter-agency working including The Prevent awareness training. This training will be updated every two years or in line with the LSCB requirements
- ensure knowledge and skills are kept up-to-date
- retain written records of all concerns, discussions and decisions and the reason for those decisions
- keep records confidentially and review regularly so that concerning patterns of behavior can be spotted.

The Training will enable the DSL to:

- understand the assessment process for providing early help and intervention and contribute to this process
- provide a working knowledge of how the LA conducts a Child Protection case conference and a Child Protection review conference enabling effective contribution to a case conference if required
- be alert to the specific needs of children in need, those with special educational needs and young carers
- be the first point of reference for staff regarding safeguarding concerns
- act as a source of advice and support within the campus, be aware of new issues and latest guidance on Safeguarding
- ensure that staff are familiar with the campus policy and procedure, raise awareness of CP issues among staff and encourage a culture of listening to children and taking account of their wishes and feelings
- organise training on child protection and Prevent within campus for all staff, volunteers and trustees ensuring that it is current and up-to-date and is recorded on the Training Log
- keep all staff up-to-date with knowledge and skills
- if required, complete the LSCB Annual Audit for Child Protection / Safeguarding
- co-ordinate action within the campus, decide whether to refer a concern to social care and other agencies over cases of abuse and suspected abuse or to monitor the situation including supporting staff who make a direct referral to social care or the Channel programme
- make child protection referrals, recording and reporting accordingly and monitoring regularly (including to the Channel programme where there is a radicalisation concern)
- liaise closely with agencies and services such as LA children's social care, designated officer(s), case manager at the LA, DBS and / or police (as relevant) about individual cases
- ensure there are appropriate strategies for accurately recording and reporting all concerns / incidents and that they are kept securely within campus
- ensure that when a child leaves a campus and they have a Child Protection File that

it is transferred to the new school, separately from the main student file, ensuring secure transit and confirmation of receipt

- provide appropriate feedback to members of staff as and when necessary
- arrange counselling for members of staff as appropriate
- have appropriate knowledge and training to protect and promote the welfare of a looked after child; holding details of looked after children and their contact information
- ensure that when a child leaves the campus its CP file is copied to the new school
- liaise with the Safeguarding Trustee where a person is dismissed or left due to risk / harm to a child and that the case is referred to the Disclosure and Barring Service or if a crime has been committed and referred to the police.

The Headteacher is: Isabelle O'Mara who will:

- undertake the LSCB Training, if they are not the DSL or Deputy DSL
- ensure that Safeguarding, including helping to protect students from a range of risks including on-line is explored in teaching and learning opportunities within the curriculum (PSHE and ICT)
- ensure that students are able to identify a trusted adult to listen to their concerns
- ensure that there is a Safeguarding Notice Board in the Staff Room demonstrating how the campus keeps children safe. It will include how to report a concern, training dates, policies, posters, roles and responsibilities of safeguarding personnel, safeguarding up-dates, Keeping Children Safe in Education Guidance and other publications and communications with regard to safeguarding
- ensure display Safeguarding Notices are around the school (Appendix 10)
- meet with the Designated Safeguarding Lead to be kept informed of on-going investigations
- be the appointed member of staff to promote the achievement of looked after children
- be alert to children who go missing and put in place the appropriate safeguarding response.

Deputy Designated Safeguarding Lead

The Deputy Designated Safeguarding Lead is Diana Pettit

who holds the position of: Primary Head Teacher at Cambridge Campus

The Deputy Designated Safeguarding Lead will:

- be a member of the campus staff (Teacher or Admin Support)
- have Deputy Designated Safeguarding role defined as an appendix in their job description
- act in the absence of the Designated Safeguarding Lead
- be trained as the DSL.

Campus Staff

Campus staff should:

- know who holds the Designated Safeguarding Lead and Deputy roles within the campus
- receive annual training in child protection (This training also applies to the Headteacher if he or she is not the Designated Safeguarding Lead).

The Staff Training will ensure:

- and assist in identifying children who may be in need of extra help or who are suffering, or likely to suffer significant harm and the action to take
- it is integrated and aligned as part of the overarching safeguarding approach to ensure that children are taught about safeguarding, including on-line through a

variety of teaching and learning opportunities within the curriculum

- that their knowledge and skills are kept up-to-date and the DSL conveys information by way of additional training, e-mails, staff meetings and sharing of publications relating to safeguarding
- staff are aware of the Campus's Safeguarding and Child Protection Policy and procedures supporting safeguarding, and be alert to the signs of abuse as detailed in this policy
- access to the Safeguarding & Child Protection Policy and procedures and receive a copy of the Employee Handout – Know the Signs of abuse and neglect (Appendix 5) and at least Part 1 of the Keeping Children Safe in Education
- any concerns are reported in the first instance to the Designated Safeguarding Lead or his/her deputy
- consultation with the Designated Safeguarding Lead or Deputy if in any doubt as to how to proceed, be aware that they can make a direct referral to children's services if required
- if a child is in immediate danger or is at risk of harm they can make a referral to Children's Social Care and / or the Police immediately (however they should also advise the DSL that they have made a direct referral as soon as possible thereafter)
- staff follow the advice given in this policy in relation to how to handle disclosures, know and be able to recognise the signs of abuse or neglect
- that their behaviour and actions do not place students or themselves at risk of harm or allegations of harm to a student and risk assessments are carried out (for example, in one-to-one tuition, sports coaching, conveying a student by car, or engaging in inappropriate electronic communication with a student).

The training will be part of the induction process for all new appointments.

It is recognised that staff will build up skills and knowledge by undertaking safeguarding training and managing concerns on a regular basis. Staff will be encouraged to participate and contribute to the safeguarding arrangements in school.

Good Practice Guidelines and Staff Code of Conduct

The Teacher Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their duties.

Good Practice includes:

- treating all children with respect
- setting a good example by conducting themselves appropriately
- involving students in decisions that affect them
- encouraging positive, respectful and safe behaviour among students
- being a good listener
- being alert to changes in students' behaviour and to signs of abuse and neglect
- recognising that challenging behaviour may be an indicator of abuse
- understanding the Safeguarding & Child Protection Policy and other guidance documents on wider safeguarding issues, for example Anti-Bullying, Behaviour, ICT, Camera and Using Images and Mobile Telephone policies and procedures
- asking the student's permission before initiating physical contact, such as assisting with physical support during PE or administering first aid
- maintaining appropriate standards of conversation and interaction with and between students
- applying the use of reasonable force only as a last resort and in compliance with the campus procedures
- referring all concerns about a student's safety and welfare to the DSL and knowing when, if necessary, to direct to police or children's social care
- following the campus's rules with regard to communication with students and use of on-line networking (Refer to the Social Media Policy).

Keeping Children Safe in Education, September 2016

Part 1 Safeguarding Information for all staff – The Keeping Children Safe in Education Guidance must be read, understood and will assist the Campus in implementing safeguarding. It will be signed and dated by all staff and trustees and this must be recorded. All staff including new appointments will be trained in safeguarding procedures (Appendix 3) and the requirements of this policy.

A copy of the KCSIE (at least Part 1) will be provided to all staff at the start of the Autumn Term 2016. This will form part of the training for the new Safeguarding (including Child Protection).

It will also be included as part of the induction process for all new staff, trustees and volunteers as well as the training (Appendix 3). This will assist all staff in understanding and discharging their role and responsibilities towards safeguarding.

All staff should receive appropriate Child Protection and Safeguarding training at least annually (as Appendix 3) by the DSL including on-line safety.

Helping Children to Keep Themselves Safe including on-line

Children are taught to understand and manage risk through Personal, Social, Health and Economic (PSHE) education lessons and throughout all aspects of campus life. The campus approach is designed to help children to think about risks they may encounter and, with staff, work out how those risks are managed. This should include:

- discussion about risk, promoting sensible behaviour
- teaching children how to conduct themselves and how to behave in a responsible manner
- reminding children about e-safety, mobile telephone and tackling bullying procedures

The campus will promote an overarching safeguarding approach to ensure that children are taught about safeguarding, including on-line, through a variety of teaching and learning opportunities within the curriculum. The campus promotes an ethos of respect for children and students and they are aware of who to speak to in confidence about any worries they may have.

Training

Where the campus is on two sites or in different locations or the Headteacher who is the Designated Safeguarding Lead is not on site full time, then another member of staff will be required to undergo LSCB Child Protection Training.

The DSL, Deputy DSL and Safeguarding Trustee in addition to their formal training with the LSCB requirements (every 2 years) must ensure that their knowledge and skills are updated by way of the Optimus Insight Publication (Circulated from NSO), LSCB up-dates, and DfE up-dates to guidance. This information should also be conveyed to all staff by way of emails and staff meetings.

Children are taught to keep themselves safe including on-line through teaching and learning opportunities as part of the curriculum.

The DSL must maintain a log of all training and up-dates in the development of the skills and knowledge of staff and must ensure that all staff understand the procedures for identifying children requiring early help or intervention.

The Optimus Insight Magazine will be distributed to Safeguarding Trustees, Designated Safeguarding Leads, Deputies and Headteachers from the Focus National Support Team. It provides up-to-date news, training and case studies in respect of safeguarding.

Safeguarding Training

The Safeguarding Trustee and Designated Safeguarding Lead will be responsible for ensuring that all staff, trustees and volunteers who work with children undertake the appropriate training and that the Training Log (Appendix 4) is maintained and up-to-date, including all new appointments. This includes retaining evidence of the additional training, emails, staff meetings and the sharing of publications to increase knowledge and skills relating to safeguarding.

Basic Training

All staff and volunteers who work with children need to have basic Child Protection Training annually (Appendix 3) that equips them to recognise and respond to child welfare concerns and should be included as part of the induction process of new staff, volunteers and trustees.

Newly Qualified Teachers (NQT)

As part of their induction, the NQT Induction Tutor will ensure that the NQT understands the professional standards and professional distance.

LSCB Training

The Safeguarding Trustee, Designated Safeguarding Lead and or Headteacher and Deputy should also receive training in inter-agency procedures with the LSCB. This will include providing the knowledge and skills to fulfil their responsibilities.

When undertaking initial or refresher training consider the 5 Rs to ensure that courses fulfil the necessary aspects required from training:

- 1 Recognising child abuse
- 2 Responding to children
- 3 Reporting concerns
- 4 Recording information
- 5 Making Referrals to children's social care

All LSCB additional requirements will be included in the 'Contextual' section of this policy.

NSPCC Training

The NSPCC can provide training for Designated Safeguarding Personnel. The training is not nationally endorsed by any umbrella body of Local Safeguarding Children Boards however, they do provide training to and on behalf of LSCBs. The NSPCC have consulted with the DfE regarding some of their training offerings and adhere to the latest Keeping Children Safe in Education March 2015.

Should you wish to consider the NSPCC training please refer to your LSCB to ensure that the training planned meets the LSCB requirements. NSPCC Course Links:
<http://www.nspcc.org.uk/what-you-can-do/get-expert-training/england-designated-safeguarding-lead-for-schools-colleges-england/>

On-line Training for Designated Safeguarding Personnel

Should you wish to consider on-line training for personnel with a Designated Safeguarding Lead please ensure that the training meets your LSCB requirements.

Safer Recruitment Training

The Headteacher, Lead CA and HR Trustee should have successfully completed an approved 'Safer Recruitment Training' qualification. This will ensure that at least one member of the interview panel has had this training. NSPCC On-line Course Link:
<http://www.nspcc.org.uk/what-you-can-do/get-expert-training/safer-recruitment-education-course/>

E-Safety On-line Training

The Headteacher has signed up to CEOP and cascades information to the E-Safety Coordinator, on-line safety group and all staff

The Headteacher and the E-Safety Coordinator will be trained in e-safety using an approved CEOP Course (further details in the ICT & E-Safety Policy) and will cascade through staff training and staff meetings.

The course will cover: how children use the internet and technology, the risks children take on-line, harmful content on-line, on-line radicalisation and extremism, sharing and sexting, sexual offending against children on-line, bullying on-line, supporting parents and carers, supporting children and young people, how to make organisations safer places for children to go on-line.

Keeping up-to date with skills and knowledge

As part of sharing Safeguarding information and keeping all staff updated with skills and knowledge, a Safeguarding Notice Board will be kept in the school Staff Room. It will highlight how the campus will keep children safe, training dates, policies, posters, roles and responsibilities, up-dates and publications on safeguarding such as newsletters, Keeping Children Safe in Education, incident forms and contact details of the safeguarding personnel.

Partnership with Parents

It is important that the campus has an established approach to working with parents. Parents' and children's need for privacy should be respected. However, the priority is the needs of the child and effective liaison is crucial for this.

It should be recognised that families from different backgrounds and cultures will have different approaches to child-rearing. These differences should be acknowledged and respected provided they do not place the child at risk as defined later in this policy.

Where possible, campus staff should work with and share information with parents. Permission for liaison and information sharing with outside agencies should be sought unless it places the child at risk. In these cases it is preferable to seek advice from social care or make a child protection referral.

Parent Access to Educational Records

Other than in exceptional circumstances, campuses must make available for inspection or provide a copy of a student's 'educational record' if requested to do so in writing by a parent or student. This must be supplied within 40 days of a request.

Meaning of Educational Record – any information processed relating to the student or former student of the campus which originated from or was supplied by any member of staff, the student themselves or a parent of that student. The Educational Record must not disclose any information which you would be prohibited from sharing with the student themselves under the Data Protection Act or which that the student would have no right to access themselves (consider third party information).

In some circumstances access can be refused, for example, providing information about social services or related activities, if disclosure may cause serious harm to the physical or mental health of the student, releasing information that would be likely to prejudice an ongoing criminal investigation or confidential communications between client and professional legal adviser.

Private Fostering

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more.

A close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated safeguarding lead when they become aware of private fostering arrangements. The designated safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Guidance on Recognising Abuse

Types of Abuse

Abuse may fall into the categories of physical, emotional (including regular exposure to domestic violence), sexual and neglect. Appendix 5 provides additional guidance relating to recognising the signs of abuse including harmful behaviours linked to safeguarding issues that can put children in danger.

All staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label.

Child abuse is a term used to describe ways in which children are harmed by someone, often in a position of power. It is not the responsibility of campus staff to decide whether child abuse is occurring but we are required to act on any concerns and report it to the appropriate party. The health, safety and protection of a child are paramount.

Abuse might fall into the categories of:

- physical
- emotional (including regular exposure to domestic violence)
- sexual
- neglect.

See Appendix 5 Recognising the signs of abuse and specific guidance relating to each of the following:

- types of abuse and neglect and how to recognise them
- bullying and 'cyber-bullying'
- child sexual exploitation
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- honour based violence including female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence
- mental health
- peer on peer abuse
- radicalisation and extremism
- sexting including cyber-bullying
- teenage relationship abuse
- trafficking

Dealing with Suspected Abuse

All staff should refer concerns to the Designated Safeguarding Lead in the first instance. Refer to the Flowchart for Raising Safeguarding Concerns about a Child. It offers clarity on steps in the process and expectations of what to expect from Children's Social Care. The Flowchart (Appendix 11) should be used where there is a concern about a child - this includes allegations against adults who work with children.

However, if the allegation concerns the Designated Safeguarding Lead, then the Deputy Safeguarding Lead would deal with the incident in the first instance and the Safeguarding Trustee would be involved if the Headteacher, Designated Safeguarding Lead or Deputy are implicated.

In the meantime, they should:

- listen to the student, keeping calm and offering reassurance
- observe bruises but should not ask a child to remove or adjust their clothing to observe them
- allow the child to lead the discussion if a disclosure is made, but do not press for details by asking questions, e.g. "what did they do next?"
- do not ask a leading question (i.e. one that suggests the answer that is expected)
- listen — don't investigate or ask leading questions, but use questions such as "is there anything else you'd like to tell me?"
- accept what the student says without challenge — reassure them that they are doing the right thing and that you recognise how hard it is for them
- not lay blame or criticise either the child or the perpetrator
- not promise confidentiality — explain that they have done the right thing and who needs to be told
- record the information as soon as possible afterwards using the child's own words as far as possible.

Peer on Peer Abuse

When abuse by another child is suspected, child protection procedures will be applied to both (alleged) abuser and abused. If such an allegation is made, the concern is reported to the DSL and, if appropriate, the campus's disciplinary procedures will be invoked. A process for investigating and dealing with such a concern will be detailed in the contextual section of this policy.

The following policies should be referenced to ensure that the campus has procedures in place to minimise the risk of peer on peer abuse; Behaviour Management Policy, Anti-Bullying Policy including Cyber-Bullying, ICT and E-Safety Policy.

Peer on peer abuse will not be tolerated or passed off as 'banter' or 'part of growing up'.

Support will be in place for victims and perpetrators of peer on peer abuse; consideration will be given to whether the perpetrator may be in need of early help or additional support.

Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

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

- indicates that young people outside the school may be affected by this student

Sexting

Appendix 5 shares the link to the Government guidance on Sexting. The School Mobile Telephone Policy and ICT & E-Safety Policy will apply including the procedures as part of the Compass programme to:

- provide practical advice about what to do if sexting happens in school
- give an overview of the problem and offer insight into the research and categories of sexting incidents including a whole school approach
- supply a Toolkit, what to do and how to handle it including sexting response process, risk assessment, case studies and training.

Reference to the Behaviour Management Policy including Cyber Bullying and the DfE Guidance issued in September for Searching, Screening and Confiscation:

<https://www.gov.uk/government/publications/searching-screening-and-confiscation>

If staff are made aware of a sexting incident then the ICT & E-Safety Policy procedure for managing an e-safety incident flowchart will be followed (on display in the Staff Room) and the appropriate incident form will be completed.

Female Genital Mutilation

The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. In schools, this will usually come from a disclosure.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the safeguarding lead and children's social care. The duty does not apply in relation to at risk or suspected cases.

Part 4 Allegations of abuse made against teachers and other staff

Keeping Children Safe in Education, September 2016 The guidance covers the duties and considerations of an employer and remains the same as per that offered in 2012 apart from one point; there are now four available outcomes instead of five, 'unfounded' has been removed. This guidance covers - supporting those involved, keeping records and confidentiality, managing the situation and exit arrangements.

A student may make an allegation against a member of staff, volunteer or Headteacher. If such an allegation is made, the concern is reported to the LA Designated Safeguarding Lead.

Handling and Managing Allegations of abuse against teachers and other staff

The following guidance is in Section 4, Keeping Children Safe in Education:

This section gives detailed guidance to campuses and colleges about:

- duties of an employer and employee
- initial considerations
- supporting those involved
- confidentially
- managing the situation and exit arrangements
- record keeping
- references
- timescales
- oversight and monitoring
- suspension
- information sharing
- specific action to be taken with regard to malicious or unsubstantiated allegations and conclusions
- learning lessons

It is important that those responsible for staff are aware of this information, know what to do should an allegation be made and know where to find any further advice and details they need. Inspectors should check that they do.

Children Absconding or going missing from an educational setting

DfE Guidance Children Missing Education September 2016

Should a child abscond or go missing it is a potential for abuse and neglect and the campus has a procedure in place detailed in the Attendance Policy to ensure the safeguarding of a child going missing, particularly on repeat occasions. The Headteacher / DSL will log incidents, contact parents and / or other agencies as appropriate and in line with the Attendance Policy.

The Campus will inform the LA if a child is missing for 10 days or more without permission.

Additional information is available in Annex A of the Keeping Children Safe in Education and DfE Guidance Children Missing Education September, 2016 confirms the process for reporting to the LA as follows:

Removal of a Student from Roll

The Campus will notify the local authority when they are about to remove a student's name from the campus admission register under any of the fifteen grounds listed in this guidance as Annex A. Full details of the student will be provided to the LA when removing a student from roll and all reasonable enquiries will be made to establish the whereabouts of the child jointly with the LA.

Adding a student to Roll

The LA will be informed within 5 days when adding a student to the admission roll at a non-standard transition point. Full details of the student will be provided to the LA.

This Guidance will also form part of the Admissions Policy.

Referrals to LAs and Inter-agency working

Increasingly, schools are expected to work with, support and sometimes lead different agencies to enable the most appropriate form of intervention to take place. We will adhere to the professional judgements clarified by the Local Safeguarding Children Board and procedures to handle allegations against staff including referral to the LA Designated Officer(s) when appropriate.

Campuses are encouraged to strengthen the links with the LA and other inter-agency working to ensure that all referrals have an impact and cooperation of multi-agency in follow up. Where this is not the case, the campus should press for re-consideration to ensure concerns are addressed and that the child's situation improves.

Inter-agency working highlights the importance of data sharing and not allowing data sharing concerns to come before the safeguarding of a child.

Making a Referral

When deciding whether to make a referral, following an allegation or suspicion or abuse, the Headteacher and Designated Safeguarding Lead should not make their own decision over what appear to be borderline cases, but rather the doubts and concerns should be discussed with the designated officer(s) at the local authority.

The initial sharing of information may lead to:

- a decision not to take any further action
- a strategy discussion
- the involvement of the police or social care services

This may be done tentatively and without giving names in the first instance. What appears minor at first can later be revealed to be much more serious, and an allegation of child abuse or neglect may lead to a criminal investigation. Thus the campus should not do anything that may jeopardise a police investigation, such as asking a child leading questions or attempting to investigate the allegations of abuse.

A member of staff/volunteer against whom a serious allegation has been made will not automatically be suspended. Suspension will arise on the following grounds:

- a child or children would be at risk
- the allegation is so serious that dismissal for gross misconduct is possible
- it is necessary to allow any investigation to continue unimpeded.

Suspension may be considered at any stage of an investigation, but is a neutral act, not a disciplinary sanction, and will be on full pay. Confidential records must be kept.

A false allegation, whether it is made for frivolous or malicious reasons, can jeopardise the career of a member of staff/volunteer and cause irreparable damage. Equally, if a genuine complaint is not taken seriously, it can be damaging to the child concerned and to other children who may become future victims. The matter must remain strictly confidential until the Designated Safeguarding Lead in conjunction with the Local Authority has made an initial assessment and decided what steps are to be taken. A decision will be taken as to whether the suspicion or allegation is an internal disciplinary matter (in which case the campus's disciplinary procedures will be followed) or whether there is a potential child protection issue (in which case the campus's child protection procedures will be followed) in line with the Local Safeguarding Children Board's procedure.

Inter-Agency Working

Those with a safeguarding responsibility are encouraged to strengthen links with the local authority including Local Safeguarding Children Board (LSCB) and Designated Officer(s), social care, the police, health service and other services to promote the welfare of children and protect them from harm including coordinating offers of early help and the sharing of information.

All referrals should have an impact and the campus must encourage any follow up. Where

this is not the case, the campus should press the agency for re-consideration to ensure concerns are addressed and that the child's situation improves.

Working Together to Safeguard Children – A guide to inter-agency working to safeguard and promote the welfare of children – March 2015 (Appendix 7) and Keeping Children Safe in Education – September 2016 (Appendix 8)

The Working Together Guidance covers:

- assessing the need and providing help
- organisational responsibilities (including flowcharts for action taken, immediate protection etc.)
- local Safeguarding Children Boards
- learning and Improving Framework
- child death reviews

The Designated Safeguarding Lead will:

- follow-up the referral using the Incident Report Form (Appendix 1) as a basis for consideration before action
- make additional records of discussions and any investigation that takes place
- make a decision whether to continue to monitor the situation or take the referral further to the appropriate higher authority at the earliest opportunity. This decision should be communicated to the individual making the initial referral. Where a child is referred to the Local Safeguarding Children Board, complete and send a Referral Form (Appendix 2) within 24 hours.

Whistleblowing

In line with the latest Keeping Children Safe in Education Guidance all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding practices and know that such concerns will be taken seriously by the Senior Leadership Team.

Where a member of staff feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed they should reference the schools Whistleblowing Policy; this document includes general guidance and advice on Whistleblowing and details of the NSPCC Whistleblowing helpline.

The NSPCC Whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call 0800 028 0285. The line is available from 8am to 8pm, Monday to Friday or e-mail: help@nspcc.org.uk

Dealing with the Media

When an allegation is made, the campus will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered. The Education Act 2002 at s141F introduced reporting restrictions preventing the publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a student from the same campus (where that identification would identify the teacher as the subject of the allegation).

The reporting restrictions apply until the point that the accused person is charged with an offence, or until the Secretary of State publishes information about an investigation or decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the restrictions apply effectively waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts restrictions in response to a request to do so.

The legislation imposing restrictions makes clear that publication of material leading to the identification of the teacher who is the subject of the allegations is prohibited.

In most cases the Designated Officer(s) at the local authority, Police and Children's Social Care Services will have agreed:

- who needs to know and exactly what information can be shared
- how to manage speculation, leaks and gossip
- what, if any, information can be reasonably given to the wider community to reduce speculation and
- how to manage press interest if and when it should arise.

Allegations that are found to have been malicious should be removed from personnel records and any that are not substantiated as malicious should not be referred to in employer references.

Safeguarding Students on Work Experience

The safeguarding of a student on long-term placements for vocational training or work experience should be considered and appropriately risk assessed.

Where students on work placements are supervised by someone who is themselves unsupervised, the campus must obtain an enhanced DBS check for that supervisor before the placement begins.

Where the student is under 16 years of age, the campus must also obtain a barred list check for that supervisor. Campuses cannot obtain a barred list check where the student is aged 16 or 17.

Extended School and off-site-arrangements

If other organisations provide services or activities on the site, the campus will check that they have appropriate procedures in place, including compliance with safer recruitment procedures.

When students attend off-site activities, including day and residential visits and work-related activities, the campus will check that effective child protection arrangements are in place.

Procedures for Monitoring, Recording and Reporting

Campus policy is that detailed, succinct notes should be kept at the time of the incident or immediately after with the subsequent completion of an Incident Report Form (Appendix 1). Records may be used in legal proceedings and must be kept accurate, confidential and secure. The Incident Report Form is given to the Designated Safeguarding Lead and should include factual information rather than assumption or interpretation. The child's own language should be used to quote rather than a translation. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing. If there is any doubt about recording, advice should be sought from the DSL.

Records may be used at a later date to support a referral to an external agency. A Child Protection File should be started where:

- concerns have been raised about the welfare or well-being of a student
- a student makes a disclosure
- information is passed to the campus by the student's previous school.

The Child Protection File

This must be separate from the student's general school records but a mark should be made on the general school record (i.e. coloured sticker) to indicate that there is a Child Protection File.

Ensure that the Child Protection Files are kept confidential, safe and secure on the campus site by the Designated Safeguarding Lead with a summary front sheet.

- Ensure all forms, referrals, reports, notes, correspondence etc., relating to the student are retained in one file (Appendix 1)
- Siblings – ensure files are cross-referenced but be cautious about what information about the other sibling is included
- Access to the information on the file should be on a 'need to know' basis amongst staff

Transferring Files

The DSL is responsible for ensuring that the Child Protection Files are transferred to each school that a child moves to (e.g. primary to secondary) and the transfer must be conducted securely. It is good practice to put a front sheet on a manual case file that lists the contents and request a receipt from the accepting school. Safeguarding leads are asked to carefully consider what is transferred and your LSCB may have specific protocol about file transfer. If a child has siblings that are staying in the same campus it is important to keep a copy of that child's file.

The Designated Safeguarding Lead must:

- ensure transfer of Child Protection Files to the new school without delay; within 5 days. Ask for confirmation of receipt from the receiving school
- send separately from the student's general school file
- keep a copy of the file until they have confirmation that the new school has received it and then destroy the copy unless siblings remain at the campus. Maintain a list of records that have been destroyed and who authorised their destruction.

Record Keeping

Child Protection records should be kept by the last school attended. The long term security of relevant safeguarding documents and related correspondence is crucial should allegations of abuse arise. All such documents must be securely retained for a minimum of 50 years.

Documents containing personal data as defined in the Data Protection Act 1998 should be retained 'for as long as necessary' – from an insurance point of view for no less than 50 years to ensure that documents are available in the event of an allegation of abuse arising.

Additionally, storage provisions for all such documents must be arranged in the event of the School / Education Trust ceasing operations. Storage in these circumstances would be at the office of a solicitor, accountant or at a professional secure storage company.

The following information should be retained for a minimum of 50 years:

- A copy of Safeguarding Policies and revisions thereof
- Records of safeguarding training
- Records of abuse allegations or incidents including notification to the appropriate authorities
- Copies of relevant information and accompanying correspondence relating to abuse of students whilst in your care
- Copies of your historical public liability insurance policies

Data Sharing

Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children. Information sharing with other agencies is vital in identifying and tackling all forms of abuse.

Confidentiality

Where children are on the child protection register and leave one school for another, the Designated Safeguarding Lead must inform the receiving school. If the child leaves the school with no receiving school, details should be passed to the local authority principal education social worker.

Staff have a professional responsibility to share relevant information about the protection of children with the investigative agencies. Members of staff should not promise confidentiality but can let the child know that only those who need to know will be informed and always for the child's own sake.

Time should be taken to reassure the child and confirm that information given will be treated sensitively. Reassurance should be given and the adult involved must listen sympathetically and non-judgmentally.

Staff should be careful in subsequent discussions and ensure that information is only given to the appropriate person. All staff should be kept aware of issues relating to confidentiality and the status of information they may hold.

Members of staff, other than the designated member and those involved closely, should only have enough details in order to help them to act sensitively and appropriately to a student. Sensitive information regarding pastoral issues and for children on the child protection register must be kept confidential and secure. Discretion should be used when talking about the personal and changing circumstances of children, e.g. when a child goes into care.

Supporting Children at Risk

For children at risk, school may be the one stable place from which they can expect security and reassurance. It is not only about being alert to potential abuse but providing the support to help children through difficult times, providing those with the coping skills that can help avoid situations arising and dealing with the emotional difficulties afterwards if they do.

Early Help

The campus will be prepared to identify children who may benefit from early help. This means providing support as soon as a problem emerges at any point in a child's life.

All staff should understand their role in early help and support the assessment process. Staff are encouraged to discuss any early help requirements with the DSL.

The DSL will liaise with parents early on to ensure that early help will be effective. If the child or parents refuse consent to an early help assessment then further advice will be taken from the LSCB.

There may be a requirement to support other agencies and professionals in an early help assessment.

If early help is appropriate, the DSL should support liaison with other agencies and setting up an inter-agency assessment if appropriate. The case should be kept under constant review and consideration given to a referral to Children's Social Care if the situation doesn't appear to be improving.

The distinction between children who would benefit from early help and those whose needs may meet the threshold for statutory intervention under the Children Act 1989 which includes those considered to be 'in need', for the purposes of the Act, those who may be suffering, or likely to suffer, significant harm or those who may be in immediate danger and in need of immediate protection (where referrals to the Policy and / or Children's Social Care should be made immediately).

Learning Support

In supporting Children at Risk it is recognised that an additional barrier can exist when recognising abuse and neglect of children with Special Educational Needs and Disabilities.

This can include:

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

The Personal Education Plan

Children who are 'looked after' will have their own personal education plan (PEP). The PEP is part of the care plan. It is a record of what needs to happen in order to enable the child to "fulfil their potential". It should reflect other education plans such as individual education plans, behaviour plans etc.

Support in Campus

All class teachers and year group leaders are responsible, in conjunction with other campus staff, for the pastoral needs of the children in their care. This includes maintaining opportunity for children to share their concerns and follow the guidance in this document. Care should always be taken in regard to the discussion of sensitive issues and advice should be sought where there are concerns.

Within the curriculum there will also be opportunities to discuss issues which some children

might find sensitive. Care should be taken particularly in relation to discussion about families and their make-up. Assumptions about members of families and the presence of both parents should be avoided both in discussion and the presentation of materials. Staff should make themselves familiar with the background of the children in their care in order to avoid distress.

Physical Contact with Students

Some form of physical contact with students by teachers is inevitable. All teachers should be aware of issues related to touching and the way in which this might be misconstrued. This relates particularly to any sensitive areas of the body.

Where any uncertainty exists, a senior member of staff should be consulted and one-to-one discussions with students might most appropriately take place in rooms which are openly visible to other members of staff.

In the event of physical restraint, it is important that only the minimum amount is used in order to prevent the student from causing injury to themselves, others or property. Following such an intervention the Incident Report Form (Appendix 1) should be completed.

Staff in campus, when appropriate, will have training in restraint; it is only those members of staff who have been appropriately trained who will administer restraint methods. Further guidance on Power to Restrain is covered in the Behaviour Management Policy.

Additional Resource Links

NSPCC

NSPCC Website Link: <http://www.nspcc.org.uk/>

NSPCC website link to Preventing Abuse: <http://www.nspcc.org.uk/preventing-abuse/>

THINKUKNOW

CEOPs Thinkuknow programme – Keeping children safe on-line and protecting them from sexual abuse and exploitation.

<https://www.thinkuknow.co.uk/Teachers/>

Safenetwork website jointly managed by the NSPCC and Children England

<http://www.safenetwork.org.uk/Pages/default.aspx>

Safer Recruitment – Management Responsibility

In line with Part 3 of the Keeping Children Safe in Education, the Board of Trustees will prevent people who pose a risk of harm from working with children by adhering to their statutory responsibilities to check all staff who work with children, taking appropriate decisions on whether to ask for any checks beyond what is required and ensuring volunteers are appropriately supervised.

The Board of Trustees, as per their legal duty will ensure that the Safeguarding Trustee and / or DSL refer to the Local Authority any allegations made against a teacher, headteacher, volunteer or other member of staff and that they also make a referral to the DBS Service if a person in regulated activity has been dismissed or removed due to a safeguarding concern, or would have been had they not resigned.

An HR Trustee will be appointed to oversee HR provision including recruitment and selection.

Unsuitable to Work with Children Reporting

The campus will report to the DBS (Refer to DBS Policy), within 14 days of leaving the campus, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children in accordance with the legal duty under section 35 of the Safeguarding Vulnerable Groups Act 2006.

Recruitment Policy and Procedure

Part 3 of Keeping Children Safe in Education

Part 3 Safer Recruitment – Clarifies Regulated Activity including supervised and unsupervised access of volunteers. Supervised volunteers are not in Regulated Activity. For those engaged in Regulated Activity (see flowchart in the procedures with regard to Regulated Activity), an Enhanced DBS with Barred List Information will be required.

- Pre-Employment Checks must be carried out for all new appointments.
- When using agency and third party staff the campus must obtain evidence from the third party organisation supplying the staff that all Safer Recruitment checks have been carried out.
- An offer must be conditional upon satisfactory completion of pre-employment checks including:
 - Identity
 - Enhanced DBS with Barred List Check – if the applicant or new appointment subscribes to the DBS Up-dating Services you will be able to access this information on line
 - *Check applicants called for interview are not subject to a Teacher Prohibition Order or an interim Prohibition Order made by the Secretary of State
 - *Section 128 Direction – checks on Trustees to ensure that they are not prohibited or restricted from taking part in the management of an independent school
 - Verify mental and physical fitness to carry out the role (Disclosure on the Focus Application Form and completion of the Focus Medical Questionnaire once an offer is made to appoint). An annual declaration will be required thereafter
 - Verify the right to Right to Work in the UK; further checks if lived outside the UK
 - If the person has lived or worked outside of the UK, an additional EEA check should be carried out via the NCTL Teacher Services
 - Verify professional qualifications
 - two References prior to successful candidates taking up a post. These references must be verified. If using an agency or other third party, ensure that written notification is obtained that the necessary checks have been carried out – must include DBS Barred List and Identity.

*Teacher Prohibition Order or Interim Prohibition Orders, Section 128 Trustees Prohibited or restricted from taking management checks must be carried out via access to the Employer Access on-line (see access details in the Single Central Record). These checks are only possible for qualified teachers.

If a campus knows, or has reason to believe, that an individual is barred, it commits an offence if it allows the individual to carry out any form of Regulated Activity.

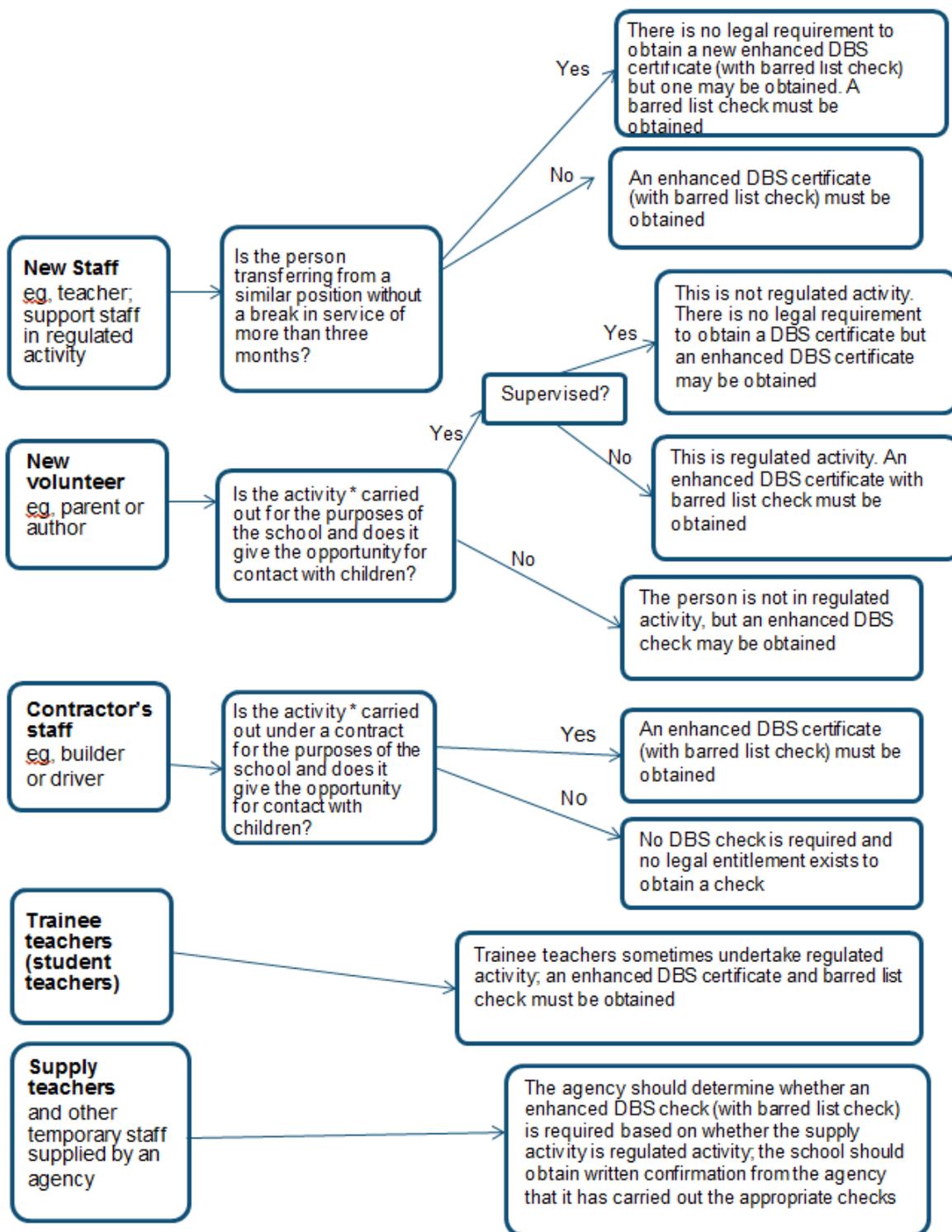
All checks must be recorded and information placed on the Single Central Record.

DfE: Childcare Disqualification Requirements – February 2015

This is statutory guidance from the DfE on the application of the Childcare (Disqualification) Regulations 2009 (Appendix 10). It covers disqualification criteria, relevant offences and orders, staff covered, action for schools and disqualification by association.

Following further guidance from the DfE, Focus Schools currently do not meet the requirements for this check.

Flowchart of Disclosure and Barring Service criminal record checks and barred list checks



* Activities listed under the guidance's definition of regulated activity and which are carried out 'frequently'

Single Central Record

Who should be on the Single Central Record?

- all staff (including supply / agency staff) who work at the campus
- all others who work in regular contact with children in the campus including volunteers, minibuss drivers, consultants, contractors
- all members of the proprietor body.

What information should be on the Single Central Record?

The SCR must record for each person whether or not the following checks have been carried out or certificates obtained for, and the date on which the checks were completed, including:

- start date
- position held
- identity check
- check of professional qualifications
- prohibition from teaching check
- management prohibition check of trustees
- staff who have previously worked in the EEA Section 128 check and any further checks on people living or working outside the UK as the campus feels appropriate (if relevant)
- enhanced DBS with Barred List check
- evidence that at least two references have been obtained
- post engagement medical fitness check and thereafter an annual medical declaration
- check on right to work in the United Kingdom (if relevant)
- agency / supply staff - campuses must have obtained written notification from agency or third party organisation that these checks have been done; campuses must check the identity of the member of staff from the agency.

It is the duty of the HR Trustee to ensure that anyone who performs regulated work with students has been subject to the appropriate detailed checks (as per the flowchart on previous page) and that the information is retained on the SCR.

The Single Central Record has a Management Check column. This check must be carried out at least termly by the HR Trustee or delegated person from the Leadership Team.

Duty of campus to DBS

Campuses have a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not resigned.

Inspectors will check that the proprietor knows of this duty and knows what to do in the event of such an occurrence.

The campus will operate Safe Recruitment Procedures (Refer to Recruitment, DBS Policies, Single Central Record, and Keeping Children Safe in Education Guidance) and will check all staff, trustees, volunteers and others who work in campus to ensure their suitability to work with children.

The Recruitment Procedures for staff employed by the campus and from agencies will meet Part 4 regulatory requirements of the Independent School Standards Regulations 2014, by ensuring the Single Central Record is compliant. Checks on staff and volunteers are carried out with regard to previous employment history, character and professional references. Checks will be made in line with national guidance.

The trustees will adopt the Safe Recruitment and Selection Procedures that help to deter, reject or identify people who might abuse children or are unsuitable to work with them.

To ensure students' safety, at least one trustee or senior member of staff will undergo Safer Recruitment Training and will be part of the recruitment panel when interviewing potential staff to ensure safe recruitment practices are implemented effectively.

The main elements of the recruitment process will include:

- ensuring that the job description makes reference to the responsibility for safeguarding and promoting the welfare of children
- ensuring that the person specification includes specific reference to suitability to work with children
- obtaining and scrutinising comprehensive information from applicants and taking up and satisfactorily resolving any discrepancies or anomalies
- obtaining independent professional and character references that answer specific questions to help assess an applicant's suitability to work with children and follow up any concerns
- a face to face interview that explores the candidate's suitability to work with children as well as their suitability for the post
- conducting other checks as detailed in the Recruitment Policy and in the Independent School Standards Regulations 2014 concerning verifying the successful applicant's identity, academic and vocational qualifications, previous employment history and experience, medical fitness and criminal records to ensure that they have not been barred from working with children.

Checking of volunteers and supply staff including those employed from agencies

The Protection of Freedoms Act 2012 has removed the requirement to routinely carry out DBS checks on all volunteers, even where they regularly work with children. Instead, the Act introduces the concept of supervision of volunteers. Where a campus is satisfied that it can provide an adequate level of supervision by a suitably checked person, that is, someone who is defined as working in regulated activity, it is not required to request any DBS checks on the volunteer and is not entitled to request a barred list check. The campus is entitled to request a standard or enhanced DBS disclosure certificate without the barred list check. The entitlement to request a barred list check for volunteers working regularly with children will apply only to those working unsupervised.

Supply staff including those employed from agencies

For supply staff appointed by the campus, all of the regular regulatory checks will be conducted to ensure their suitability to work with children.

For staff appointed from an agency, the agency must provide written notification that all of the regular regulatory checks have been carried out including identity, qualifications, DBS in UK and overseas, right to work in the UK as regulated. Before the supply staff work in campus their identity must be checked.

The campus will, under contractual arrangements request a copy of the DBS certificate that contains any disclosures and trustees will decide if the candidate is suitable.

The Safer Recruitment process will be followed including all relevant checks to be carried out by the campus when supply staff go on to be employed by the campus.

Volunteer and supply staff checks will be in line with the Recruitment Policy and Handbook.

Site Security

The Campus Visitor Policy and procedures will be followed. Visitors to the Campus, including contractors, are asked to sign in and are given a badge, which confirms they have permission to be on site.

All visitors are expected to observe the campus's safeguarding and health and safety requirements to ensure children in campus are kept safe.

The Headteacher will exercise professional judgement in determining whether any visitor should be escorted or supervised whilst on site.

The school will comply with the CCTV Policy in line with the Data Protection Act and supporting policy.

E-Safety

ICT & E-Safety Policy

The ICT and E-Safety Policy and Procedures policy will be implemented in school it details roles and responsibilities of the whole school community.

Digital Device and Acceptable Use Policy

Filters and Monitoring is covered off in the ICT and E-Safety Policy. Campuses should ensure that filters and monitoring systems are in place and the process for monitoring systems and dealing with a breach are in line with the procedures and Incident Reporting in the ICT and E-Safety Policy Appendix 8, 9 and 10.

Acceptable Use Agreements

Safe Use of Images Consent Forms will be completed by all students, staff, trustees, volunteers and visitors who will be asked to sign Acceptable Use Agreements and Safe Use of Images Consent Forms in line with the ICT and E-Safety Policy and Safe Use of Images Policy.

E-Safety Reporting Button

To ensure that students and all other stakeholders have access to a confidential and direct reporting system, we have an e-safety reporting button on the main page of our Learning Management Information System (LMS). The button is for reporting concerns about e-safety, bullying, inappropriate use of computers or the internet. It is labelled as such.

Mobile Telephone Policy and similar devices

Our students increasingly use mobile telephones (Refer to Mobile Telephone Policy) and computers on a daily basis. However, we know that some adults and young people will use these technologies to harm children. The harm might range from sending hurtful or abusive texts and e-mails, to enticing children to engage in harmful conversations. The following policies and procedures support the Child Protection Policy and Child Protection in keeping our students safe in campus:

- ICT and E-Safety Policy and Procedures
- Digital Device & Acceptable Use Policy
- Anti-Bullying Policy including Cyber-bullying
- Behaviour Management Policy
- Staff will also receive advice regarding the use of social networking and electronic communication with students.

Images and Photography

The Campus Safe Use of Images Policy and procedures will be followed; to protect students in summary the campus will:

- seek consent for photographs to be taken or published from the student and parent
- use only the student's first name with an image
- ensure that students are appropriately dressed
- encourage students to tell if they are worried about any photographs that are being taken of them.

Social Media

Staff are expected to comply with the Trust's Social Media Policy, which includes having no contact with students via social media websites, text or personal mobile phones.

Reference to Mobile Telephone Policy.

FLN, Video Conferencing, Extended Campus and Off-Site Arrangements

Where staff are in Video Conference, FLN teaching or other conference links with students from other Focus Campuses there will be assurance from the participants' employing trust that all vetting checks, including DBS, have been carried out (further details and procedures refer to the Single Central Record and supporting Appendices).

Where extended campus activities outlined above, are provided by and managed by the campus or FLT, the Safeguarding and Child Protection Policy and Procedures apply.

Focus FLN Teachers are trained and are aware of Safeguarding arrangements in campuses. The Focus NSO retains a database of Designated Safeguarding Leads in each Focus campus should there be a concern raised with regard to sharing information in the event of a disclosure.

Extremism and Radicalisation (The Prevent Duty)

Focus Learning Trust has a statutory duty under The Counter-Terrorism and Security Act 2015 and the statutory Prevent Guidance 2015 to have due regard to the need to prevent people from being drawn into terrorism in all its schools.

Extremism is defined as vocal or active opposition to fundamental values of our society, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. Radicalisation is defined as the act or process of encouraging extremist views or actions in others, including forms of extremism leading to terrorism.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across on-line so involvement with particular groups may not be apparent.)
- secretive behaviour
- on-line searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Reference The Prevent Duty Policy and Risk Assessment Template.

Complaints

The Complaints Policy and Procedures will be followed where a student or parent raises concerns about poor practice towards a student that initially does not reach the threshold for a child protection action or cannot be resolved following guidance in the Behaviour Management and Anti-Bullying Policies and Procedures.

Complaints from staff are dealt with under the campus complaints and disciplinary and grievance procedures.

Charity Commission

Reference should be made to the Financial Procedures Handbook and the Charity Commission guidance when considering Serious Incident Reporting

Inspections

What Inspectors will expect to see (See also Appendix 2 Audit Checklist)

It is acknowledged that at inspection the arrangements for safeguarding children and learners will be reported on in line with their inspection framework (Section 70 School Inspection Service) and Keeping Children Safe in Education guidance.

Reference should be made to the Financial Procedures Handbook and the Charity Commission guidance when considering Serious Incident Reporting

Schools will need to ensure that all statutory responsibilities are met with regard to safeguarding including:

- Single Central Record –no gaps
- evidence that a robust Safer Recruitment process is in place
- student attendance – rigorous follow-up
- at risk students are identified
- decision making process about taking students off-roll – covered in the attendance procedures
- actions following any serious incident
- actions taken to safeguard students in off-site or alternative provisions including VC and FLN
- actions taken to identify students and steps taken to reduce risk of radicalisation and extremism
- steps taken to promote ICT safety and safe practices including Acceptable Use Agreements and Filters and Monitoring
- referrals to the Designated Officer at the Local Authority and the follow up (if any)
- success in keeping children safe, for example effective Risk Assessments and actions taken following serious incidents
- testing out awareness of the Policy and its Procedures – that staff and volunteers know who is responsible for Safeguarding, that the training received has had an impact and that staff know what they should be doing
- sight of the Safeguarding Training Log and that it is current and up to date including on-going up-dates to skills and knowledge
- evidence that staff have received and read the Child Protection Policy and its procedures including Keeping Children Safe in Education Guidance.

Does the campus have a culture of vigilance? Is the welfare of students promoted? Do timely actions arise from safeguarding concerns? Is there a strong, robust and proactive response to reduce the risk of harm? Are staff carefully selected and vetted?

Are staff aware of the safeguarding procedures? Do all staff understand the risk of the internet and social media? Do staff work together to create a safe, physical environment in the campus?

Do students feel safe? Are they helped to protect themselves from a range of risks? Are students able to identify a trusted adult to listen to their concerns?

Is the statutory requirement for training of those with a responsibility for safeguarding met?
Are staff trained in the use of internet and social media and types of abuse and neglect?

CONTEXTUAL INFORMATION about Cambridge Campus relevant to the Child Protection Policy and its implementation in the Campus.

Please see attached flowchart for details of specific safeguarding arrangements and procedures at Cambridge Campus. This includes contact details of the Local Safeguarding Children Board, Local Authority Designated Officer and details of Multi-Agency Safeguarding Hub (MASH) day time and out of hours emergency contact. We support victims and perpetrators of peer on peer abuse by implementing our Anti-Bullying policy. Whenever a safeguarding incident occurs the Trustees will consider the Charity Commission's guidance on serious incident reporting and decide whether, in the circumstances, a report should be made.

APPENDIX to Safeguarding Policy

Appendix Index

Appendix 1 Concern / Incident Child Protection File Front Sheet, Child Protection Chronology Sheet, Report Form, Referral Form, School Report Form

Appendix 2 Audit Checklist – Safeguarding In Focus Schools

Appendix 3 Power Point Presentation – Safeguarding & Child Protection Basic Training

Appendix 4 Training Log including up-dates on knowledge and skills

Appendix 4A Declaration Form for staff, trustees and volunteers: Keeping Children Safe in Education and Safeguarding and Child Protection Policy

Appendix 5 Recognising the signs of abuse, specific guidance and handout for Basic Training

Appendix 6 Legislation, associated publications and organisations

Appendix 7 Working Together to Safeguard Children, March 2015

Appendix 8 Keeping Children Safe In Education, September 2016 & DfE Statutory Guidance Childcare Disqualification Requirements, February 2015 (currently not applicable to Focus Schools)

Appendix 8A Statutory Guidance on Children Missing Education, September 2016

Appendix 9 Appendix to job description and person specification for the Designated Safeguarding Lead and Deputy Designated Safeguarding Lead

Appendix 10 Display notice – Safeguarding Roles in School

Appendix 11 Organisational flowchart

Appendix 12 Additional contextual information about the Child Protection Policy and Procedures

Associated Documents

- Anti Bullying Policy
- Attendance Policy
- Behaviour Management Policy
- Using Images Policy
- Curriculum Policy documents and schemes of work for PSHE

- Data Protection Policy
- DBS Policy
- Disciplinary Procedure
- Health & Safety Policy including the following procedures:
 - Educational Visits
 - First Aid including arrangements for meeting the medical needs of children
 - School Security
- ICT and E-Safety Policy
- Induction of new staff and volunteers
- Learning Support (SEND) Policy
- Mobile Telephone Policy
- Physical Control Policy
- (The) Prevent Duty Guidance
- Recruitment Policy
- Safeguarding Hub – Monthly Newsletter
- Single Central Record
 - Appendix 1
 - Appendix 2
 - Appendix 3
- Social Media Policy
- Staff Handbook
- Visitors Policy
- Whistleblowing Policy

Legislation

- Working Together To Safeguard Children (March 2015)
- DfE Guidance Keeping Children Safe In Education (September 2016)
- Prevent Duty Guidance: for England and Wales, 2015
- DfE Children Missing in Education (September 2016)

Appendix 6 Details the legislation, associated publications and organisations.

- Children and Families Act, 2014
- Childcare Act, 2006
- Counter-Terrorism and Security Act, 2015
- Protection of Freedoms Act, 2012
- Education Act, 2011
- Children and Young Persons Act, 2008
- Education and Inspections Act, 2006
- Safeguarding Vulnerable Groups Act, 2006
- Education (Independent Schools Standards) (England) Regulations, 2014
- Education (Provision of Information by Independent Schools) (England) Regulations, 2010

ISSUED BY

Focus Learning Trust

Issue date: November 2016

Review date: September 2017

Version: 4.1

Signed by Chair of Board of Trustees: .

At a Trust Meeting on (Date):.